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THE PLAYGROUND ASSOCIATION OF AMERICA

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Publication Committee

LEE F. HANMER, *Chairman*
LAWRENCE VEILLER
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PROGRAM

Monday Evening, May 10.

Informal reception of the Pittsburgh Playground Association to members of the congress.

Musical selections by the Tuesday Musical Club Choral of Pittsburgh, James Stephen Martin, Director.

First General Session:

Luther Halsey Gulick, M.D., Chairman.

Reading of letter of greeting from Hon. William H. Taft, President of the United States.

Address of Welcome by Hon. William A. Magee, Mayor of Pittsburgh.

Greeting from the Pittsburgh Playground Association:
"Pittsburgh in the Spirit of Play", by Beulah Kennard, President of the Pittsburgh Playground Association, Pittsburgh, Pa.

Musical selections by the Tuesday Musical Club Choral of Pittsburgh.

President's Address, by Luther Halsey Gulick, M.D., President of the Playground Association of America, New York City.

"Play and Work", by Rev. Russell H. Conwell, Pastor of the Baptist Temple, Philadelphia, Pa.

Tuesday Morning, May 11.

Committee Meetings:

Session on Storytelling in the Playground,

Luther Halsey Gulick, M.D., Chairman.

Discussion by Amalie Hofer, Chicago, Ill.; Allen T. Burns, Pittsburgh, Pa.; Alice N. Parker, Pittsburgh, Pa.; Edna V. Fisher, Pittsburgh, Pa.

Action of the conference.

Session on Playground Statistics,

Luther Halsey Gulick, M.D., Chairman.

Presentation of report.

Discussion by C. T. Booth, Minneapolis, Minn.; Beulah Kennard, Pittsburgh, Pa.

Action of the conference.

Session on A Normal Course in Play,
Luther Halsey Gulick, M.D., Chairman.
Presentation of report.

Meeting of the Board of Directors of the Playground
Association of America at Hotel Schenley, followed by a
luncheon.

Tuesday Afternoon, May 11.

Fifth Annual Game Festival of the Alumnae Association of
the Pittsburgh and Allegheny Kindergarten College at
Pittsburgh Conservatory of Music.

Marches and kindergarten games by kindergarten teachers.

Tuesday Evening, May 11.

Exhibition of lantern slides.

Second General Session:

Henry S. Curtis, Chairman.

"Play and Life", by George J. Fisher, M.D., Secretary,
Physical Department, International Committee, Young
Men's Christian Associations, New York City.

"Good Health and Good Government", by Hon. James
Francis Burke, United States Representative from
Pennsylvania, Pittsburgh, Pa.

"The Gingerbread Boy",

"Balder the Beautiful",

Stories told by Maud Summers, Milwaukee, Wis.

"The Doctrine of 'Hands Off' in Play", by Luther Halsey
Gulick, M.D., President of the Playground Association
of America, New York City.

Wednesday Morning, May 12.

Committee Meetings:

Session on State Laws,

Luther Halsey Gulick, M.D., Chairman.

Presentation of report.

Discussion by George W. Ehler, Baltimore, Md.; Henry
S. Curtis, Worcester, Mass.; Lee F. Hanmer, New
York City.

Action of the conference.

Session on Athletics for Boys,

Luther Halsey Gulick, M.D., Chairman.

Presentation of report.

Discussion by George J. Fisher, M.D., New York City;

Emil Rath, Pittsburgh, Pa.; C. T. Booth, Minneapolis, Minn.; Emilie A. Barrier, Pittsburgh, Pa.; George B. Affleck, Springfield, Mass.

Action of the conference.

Session on Athletics for Girls,

Luther Halsey Gulick, M.D., Chairman.

Discussion by Mrs. Frank M. Roessing, Pittsburgh, Pa.; Elizabeth Burchenal, New York City.

Wednesday Afternoon, May 12.

Visits of congress members to Washington, Arsenal, and Lawrence Parks.

Automobiles were furnished by the Pittsburgh Playground Association.

Wednesday Evening, May 12.

Exhibition of lantern slides.

Third General Session:

William H. Stevenson, Chairman.

Remarks by William H. Stevenson, Chairman, Advisory Board, Pittsburgh Playground Association, Pittsburgh, Pa.

"The Rochester Social Centers", by Edward J. Ward, Supervisor of Social Centers and Playgrounds, Rochester, N. Y.

Discussion following Mr. Ward's address.

"Why Teach a Child to Play?" by George E. Johnson, Superintendent, Pittsburgh Playground Association, Pittsburgh, Pa.

"Ways of Giving", by Gustavus T. Kirby, Treasurer, Playground Association of America, New York City.

Thursday Morning, May 13.

Committee Meetings:

Session on Play in Institutions,

Hastings H. Hart, Chairman.

Presentation of report.

Discussion by F. H. Nibecker, Glen Mills, Pa.; Mrs. C. F. Weller, Pittsburgh, Pa.; Sadie American, New York City; Solomon Lowenstein, New York City.

Session on Festivals,

Luther Halsey Gulick, M.D., Chairman.

Presentation of report.

Discussion by Graham Romeyn Taylor, Chicago, Ill.;
Mary Wood Hinman, Chicago, Ill.

Action of the conference.

Session on Folk Dancing,

Luther Halsey Gulick, M.D., Chairman.

Presentation of report.

Discussion by Florence L. Lattimore, Pittsburgh, Pa.;
Amalie Hofer, Chicago, Ill.; Mrs. Luther H. Gulick,
New York City; Mrs. Samuel A. Ammon, Pittsburgh,
Pa.

Action of the conference.

Session on Playgrounds as Social Centers,

Luther H. Gulick, M.D., Chairman.

Discussion by Graham Romeyn Taylor, Chicago, Ill.;
Theodore Smergolski, Chicago, Ill.; Henry S. Curtis,
Worcester, Mass.; Sadie American, New York City.

Luncheon of congress members at Hotel Schenley.

Thursday Afternoon, May 13.

Visits of congress members to the Homestead Steel Works
and to the factory of H. J. Heinz Company. The Pitts-
burgh Playground Association furnished guides.

Thursday Evening, May 13.

Festival of Folk Songs and Folk Dances at Carnegie Music
Hall, under the direction of the Pittsburgh Playground
Association.

Musical selections and folk dances by children from the
playgrounds of Pittsburgh.

Friday Morning, May 14.

Meeting of the Council of the Playground Association of
America.

Election of officers for 1909-10.

Conference of Young Men's Christian Association Delegates:
Bayard H. Christy, Chairman.

"What the Y. M. C. A. has Done and Can Do for the
Promotion of Playgrounds", by Lee F. Hanmer,
Associate Director, Department of Child Hygiene,
Russell Sage Foundation, New York City.

"How the Y. M. C. A. Can Co-operate in the Promotion of
Playgrounds", by George B. Affleck, Professor of

Hygiene, Gymnastics, Athletics, International Y. M. C. A. Training School, Springfield, Mass.

"What the Y. M. C. A. Has Done and Can Do Regarding Athletics for Boys in Small Cities and Towns", by John Bradford, Boys' Secretary, Young Men's Christian Association, Pensacola, Fla.

Conference of Municipal Representatives:

Hon. William A. Magee, Chairman.

Remarks by Hon. William A. Magee, Mayor of Pittsburgh.

"Independence Day: A Civic Opportunity", by William Orr, Principal, Central High School, Springfield, Mass.

Discussion by Frederick A. Finkeldey, Camden, N. J.; Mrs. Pauline Steinem, Toledo, O.; J. Herbert Wilson, New Britain, Conn.; Rev. Morgan M. Sheedy, Altoona, Pa.; Lincoln E. Rowley, East Orange, N. J.; Thomas F. Beadenkoff, Baltimore, Md.; Murray B. Walker, McKeesport, Pa.; Leonard P. Ayres, New York City.

Resolutions of the conference.

Meeting of the Board of Directors of the Playground Association of America.

Friday Afternoon, May 14.

The Pittsburgh Play Festival in Schenley Park, under the direction of the Pittsburgh Playground Association:

Recessional.

Pageants.

Folk Dances.

Games.

Athletic Competitions.

Recessional.

By children from the Pittsburgh public schools, the recreation centers, athletic and national organizations of Pittsburgh.

**Proceedings of the Third Annual Congress
of the
Playground Association of America**

GREETING FROM PRESIDENT TAFT

THE WHITE HOUSE
WASHINGTON

April 30, 1909.

My dear Sir:

I greatly regret that I cannot be with you at your third annual congress at Pittsburgh, from May 10th to 14th of this year, but I write to express my most sincere sympathy in the work which your Association is doing.

I do not know anything which will contribute more to the strength and morality of that generation of boys and girls compelled to remain part of urban populations in this country, than the institution in their cities of playgrounds where their hours of leisure can be occupied by rational and healthful exercise. The advantage is twofold:

In the first place, idleness and confinement in a narrow space in the city, in houses and cellars and unventilated dark rooms, is certain to suggest and bring about pernicious occupation and create bad habits. Gambling, drinking, and other forms of vice are promoted in such a restricted mode of life.

In the second place, an opportunity for hard, earnest, and joyous play improves the

health, develops the muscles, expands the lungs, and teaches the moral lessons of attention, self-restraint, courage, and patient effort.

I think 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.

I sincerely hope that your present convention may be a success, and that the work which you have begun may go on until no city in this country is without suitable playgrounds for the children of those who but for such city assistance in this regard would be without them.

Sincerely yours,

A handwritten signature in dark ink, appearing to read "W. H. Taft". The signature is fluid and cursive, with a large, sweeping "T" and a long, horizontal flourish extending to the right.

Luther Halsey Gulick, Esquire,
President Playground Association of America,
1 Madison Avenue, New York City.

Foreword

With this number, the Playground Association of America presents to its members and others interested in playground development the first of twelve instalments covering the Proceedings of its Third Annual Congress, at Pittsburgh. The publication of these proceedings is undertaken with the belief that the several addresses, the reports of committees, the formal and impromptu discussion of the many topics on the program, form a valuable body of data and opinion useful at once to the playground worker, the educator, the social leader, and to all those in municipal government whose function has to do with the health and proper recreation of the public. A careful review of the material at hand forces the conclusion that it is valuable and worthy of preservation, both by reason of the fact that it is intensely practical and easy of direct application and also because those who took part in the discussions, the speakers and the members of the committees which prepared the several reports, are entitled by reason of their experience to speak with authority.

The present issue is devoted to a general survey of the congress, to the letter from President Taft, to the annual address of the president of the Association, and to a full report of the conference of municipal delegates on the question of a proper observance of the Fourth of July. There will be an effort to devote each of the eleven remaining issues to a single general topic. In this way it is believed that the data can be gathered in form more convenient for the use of those specializing in special fields, and yet, because of the uniformity in size and typography, not interfere with the eventual binding of the twelve numbers into a single volume, uniform with the Association's other publications. In fact, at the conclusion of the instalments, it is purposed to bind up a limited number of volumes for those who wish to preserve them in this form.

THE THIRD ANNUAL PLAYGROUND CONGRESS

GEORGE W. WHARTON

New York

THE PLAY FESTIVAL

Eighteen thousand children playing organized games on a great playground nearly a mile square, while fifty thousand other children and adults looked on and thoroughly enjoyed the sports of the little players, furnished the dramatic finale of the Third Annual Congress of the Playground Association of America, held in Pittsburgh, Pa., May 10 to 14, 1909. This huge playground, which was subdivided into ninety-nine different playgrounds, had been laid out on the beautiful sloping lawns on Flagstaff Hill and on the broad meadows of the golf course on the high ground of Schenley Park at the crest of the hill. To each of these playgrounds special groups of children from a school or from one of the score of downtown playgrounds had been assigned in advance, and each group on arrival immediately began playing the games typical of their own school or neighborhood. Even the boulevard and roadways through the park as well as the lawns had been declared a playing preserve for the day, and closed to carriages and automobiles. On the smooth asphalt and macadam groups of boys played street games with home-made apparatus—such as tin-can hockey—and demonstrated how even a city street can be made a source of happiness and exercise.

At Schenley Oval, in another part of the park, two thousand boys took part in a competitive field meet, and strove on the track and in the jumping pits with cheering thousands in the grandstand to spur them on to victory. At the outermost edge of the play preserve, junior aeronauts flew kites—not the old-fashioned ones, but the new fliers, which are supposed to be the primary grade of the aeroplane and glider. Elsewhere on the smooth lawns teams of Italians held spirited bowling tourneys, playing an old-fashioned Italian game which calls for delicacy and skill much as does the old English bowling on the green. In other spots members of Pittsburgh's many

national societies danced their characteristic folk and national dances to music furnished by enthusiastic orchestras of foreign musicians, who quite forgot that they were not playing at some fiesta in some distant native village.

But all over the hills thousands of children were playing tag or some game where sides are chosen and competition is keen and team work is necessary. Their laughter echoed back the hoarse rumble of train whistles and the rattle from the distant steel mills—a joyous rejoinder to the assertion that our large cities are wholly workaday. Their glowing cheeks seemed also to challenge the smoke from a thousand furnaces to lessen their bloom of health. It was what might be termed a wholesale demonstration of how wholesome fun, hygiene, and social education are being combined under the name “Play”.

More significant, however, even than the number of children engaged in the games, or the charming way in which they entered into their sports or danced their folk dances, was the orderly, considerate attitude of the throngs of people massed fifteen deep along the ropes which marked off the play arena. Numerically they were a mob; by birth and economic status they represented all nations—all social classes. The majority, of course, had come on foot and brought their babies in go-carts; not a few, however, had puffed up in automobiles, but they too had brought children with them. And the exquisitely dressed little folks in charge of French nurses or governesses played just as hard as did those whose dress had been personally laundered by mother that morning for the occasion. And seemingly the mother in silk and the mother in gingham got equal pleasure from watching these future citizens of Pittsburgh playing the game which has for ulterior purpose a race of sturdy, right-minded, fair adult citizens.

Some of this crowd of onlookers could speak no English; others knew only the argot of the streets, in which they were singularly proficient. Yet there was no racial antipathy, no disorder. All day long these people had been pouring into Schenley Park from Pittsburgh and all its suburbs. One hundred and twenty-five crowded trolley cars were required to bring just the children who had definite parts to the scene of action. Yet no troop of mounted policemen was needed to insure respect for boundaries—to see that the visiting guests were assured their privileges and were hospitably treated. No

cordon of police with drawn clubs was constantly shouldering back a crowd and trying to keep 70,000 people in order. Without pushing or shoving, with no semblance of rowdiness, they took their positions and settled down, men, women, and children, to full enjoyment of the spectacle. Throughout there was regard for the rights and comfort of others. Whether these people had brought with them from other lands a proper festival spirit or had learned it in Pittsburgh's many playgrounds, it was very evident that in some way the people of Pittsburgh—the average, everyday crowd—had learned how to play themselves, and had mastered the art of gaining every atom of pleasure out of the play of others.

It was truly an illustration of the Democracy of Play, in which, many are coming to believe, lies one of the great national solvents which can quickly and easily make a harmonious mixture of the hundreds of diverse human elements which daily enter our national boundaries and need to be digested into the body politic. For seemingly in play lies—for the child, at any rate—a social and civic *lingua franca*, a gesturing Esperanto, a language common to all peoples, and a mechanism which brings children and youths into association before they can converse with each other in some verbal way. For as the little Russian, German, or Japanese girl and her American sister can understand readily the language of doll-play before they can speak a word of each other's mother tongue, so the boys of all nations seemingly understand the meaning of "race", and can compete with each other even though their cries for victory be very different. So in their folk dances, these foreign people reproducing bits of Europe were able to tell of the gentler, finer sides of their national life and spirit with a definiteness that would have required a large vocabulary of technical psychological words difficult of use and understood, at best, by but few.

THE MUNICIPAL CONFERENCE

The formal deliberations of the congress in Carnegie Music Hall, which for five days had preceded the Festival and had dealt in a scientific way with the features illustrated in practice by the Festival, were, according to the judgment of many of the delegates especially helpful and significant for a number of reasons. In the first place, the genuine interest manifested by the visitors, and the fact that in many instances the delegates

had made long journeys to attend and take part in the sessions, indicated beyond question that there is rapidly coming to be a national recognition of the fact that play, instead of being an insurmountable nuisance which must be put up with, is in reality an absolute necessity to the proper development of a people in health, morals, good citizenship. For, judging by the cities which sent delegates and which report active playground movements, playground interest is no longer centered in a few localities. When Pensacola, Fla., New Orleans, La., Seattle, Wash., Portland, Me., Winnipeg and Toronto, Canada, with some eighty intervening cities, feel that they must take part in a playground congress, it may justly be said that the play idea is going to geographical extremes.

Eighty-five cities in all were represented at the congress by two hundred and eighty-one delegates, each of whom was accredited either directly by a municipality, an active playground association, a city park board, a board of trade, or some other organization directly concerned with the local extension and improvement of playground facilities. In this way the congress was made a sort of national clearing-house for practical playground information in all sections of the United States. Each delegate contributed his share of knowledge to the general fund, and in return took back to his own city and his own playground movement or problem many tested ideas which, when modified for local adoption, will materially increase the efficiency of playground work and raise playground standards in many cities.

The response of the mayors of cities of more than five thousand inhabitants to the invitation of Hon. William A. Magee, Mayor of Pittsburgh, and that of the president of the Playground Association of America, to send delegates to attend a Conference of Municipal Delegates afforded evidence of the wide official interest now being taken in this subject. Although the invitation was sent but a month before the congress, and its special topic, "A Safer, Saner, Fourth of July", was announced even later, the executives of forty-five cities accredited seventy-eight special delegates to the congress. Many of these cities were not content to send a single delegate, but had in attendance as many as seven representatives, all personally concerned with playground development. The city of Chicago, for example, accredited six delegates; Springfield, Mass., sent seven; Roches-

ter was represented by five; and distant Toronto will receive reports from four of its citizens. A full report of the discussion at this Conference of Municipal Delegates will be found in subsequent pages of this section of the proceedings.

These municipal delegates, however, were by no means content to limit their attention to the special Municipal Conference, or even to the regular sessions of the congress. They were, to be sure, among the most regular and active attendants at the various evening sessions and morning discussions and the keenest observers at the various exhibitions. But, in addition, many sacrificed the pleasure to be had at the many social features and excursions in order to devote their time to serious study of the public baths, parks, playgrounds, and schools of Pittsburgh in their search for features worthy of transplanting to their home cities.

As a body these municipal delegates were unusually intelligent, observant men and women, evidently specially selected for their individual ability and because of their real enthusiasm for this phase of municipal development. They included teachers, park officers, members of boards of aldermen, ministers, representatives jointly of municipalities and boards of trade. These last—the members of boards of trade—brought to the congress what might be called the evidence of a new commercial spirit—the recognition on the part of the business interests of cities that playgrounds are important aids to industry and welcome factors in the growth of cities. From several centers came news that the representative business men are beginning to understand that playgrounds, in contributing to the health of the people, are also contributing to the economic efficiency of adult workers, and are therefore to be encouraged, as are all agencies which directly contribute to the supply of efficient workmen.

This applicability of the results of playground work to new fields, or rather the recognition of the potency of properly organized play in contributing to seemingly remote results, formed really the keynote of the papers and discussions of the congress. Throughout the evening sessions and the special conferences and the discussions of the various committee reports the aim of the speakers was to advise concrete measures for the betterment of playgrounds—to pass on to others practical discoveries—to give a record of experiments under actual trial.

For it was unanimously accepted that the playground idea no longer needs defense or argument—it is an accepted fact; and the time was spent almost wholly in search for those evolutionary elements and empirical results which will make playgrounds still more powerful agencies for the common good.

THE COMMITTEE REPORTS

In this direction the report and discussion of the Committee on Normal Courses in Play are typical. This committee was appointed to report measures which would encourage normal institutions to offer courses of study or to establish a special department which would definitely train students to be competent directors or supervisors of play in playgrounds. Some such arrangement, it has been felt, is essential to the effective growth of the playground movement. For at present the demand for competent play directors—persons capable of organizing crowds of children into an orderly social unit, and at the same time of so directing their play that it will be at once of physical, moral, and social benefit—far exceeds the supply. Moreover, with the yearly addition of scores of cities to the list of those who now operate playgrounds, this demand is steadily growing, while as yet there is no definite source of supply of play leaders. The standard for municipal playground workers is also steadily rising. No longer is the girl or young man who wants the job, needs the money, and has friends, considered, by virtue of these facts, competent to rule and keep a thousand children busy and happy. As yet, however, the question of what constitutes an ideal play worker is only just being answered with finality of definition, and the question of what is the best system of education to train a person to become such a play director is as yet entirely unanswered. Many schools are willing and anxious to add courses for playground workers to their curricula, but know neither what to teach nor how best to teach it. On this problem of what to teach and how to teach it, Professor C. W. Hetherington, of the University of Missouri, and an unusually strong committee of normal experts and practical playground specialists have been working for months past. Their investigations and conclusions have now reached such a point that it is expected that within a few months the tentative normal course reported to the congress will be crystallized into a definite working curriculum. This, it is confidently expected,

many normal schools and university departments will offer in whole or in part to their students. The effect of the adoption of the course by normal institutions will be threefold: (1) It will supply enough competent play workers; (2) by indirect influence and through the elective system it will lead to some training for school playground work on the part of students in the regular courses; (3) it will relieve the playground movement from criticism arising from the non-success of playgrounds in certain quarters, due to the unpreparedness of the person placed in charge by local authorities.

A similar desire to furnish complete data was to be seen in the reports of the committees on Folk Dancing and Storytelling. The rapid rise to general popularity of folk dancing and the use of folk songs in playground work has led to a widespread demand for definite information on these topics—a condition applying also to storytelling. From many playground workers have come requests for information as to the different folk dances—how they can best be taught, where appropriate music is to be had. Those wishing to have a storyteller's hour want to know what stories to use with children of different ages and condition. The committees have endeavored to meet this demand by supplying lists of dances, music, stories, etc., together with complete bibliographies.

A new application of organized play—the use of playground games and exercises and the social group system of the playground as a remedial agency in hospitals for epileptics and the insane, as well as a method of achieving voluntary order and discipline in orphan asylums, custodial institutions, and reformatories—was strongly advised by the Committee on Play in Institutions. This committee in its researches sent questionnaire blanks to more than three hundred institutions of all types throughout the United States. The replies to these questions which came commonly from the heads of the institutions were carefully tabulated. The information so obtained was supplemented by first-hand investigations on the part of the members of the committee and a thorough résumé of all the literature on the subject. The data led to very definite conclusions on the part of the committee that play, properly administered, had decided efficacy in aiding general discipline and was strongly advised as a therapeutic aid in dealing with certain types of nervous ailment and for use with defective children and adults. This inquiry aroused

keen interest among the institutions, not a few of which sent members of their corps to take part in the discussions.

The reports of the several committees and the discussion which followed their presentation will be dealt with at length in subsequent instalments of the proceedings.

Y. M. C. A. CONFERENCE

In addition to the Municipal Conference, there was a second spirited meeting, conducted by delegates from the various branches of the Young Men's Christian Association. The conference met at the call of Mr. C. R. H. Jackson, Physical Director of the Scranton Association. The objects of the conference, as stated in the call for the meeting, were: (1) to consider what the Y. M. C. A. has done and can do to promote playgrounds, either directly or in coöperation with other civic bodies; and (2) to review the work for athletics for boys and to determine the future policy which should be followed.

The Y. M. C. A. representatives, both in their papers and in their impromptu discussions, expressed an entire willingness as individuals to do all in their power to advance the playground idea as part of the general civic policy of the Association. Several of the delegates were of the opinion that both in the matter of playground development and in the promotion of clean athletics for boys lay most profitable fields, outside of the direct club work of the Y. M. C. A., into which the directors might very well enter as part of their duty to serve the general public as well as their own members. In this direction the remarks of Mr. John Bradford, of the Pensacola, Florida, Y. M. C. A., which has become an active playground agency for its own city, were of peculiar interest. Mr. Bradford told how a Y. M. C. A. secretary, by organizing working boys into a twilight baseball league and securing fields where they could play after work, had, in the language of a citizen of the town, "kept the boys so busy all summer that they had had no time for mischief". Mr. Bradford told also of a movement in a town of fourteen thousand people where the Young Men's Christian Association had succeeded in inducing the public school system to take up recess and after-school athletics for girls as well as boys. This experiment at once demonstrated its value, with the result that it has the warm approval of the town school board. And what is even more significant, Mr. Bradford

thought, was the fact that the county school people are now sending in their teachers to study the plan, with a view to its extension to country and district school houses.

THE KINDERGARTEN FESTIVAL

While the great Play Festival in Schenley Park on Friday afternoon was both in point of numbers and elaborateness of program the chief exhibition feature, three other festivals and exhibitions illustrating certain phases of playground work are also worthy of special mention. One of these festivals dealt with games for little children; the second showed what could be accomplished in industrial and art training in the regular playgrounds, and how these studies could be made certain rivals of ordinary play; the third festival demonstrated how under proper training vocal music could be made a most effective feature of recreation-center work.

The first of these festivals was the "Game Festival" of the Alumnae Association of the Pittsburgh and Allegheny Kindergarten College, on the afternoon of May 11th, at the Pittsburgh Conservatory. One hundred kindergarten teachers of greater Pittsburgh, all dressed in white, played games and sang songs which during the day they teach to their own classes of children. The games were grouped into games of the family, of civil society, of the state, of the church, and of Nature. The games, songs, holiday observance plays of each group were arranged to give the child an appreciation of the real significance of the different social institutions of which he is a part. In these songs the family virtues, civic qualities, knightly bearing, patriotism, love for nature, respect for toil and industry, were emphasized in concrete form well within the child's own interpretative experience, without any call on the very youthful mind for weighing of abstract virtues. Among the games and songs given by these teachers, who in their rendering seemed to become themselves as little children and to derive deep pleasure from their play, were: "Merry Little Fishes", "Pigeon House", "Bird's Nest", "The Family", "Loaf of Bread", "Baker", Thanksgiving and Christmas plays, "The Knight and the Good Child", "The Knight and the Bad Child", "The Knight and the Mother", "Soldier Boy", Washington's Birthday play, "The Blacksmith", "Wheelwright", "Carpenter", "Target", "Kite", and "Wind Songs and Games". The plays

grouped as Church Games were the "Caterpillar", "Butterflies", "Garden Song", and Easter Carol, all of which dealt with bursting bud, sprouting seed, re-awakening life. The festival was concluded with the "Transformation Song", which is supposed to show the child grown conscious of himself as an essential part of a new community—the school.

INDUSTRIAL WORK EXHIBITIONS

The success of industrial, art, and domestic science classes or study clubs as features of winter and outdoor playgrounds was demonstrated by exhibitions in the new field house at Lawrence Park Playground. This field house and playground, in addition to providing rooms for gymnastic drills and physical training, a fully equipped outdoor gymnasium, a wading pool and sand heap, and a great outdoor swimming pool, also affords a number of rooms for art work, a large kitchen for domestic science classes and for preparing refreshments for club entertainments, a spacious workshop for the little carpenters, and reception rooms for meetings. The art room was particularly interesting, for the reason that a space had been left at the top of each wall for a frieze to be painted by the children. The little artists had chosen for subject the "Idyls of the King", and to each had been assigned some one incident to depict. Each little decorator or muralist had painted this scene in the blank wall space assigned to him exactly as he wanted to do it. The drawing and painting were for the most part crude, though full of action. Some of it was very good work, when the age and experience of the painters are considered. The frieze as a whole gives a unified story. The children seem to take far keener delight in this amateur decoration than they would in a series more perfect technically, but the work of others. In the kitchen, playground girls were making and serving lemonade, and at the class tables some twenty little cooks were showing their ability to make bread and simple puddings. In the carpenter shops classes of boys were making household furniture, toys, and other articles directly useful. When it is considered that these activities were running in opposition to all the outdoor fun, the wading pool, the gymnasium, the "fun value" of such classes seems to need no argument.

Other parks visited by the delegates were Arsenal Park, which shows what can be done with government land that is

not in active use. Here great children's gardens and a lovely swimming hole and wading place have succeeded the piles of shell and old ordnance that formerly were stored in this government reservation.

At a third park there was a sample of what can be done to make a building designed for another purpose into a fine playground house, with meeting-rooms, class-rooms, swimming pool, showers, etc.

FOLK FESTIVALS

The value of systematic training in music as a feature of winter playgrounds was demonstrated at the evening Festival of Folk Songs and Folk Dances, in which some four hundred girls from the recreation centers operated by the Pittsburgh Playground Association took part. These children were dressed in simple costumes representing more than thirteen different nationalities and races. They sat grouped by nations on a slanting platform, and so formed a background for the folk dances given by groups at the front of the stage. The program was made up of choral numbers carefully selected from folk-song literature, historic and modern, and of folk dances which in costume, tableaux, and movement represented accurately either the spirit of the nation or the occupation portrayed. The children, with admirable grace, but without the mechanical precision which marks the crushing of individuality, danced the folk measures of the Old World and the more recently developed folk dances of America. On these features of playground training—the cultivation of musical and rhythmic expression—the people of Pittsburgh lay great emphasis, and seemingly the attention given to these subjects is well expended. As a result the playgrounds certainly have a most promising junior chorus, and possibly in training these children the musical directors also have sowed the seeds for an adult musical organization. Certain it is that through this work they will bring these girls to womanhood with a deeper appreciation of what is musically good. The songs selected, without exception, were good music, simple enough for childish voices, laying no strain on flexible little vocal cords. But, best of all, the songs were selected from the point of view of the children. The singers themselves could enjoy them and appreciate them—not merely sing them because some grown-up set the task. The enthusiasm

of the child singers in singing "The Jumblies"—the sheer joy they got from it—its definite appeal to a junior sense of humor—was good to see.

The concluding Play Festival, on Friday afternoon, exhibited in practice four important phases of playground life: (a) The free play of children; (b) the spirited athletic contests between teams of boys, in which playground, school, neighborhood, and team loyalty is strongly in evidence; (c) folk dancing on the lawns; and (d) the Dramatic Pageant, used as a means of instilling pride in city and country. In the athletic contests on the oval, as well as in the marshaling of thousands of children in the impromptu playgrounds and the carrying out of a complicated program in the center of a great throng of people, the disciplinary value of playground work was clearly in evidence. There was no sign of repression, no indication of harsh measures. The governing spirit seemed to be one of voluntary acceptance of certain standards; a self-governing idea, a pride in order and seemliness. The children moved with quick precision, obeying the instructions of their leaders instantly, like squads of well drilled soldiers, proud of the accuracy of their manoeuvres—of their precise team play.

Because of this precision, the playgrounds wasted no time, and game after game was demonstrated, with the result that the visitors were enabled to see in actual use practically every game known to playground workers and popular in this country, and also not a few games peculiar to certain schools, neighborhoods, and nationalities. Of all the team work shown, the most interesting, and at the same time the saddest, was that on one of the playgrounds where all the little players were blind—children from an institution. At a distance this playground seemed like the others—a place filled with children romping and having no end of fun. It was only on close observation that one noticed that all the games and plays were but variants of "blindman's buff", in which unseeing children, because of well developed team play, were able to make complicated movements without colliding with each other.

The Dramatic Pageant—"The History and Spirit of Pittsburgh"—in which more than two hundred representatives of eight national societies, college and high school students, and school children took part, concluded the day's outdoor program. The Pageant was given on the side of Flagstaff Hill, which

formed a natural amphitheater, in the center of which a large space had been roped off for the dances and tableaux. The plot of the Pageant, which presented in simplest dramatic and symbolical form the early history of Pittsburgh and its subsequent rise to greatness among the cities of the United States, began with the days of the Indian. After the march of the performers, little wigwams were set up in the inclosure and scores of children, dressed and painted to represent Indian braves and maidens, imitated in pantomime savage warfare, the hunt, camp life, corn grinding, and other typical pursuits of the Red Man. The Great Feather Dance and the Harvest Dance were given, and the Corn Grinding Song sung by the girls. Then came the French hunters and trappers of early days. These drilled in their border fashion and performed evolutions. To these the peaceful Indians gave a sheaf of Indian corn—the gift of the Indians to the American nation.

After the trappers came a troop of French soldiery bearing a French flag, which with due ceremonial they planted in token of the establishment of Fort Duquesne. The French flag was soon replaced by the British ensign planted by English troops led by General Forbes. This marked the naming of Fort Pitt and Pittsburgh. Next American Colonial troops, representing the "Spirit of '76", advanced and raised the American flag.

Columbia and the New Spirit of Pittsburgh, represented by young women, and Father Pitt, played by a college student, were then escorted by a squad of American troops to the Court of Honor. To these symbolic personages the nations of the world then brought their gifts, typified by their national folk dances. First of the nations were the Scotch, who with their troop of kilted pipers and lasses and laddies in kilties made indeed a braw showing, with their Scotch reels and sword dances performed on the springy turf. The Irish offered a reel; Hungarians, accompanied by a brave Gipsy band, contributed csardas; a group of Italians led by a band of Neapolitan mandolin players danced the dances of their sunny clime. Greeks, Swedes, Slovaks, likewise in genuine native costume, illustrated the dances of their distant fatherlands.

In all of these dances the significant feature was the absence of self-consciousness and striving for artificial effect. The attitude of dancers and musicians was apparently one of deep pride in their native customs and music and a wish to present

these at their best, but with absolute fidelity—a sort of memorial contributed to a relinquished though never forgotten land across the sea, where play is given a wider place in national life.

The Pageant closed with a final group in which the Spirit of Pittsburgh presents to Columbia, as her gift to the nation, groups of children. This was followed by Columbia's Call to the Peoples of the World, represented by the Salute to the Flag and the singing of America.

Whatever else may have been the effect of this Pageant in stimulating the esthetic sense of the people, certain it is that as the result of this one-hour open-air history lesson given in dramatic form for the eye, none of the children who took part or of the adults who were onlookers will soon forget the history of the founding and successive stages of development of this industrial city. Few could have failed to take with them from the Pageant a deeper understanding of Pittsburgh's present position and a deeper respect and love for their city, whether it be adopted or their natal place.

RESOLUTIONS

The appreciation of the congress for the festivals and the many hospitalities of the Pittsburgh Playground Association, the hosts of the convention, the officers and citizens of Pittsburgh, and particularly the children, was voiced in the following Preamble and Resolutions unanimously adopted by the Council of the Playground Association of America:

WHEREAS, the visiting members of the Third Annual Congress of the Playground Association of America find themselves deeply indebted for the hospitality of the people of Pittsburgh and particularly the Pittsburgh Playground Association, its officers and committees, and at the same time realize the great stimulus to the playground movement given by the model playgrounds and enthusiastic support of playgrounds in the city of Pittsburgh.

Be it Resolved by the Council of the Playground Association of America that through the Mayor of the city of Pittsburgh, the gratitude of the Playground Association of America be extended to Pittsburgh and its citizens; that through its President the gratitude of the Council be extended to the Pittsburgh Playground Association, the chairman and workers of its several committees, to all who have provided for the several trips,—to the

Carnegie Institute, the H. J. Heinz Company, the Carnegie Steel Company and to the press of the city.

Be it also resolved that special thanks be tendered to the thousands of children who through their songs, dancing, games and exhibitions have contributed so much to the success of the congress.

Be it also resolved that thanks be tendered to these who have journeyed to Pittsburgh to serve the congress by delivering papers, addresses and to take part in the discussions.

Be it also resolved that the appreciation of the Council be extended to the officers and committees of the Playground Association of America for their faithful and efficient services during the past year.

ADDRESS OF WELCOME

HON. WILLIAM A. MAGEE

Mayor of Pittsburgh

Mr. Chairman, Ladies and Gentlemen: I count it a distinct pleasure to express the felicitations of the people of Pittsburgh at this congress. We are always proud to have among us such a large number of distinguished men and women as will be here for a few days, but as the holder of the position which I occupy I feel a particular pride in having the honor to welcome to this city the men and women who are doing the wonderful work for the large cities of this country that the Playground Association of America is doing.

This movement for playgrounds is only one phase, perhaps the most interesting phase, of a much larger movement which is of recent birth, but already of considerable growth. I refer to that great humanitarian movement that was born only a few years ago as a result of the conditions that exist in our congested centers of population. The world is certainly finding out that it is interested to a far greater extent, or rather that it is interested in many more things in connection with the constituent elements of society, than was believed a few years ago. Two thousand years ago the people of the most enlightened nation that the world has so far seen were much farther advanced in the development of the social life of the people than are any of their successors. What they tried to teach the world was to a great measure forgotten for many centuries. It has been left to this late date, to this commercial age, and to this, the

greatest nation on the face of the earth, to revive an interest in the various phases of the social side of our people. We have suddenly discovered again that society cannot be satisfied by merely assuring to its constituent elements safety and education. We have discovered that the health of every individual member of society affects the health of the entire body politic. We have learned that the education of the body is quite as important as the education of the mind. We have learned that the education of the body and the education of the mind, the state of the public health, the state of the public morals, are all matters equally involved in making up the sum total of human happiness; and we know that civilization will advance only as the constituent elements of society are in a state of happiness.

This playground movement is one phase of the larger movement. I say it is perhaps the most important because it seizes upon the element that is in the main in the most plastic condition to receive new ideas, and it is the most interesting phase of the general movement because it touches the most interesting portion of the community. This movement is the most important because it will produce the greatest results. There is a true old adage which says, "You cannot teach an old dog new tricks". This great movement for the uplifting of humanity cannot affect the adult population except in so far as it has the sanction of the law. So far as the law can compel a man to be healthy, the law will protect his health. So far as it can prevent disease, by having faithful health officers, the law will conserve the public health. But the play movement will receive a more spontaneous response from children and growing young men and women than can be obtained from any other class that you are trying to help and uplift. Therefore, I say that you will produce greater and more immediate results in the work that you are doing than will any other class of public-spirited and high-minded citizens who are devoting their time and money to doing good to their fellow men.

The city of Pittsburgh is a place where you can do as much good as in any other in this country. By reason of its industrial supremacy, by reason of its opportunities, by reason of its wealth, Pittsburgh has drawn to itself from the four corners of the earth a population as variegated, as interesting, and as poverty-stricken as can be found in any other place in this broad land of ours. In no place that I have seen is congestion greater,

so far as can be judged by the ratio of population. In no other place is there so much conservatism. There is no other place where the people move more slowly, although I may add, in defense of our city, that there is no other place where the community moves more surely and certainly, and where in the end greater results can be accomplished and are accomplished, than in the city of Pittsburgh.

On behalf of all the people of this city, I bid you welcome. I say to you that you will find here an eager and sympathetic interest in your proceedings, and I beg to thank you in advance for the education that you will give us during the next four or five days of your stay here.

PRESIDENT'S ADDRESS

LUTHER HALSEY GULICK, M.D.,

President Playground Association of America

It is with great pleasure that I respond on behalf of the Playground Association of America to the gracious welcome which has been extended to us, not only in the courteous words which we have heard this evening, but in the previous weeks and months of most cordial and enthusiastic coöperation that have led up to this congress.

We come to Pittsburgh with pleasant anticipations, for we know of your city as one in which there has spoken a spirit of civic consciousness, which has expressed itself, not like the fitful flare which one sees after times of the public exploitation of some great evil; but which has gone on year after year, transforming your city so that it is known throughout this country, in connection with its care of children on the playgrounds.

There have been far-sighted persons in Pittsburgh who have worked quietly, continuously, with faith and vision, who have sought not merely or mainly individual righteousness, but who have seen that there was something larger than the individual, who have seen an ideal Pittsburgh that was conscious and careful of its children.

There is no city that shows better the relation of an individual citizen to the community as a whole, the relation of the volunteer worker to the official forces of the city, than does Pittsburgh. We all acknowledge our indebtedness to the splendid

development of the playgrounds of Pittsburgh, the development of its traditions and its festivities, without which, while we may have children, the children do not have genuine childhood.

The future of our cities rests not merely or mainly upon there being established suitable forms of government—these we have; it consists not merely in our having in places of public trust men whose lives are individually righteous—these we have to a large degree secured. It is not sufficient that our public servants shall be far-sighted and energetic; our great nation cannot become a people till the community, as such, acts. We must promote civic activities in ways that are entirely different from the official ways in which we now combine when we must come together to vote. We must have forms of expression, so that we may as communities express our social feeling not in words but in actions that shall be homogeneous, that shall express our American ideals, and that shall make of us a unit, shall make each one a part of the spirit of the whole. Pittsburgh has been doing this. It is accomplished by there being many individuals in the community who see the ideal of the city as a whole and who coöperate with each other, working either with or without the official city servants, establishing that civic conscience and consciousness without which the city is merely an aggregation, not a community.

This is not the occasion nor am I the person to single out and mention by name those loyal servants of the whole who have seen the vision and have converted it into fact. Still, the service to our cause has been so great and our indebtedness as a congress so real that I must pause in passing to thank the committees that have not only effectively but enthusiastically done the work without which such a meeting as this would be impossible: Mrs. Frank T. Hogg, Mrs. George Kramer, Mrs. Joseph H. Moore, Mrs. William Macrum, Mrs. William McLain, and Mrs. Samuel S. Miller; and of the Festival Committee: Mr. William H. Stevenson, Dr. A. A. Hamerschlag, Mr. Burd S. Patterson, Mr. Marcus Rauh, Mr. C. B. Connelley, Mr. O. H. Allerton, Jr., Mr. M. J. Ehrenfeld.

In this mention of the chairmen of committees whom we thank and to whose service we are indebted I have purposely omitted the names of three. One, fourteen years ago as a girl began the service of your city, and so of our country, and during all these long years has, at the sacrifice of most of those things

which seem to most of us worth while, steadfastly and joyously given not merely of her time and means, but her very soul and mind and voice to the children, to the city, and so to us. I refer to the President of the Pittsburgh Playground Association, Miss Beulah Kennard.

And how shall I speak of that strong, silent, far-sighted, self-forgetful woman who has stood by year after year, holding with steady power large matters of policy, not dismayed by apparent failure nor lessening her vigilance in times of success and popularity, the Treasurer of this Association, Mrs. Samuel A. Ammon.

Many years ago I had the good fortune to know a young man, then a student in that hothouse of new ideas, Clark University. Subsequently as superintendent of schools in a New England city he carried out with such brilliancy and success the ideals of play in its relation to education which he had elaborated at Clark University that he became known as one of our foremost authorities on this great subject. So when Pittsburgh looked about to find the ablest person possible to still further develop her playground system she called and secured the services of Superintendent George E. Johnson.

This work, which has been so strongly carried on by the women of Pittsburgh, has had its loyal and effective supporters among the men.

Ever since the present controller of your city was a city clerk at the age of twenty he has served not only faithfully in his official capacities but has supported by his wide legal knowledge and his broad human sympathies all movements making for the best things. When modifications of the law were needed, when public funds were necessary, when far-sighted plans were to be considered, this man was turned to for help, and never in vain, till he became known as the "Guardian Angel of Pittsburgh". A man so modest that he refused even the small honor of a vice-presidency of this congress, Mr. E. S. Morrow.

Would that I could adequately mention the services of the late Mr. John B. Larkin, ex-Mayor George W. Guthrie, Mr. Alexander B. Shepherd, Mr. David L. Gillespie, Mr. Burd Shippen Patterson, Mr. William H. Stevenson, and many others who have each contributed services without which the results would have been less than they are.

I have been at some pains to ascertain how your great work

came to be, not mainly because we were to come as a congress to Pittsburgh, but because this city shows in an admirable way a great forward movement.

Is it not significant that Pittsburgh, which has developed one of the greatest of American industries into its most technical and highly organized forms, should also have taken hold so earnestly of the correlated problem, that of play? The exploitation in the public press of your industrial development, with its great though incidental social evils, has been caustic and complete. Not less characteristic of your city, however, is this constructive endeavor to readjust the lives of your citizens—particularly your children—to the conditions of modern civilization and community life. I cannot even outline the various directions in which this movement has already extended toward the maintenance of wholesome life—the work of your health officer, your public baths, your libraries and art galleries, your splendid public organ recitals, your parks and playgrounds and the like. Still, I may say a word as to what it all means.

Wholesome life cannot consist wholly of either work or play. Wholesome life cannot be maintained without each of these in proper balance. The economists tell us that fundamentally work is that by which we secure the means, the right, to live—that is, food, shelter and clothing; and that it is by the right use of the margin of life—leisure time—that we round out our lives so that we really live.

There is no real life except where there be love—love which has time for its expression; the love of mothers for their children, of comrades for each other, the love of men and women, the play of family and of community life. This, I take it, is what the word “playground” means to us—the space, the time, the traditions for the wise use of leisure time; opportunity to do those things together that do not relate to the acquisition of money, but do relate to the pursuit of ideals. Work is economic. Play is idealistic.

The morality of any community is closely related to the way in which people spend their leisure time. We have adapted our work to modern conditions. We are now doing what is of equal importance—organizing our play so that it shall be as fine as our work.

In order to be more definite, let me take a single occasion and tell what is happening to it—Independence Day, the Fourth

of July. Embedded deep among those ideals that are fundamental to our nation is that of liberty, of independence. So we have set apart a day for its commemoration and celebration. But because of inadequate traditions the day has become a menace to the lives and limbs of the children, a source of danger to our buildings and of anxiety and annoyance to many if not to most of us. Springfield, Massachusetts, Detroit, Michigan, and a number of other American cities have discovered the remedy. Let the day become a focal point in community life, as it can by community action. Let the schools for weeks preceding the day teach the history of the occasion. Let the great orations on independence be learned and recited. Let the children be trained to march and take their place in a great Independence Day parade or pageant. Let the representatives of each people have some place in the parade where they may from their own history take some event indicating freedom and portray it in dramatic form. Let the people come together and sing some of our common and appropriate songs. Let great picnics and athletic games be held in all the parks. Let there be great meetings in the evening, where the story and meaning of freedom shall be told. Let there be municipal fireworks. Where this has been done, not only has the day become a more joyous one, even to the boys, but it has been changed from one of dread to one of anticipation by parents. It has been an occasion for the drawing of the community together. Under the stimulus of the historical parade the "dago" has become an Italian, or even a Roman, and, above all, an American. He has been recognized in a new way. He belongs. The Greek holds his head higher because his splendid heritage and lineage have been told and he belongs, is an American in a new sense. The Chinese seem to be a people apart, but after their part in the Springfield parade even they felt the common community bond.

We cannot all work together, but we can play together if we can only find the right social activities. The right social language will enable us to understand each other. Opportunity for this is afforded by national holidays. Is there any way open to us by which we may aid in the development of social consciousness, mutual sympathy, and common understanding as we can by seizing these waste times which are at present barren of aught but weeds and rubbish and converting them to great

focal points of community play? We are awakening to the need of space for play. The answer is, playgrounds—places for storytelling, hand-work, games, etc., where boys may learn the great lessons of team work; parks, boulevards, art galleries, libraries, public baths like those of Greece and Rome, buildings for recreation like those of Los Angeles and Chicago.

We are awakening to need of time for play. The answer is, child labor laws, shortened hours of work, vacations, holidays, Sundays.

We are awakening to the need of right and wholesome traditions for play—stories that we may tell our children, traditions that shall guide us in the observance of our holidays, games that shall fit children and that can be played under city conditions that shall give young people wholesome ways of meeting each other and good things to do together, that shall make of life a better rounded whole. So we rejoice in meeting here as your guests and to unite with you in doing that which shall result in making life more happy, vivid, and social.

CONFERENCE OF MUNICIPAL REPRESENTATIVES

"A SAFER, SANER FOURTH OF JULY"

The Conference of Municipal Representatives of the Third Annual Playground Congress, held in Pittsburgh, was opened on Friday morning, May 14th, by Hon. William A. Magee, the Mayor of Pittsburgh, who acted as presiding officer of the meeting.

In response to invitations which had been issued by Mayor Magee to the executives of cities in the United States having a population of five thousand and over, and certain cities of Canada and Mexico, forty-five municipalities responded by sending to the Congress one or more delegates to represent their cities in the various sessions, and especially in the Conference of Municipal Representatives. The list of these delegates is as follows:

City	Name
Altoona, Pa.....	Walter S. Greevy Rev. Morgan M. Sheedy

City	Name
Baltimore, Md.....	Thomas F. Beadenkoff George W. Ehler Mary B. Steuart
Beaver Falls, Pa.....	Andrew Lester
Boston, Mass.....	Dr. Thomas F. Harrington
Buffalo, N. Y.....	Harry A. Allison
Camden, N. J.....	Albert De Unger Frederick A. Finkeldey Edward Francis
Chicago, Ill.....	Frederick Greeley Theo. A. Gross Amalie Hofer Charles A. Sartain Theo. Szmergolski Graham Romeyn Taylor
Cincinnati, O.....	M. C. Longenecker
Columbus, O.....	Mrs. P. J. Anderson
Dayton, O.....	J. L. Johnson
Denver, Colo.....	Margaret Giddings
Duquesne, Pa.....	Charles E. Wright
East Liverpool, O.....	T. H. Wilkinson
East Orange, N. J.....	Lincoln E. Rowley
Elizabeth, N. J.....	Richard E. Clement
Fort Wayne, Ind.....	Mrs. O. N. Guldlin
Indianapolis, Ind.....	Robert Fischer
Kalamazoo, Mich.....	Bessie Bacon Goodrich
Kansas City, Mo.....	Mrs. Viola Dale McMurray
Louisville, Ky.....	Clara Fitch
Mansfield, O.....	Susan M. Sturges
McKeesport, Pa.....	Mayor H. S. Arthur Murray B. Walker
Minneapolis, Minn.....	C. T. Booth
New Britain, Conn.....	Warren S. Slater J. Herbert Wilson
Newark, N. J.....	William J. McKiernan Randall D. Warden
New Orleans, La.....	Mrs. O. A. Stallings
New York, N. Y.....	Howard Bradstreet Supt. Seth T. Stewart
Pensacola, Fla.....	John Bradford

PLAYGROUNDS

City	Name
Philadelphia, Pa.....	F. D. Sears
Providence, R. I.....	Mary Josephine O'Connor
Racine, Wis.....	E. S. Martin
Riverside, Cal.....	W. P. Gulick
Rochester, N. Y.....	John Hall
	Henry W. Morgan
	Winfred J. Smith
	Henry H. Stebbins
	E. J. Ward
Seattle, Wash.....	Tracy Strong
St. Louis, Mo.....	Charlotte Rumbold
St. Paul, Minn.....	Carl F. Rothfuss
Scranton, Pa.....	C. R. H. Jackson
Springfield, Mass.....	Edward T. Broadhurst
	H. W. Bull
	George D. Chamberlain
	John J. Collins
	Charles E. Ladd
	Henry Lasker
	William Orr
Steubenville, O.....	Isabella Tappan
Toledo, O.....	Dr. Mary E. Law
	G. M. Martin
	Mrs. Fannie M. Perkins
	Mrs. Pauline Steinem
Toronto, Canada.....	R. H. Graham
	H. C. Hocken
	R. C. Vaughan
	James Wilson
Urbana, O.....	Dr. H. C. Houston
Washington, D. C.....	Dr. Henry S. Curtis
Wheeling, W. Va.....	Anne M. Cummins
	Miss E. J. Cummins
	Kate Hazlett
	R. B. Naylor
Winnipeg, Canada.....	Mrs. John Dick

The meeting concerned itself with discussions of what has been done in some cities and what it is desirable to do toward celebrating Independence Day in a safe, sane, and adequate

manner. At the close of the discussions, the Secretary of the meeting, Mr. Leonard P. Ayres, summed up the various points that had been brought forward.

HON. WILLIAM A. MAGEE made the following introductory remarks:

This meeting, as you know, is held for the purpose of discussing our manner of celebrating the independence of the United States. It has been the custom in this city, as well as in every other city in the country, to have a celebration on the Fourth of July that shall remind us of the times and manner in which our independence was achieved; but it is apparent that we celebrate our liberty at an expense of money and at a cost of lives that is absolutely unnecessary, and it is fast becoming the general impression that we could celebrate our national holiday in a manner more fitting to the event, in a safer and saner way with reference to life and property, and at an expenditure that would be neither extravagant nor wasteful. A few cities in this country have already made a good start to change the character of the celebration. A most notable instance is that of Springfield, Massachusetts. We have with us Mr. William Orr of that city, and I will ask him to open the discussion on the subject.

INDEPENDENCE DAY: A CIVIC OPPORTUNITY

WILLIAM ORR

Principal of Central High School, Springfield, Mass.

Public opinion is now fully convinced of the folly, abuses, and cost of the prevailing observance of our great national holiday, and is quite ready to support definite and aggressive action for a better Fourth of July. Each year more stringent and severe restrictions are placed on the indiscriminate use of explosives and fireworks. Cleveland, through her Common Council, last July, prohibited all use of cannon crackers, blank cartridges, and other explosives. The press of the country supports vigorously all measures aimed at curtailing the hours when fireworks and noise-making devices are used. Each year the *Chicago Tribune* compiles the roll of dead and wounded as the result of our celebration of the holiday. The totals for the last ten years amount to 508 killed and 29,085 injured. The Amer-

ican Medical Association, whose tabulations are made in August, when the results from tetanus are apparent, reports an average of 174 deaths and 4500 wounded each year.

These facts are influencing the popular mind to demand a reform in the observance of Independence Day.

Our cities are also awakening to the large possibilities July Fourth affords for an impressive, instructive, and joyous civic festival. A rivalry is apparent in the strife for the best and most satisfying program of entertainment for the day. Interesting experiments are being made in different parts of the country to substitute music, pageantry, sports, and organized fireworks and illuminations for the present hideous racket, noise, and danger.

Under such conditions the experience of a community which has worked out the details of an attractive celebration and formulated a general policy for the conduct of the day possesses peculiar interest. Your attention is, therefore, called to the methods whereby in the last seven years Springfield, Massachusetts, has brought to pass a radical change for the better in her Fourth of July. The leadership was taken by a group of citizens, who organized in 1903 an Independence Day Association. This committee has grown in the estimation of the community with each year. It commands generous support in service and money, and is now recognized as an essential part of the civic life. Some weeks in advance of the holiday the Association outlines a program of events to occupy in a wholesome way the attention of all elements of the population, young and old. The various exercises are selected so as to encourage a widespread participation. A fund of \$2500 is raised by popular subscription, and to this the city government adds \$500.

A concrete illustration of results is afforded by the celebration of last year. At nine in the morning public interest was centered on the grand parade of militia, naval brigade, groups from Buffalo Bill's Wild West Show, companies of boys in picturesque uniforms, floats representing the achievements of the various races found in Springfield, and scenes from national and local history portrayed after the fashion of pageantry by school children. The most unique and significant feature of this parade was that known as the pageant of the nations, and the widespread interest it aroused warrants this detailed description by Miss Mary Vida Clark in *Charities and The Commons*:

"The nations came in huge floats, sailing majestically up the main street. First came the Swedes in a Viking ship with stalwart yellow-haired rowers at the oars; the English recalled Magna Charta; the Scotch showed their Queen Mary, preceded by bare-kneed, kilted Highlanders swinging along with their tartans flying, blowing real bagpipes; the Irish, modestly ignoring their success in ruling this country, delved into their remote past and produced 'Columcille pleading for the bards'. There are some two thousand Greeks in the city, and the men whose mellifluous names distinguish our candy and flower shops, arrayed in classic robes and with flowing beards, showed us Socrates, Plato, Pericles, and Lycurgus, and lest we should be too much overawed by these princes in disguise, there followed after them, in graceful symbolism, some fifty young Greeks, holding the sides of a huge American flag, while over their shoulders they carried smaller flags of their national blue and white. The adaptable Italians, eager to prove their present glory like their past, followed up their Michael Angelo and Galileo with Masconi. The French, coming by way of Canada, with special appropriateness for this year, exhibited Champlain in his boat on the St. Lawrence. William Tell was recalled by the Germans. The Chinese graciously conceded a native orchestra and a huge barge of wonderful tapestries, but showed their personal preference by wearing American clothes and riding in hacks. Handsome rug merchants from Armenia displayed themselves and their families in gorgeous embroideries, against a background of magnificent hangings. The Syrians proudly posed in a splendid oriental court scene. The Poles furnished a band. A group of fine-looking negro veterans, from a regiment that took Fort Wagner, was the only reminder of the Civil War.

"Surely, no citizen of Springfield, young or old, could see such an historic pageant of races and nationalities without gaining some appreciation of the nature of the modern contribution to our national life, or could escape having his outlook broadened by some glimpse of the American of the future that is to come out of this mingling of races and of race ideals, or could fail to see the general

possibilities for improvement in the amalgamation of many of these people, bringing traditions of such beauty and nobility."

The procession returned to Court Square, the civic center, at eleven o'clock, in time for the literary exercises. The latter consisted of an oration on the responsibility of the people in the settlement of national questions. There was also choral singing conducted by a leading musical director of the city. A fine effect was produced by the voices of several thousand people rendering in unison the great national lyrics of this and other lands and the hymns of the ages. At twelve o'clock the great crowd watched with greatest interest the ascent of two balloons. The national salute of forty-six guns brought the morning exercises to a close.

In the afternoon games for the children and field and water sports for youth were held at Forest Park, a woodland reservation in the south part of the city. Many families organized picnic parties and went to points of vantage from which to see the games and athletic contests. The slopes of the park at Pecousic, overlooking the Connecticut river, constituted a natural amphitheater from which to see the canoe, motor boat, and rowing races. Band concerts were held throughout the day and evening at selected centers in the city and the park.

The evening illuminations and fireworks were noteworthy, and were partly under the direction of the Independence Day Association, which looked after Court Square and Main Street, and of district committees who organized and carried out local exhibitions at various points.

So carefully was the observance of the day planned that no accident of moment occurred, and there was no call on the fire department and but little demand on the police. More than this, practically every citizen was interested directly or indirectly in the conduct of the celebration, and all shared in an inspiring and uplifting entertainment. Lessons of coöperation and community service were taught in the best possible way, that is, by doing; and the various elements of the population were united in the bonds of a common endeavor. Civic pride was stimulated, and the day was replete with suggestions of the meaning and value of human liberty.

This year more elaborate plans are under way and new elements of the community are taking an active interest. The

parade is to consist of five divisions. First will be a series of pageants of scenes from the history of the city, such as the arrival of the first settlers under William Pyncheon; the purchase of land from the Indians; the passage of prisoners from Burgoyne's army; Shay's Rebellion, and the departure of troops for the war in Cuba. The remaining four divisions will constitute an exhibition of the business resources of Springfield; one section will show the commercial enterprises, another the manufacturers, a third the progress of science and invention as applied to industry, and a fourth the contributions of other people to our industries. This notable industrial parade is made possible by the hearty support and coöperation of merchants, manufacturers, members of labor unions, school children, and the representatives of the various nationalities in Springfield.

Folk dances will be made a feature of the children's games at the park. Great interest is being shown in the local displays in different sections of the city. The citizens will also coöperate in a general decoration of streets, houses, and public buildings with flags and bunting. Posters based on scenes in the pageant and signs to mark historic localities are being made by high school pupils.

Fourth of July as thus observed is redeemed from the vulgarity, rowdyism, and dangers of the conditions that have obtained with increasing seriousness in American cities for the past ten or fifteen years, and becomes a true civic festival, instinct with joy, enthusiasm, and the spirit of human brotherhood—the fruits of the liberty for which the fathers contended.

Independence Day should be magnified as our chief American holiday and its observance enriched by all the resources of entertainment at the command of the community. Much may be learned from the old world as to pageantry, the use of form and color in processions and decoration, and the uplift, rhythm, and volume of effect in choral singing. The science of illumination and firework displays under organized control has also been wrought out in European cities, while the far East has much to teach us in the use of splendid tapestries and hangings in street decorations and processions. Immigrants bring with them personal experiences of great value in the conduct of popular festivals, and are willing and eager to place this knowledge at the command of their chosen cities on this side of the Atlantic.

Such a celebration is a means to larger ends than a day's

enjoyment, important as that may be in an American city. Fourth of July becomes a community festival, in the organization and conduct of which all the elements of a city or town feel the joy and learn the value of coöperant action in the service of the public good. If our municipalities are to rid themselves of the evils of political jobbery and official corruption—among the darkest blots on our civilization—the citizen must have an active interest in all that pertains to community life and feel the responsibility that comes with a sense of ownership. These qualities of the people may be advanced by enlisting the interest and support of all in a common purpose, which involves the use of the resources of a city in its many-sided activities, public and private, its schools, parks, squares, streets, river fronts, lakes, and immediate environs, as factors in a popular holiday.

Love of the city and pride in her appearance, sure to grow out of such experiences, will make her sons zealous for her outward beauty and jealous of the purity of her inner life. When men suffer in heart by reason of municipal corruption, righteous indignation will soon drive out the traffickers in public office at the expense of the public treasury.

The individual human units, the personal factors, the sum total of which constitute the community, city, state, or nation, profit much from a sane and fitting observance of Independence Day. Danger to life and limb and actual injury are even now common incidents of the barbarous license permitted in so many localities in the name of patriotism. In place of this hideous and dangerous din, the advocates of a better order of things would substitute a wealth of well planned entertainment, rich in the elements that appeal to the best sentiments and emotions. Pleasurable excitement to quicken interest and ample variety to hold attention will be supplied. Such experiences, repeated yearly on a generation, would change entirely the conception of how people in the mass should seek enjoyment, expand patriotic feeling and love of country, and train a citizenship critically appreciative of the best. The reflex effect on morals and conduct is clearly helpful.

But still higher possibilities are potential in our national holiday. Independence Day owes its origin and existence to the fundamental human instinct for freedom, liberty, and opportunity. All men, the Scot with his memories of Bannockburn, the Englishman with Magna Charta, the Frenchman as he cele-

brates the fall of the Bastille, the Italian as he lauds Garibaldi, are on common ground with the American and his Declaration of Independence. The local and particular significance of the day as the anniversary of a revolt against the tyranny of a certain monarch has become merged in the larger and broader conceptions of human liberty. Independence Day thus becomes a festival of humanity. The emotions, the aspirations, and the ideals it symbolizes are the common heritage of the race. It constitutes a potent influence for bringing into unity the apparently diverse elements brought by immigration into our social, civic, and industrial life. The supreme task of this country is to so combine the distinctive qualities of these races that while our institutions and government maintain their integrity, the American people now in the making, may be a composite of the best in those who come to us from across the sea. Such a solvent to reject prejudice, pride, and provincialism, and to select the noblest traits and powers of humanity, is at command in a celebration of July Fourth conducted on a level worthy of the day. The memories of the anniversary and their appeal to the imagination, with the quickening influence of the festival spirit, induce a ready response to all influences. Such moments, the teacher knows, constitute the greatest opportunity for instruction and inspiration.

Independence Day recalls the lines of Lowell:

"When a deed is done for freedom,
Through the broad earth's aching breast
Runs a thrill of joy prophetic
Trembling on from East to West,
And the slave, where'er he cowers,
Feels the soul within him climb
To the awful verge of manhood
As the energy sublime
Of a century bursts full blossomed
On the thorny stem of time."

Let it be observed—one might say consecrated—as to make the possession of all his splendid vision of the world:

"For mankind are one in spirit,
And an instinct bears along
Round the earth's electric circle
The swift flash of right or wrong.
Whether conscious or unconscious,
Yet Humanity's vast frame
Through its ocean-sundered fibres
Feels the gush of joy or shame.
In the gain or loss of one race,
All the rest have equal claim."

DISCUSSION

MR. FREDERICK A. FINKELDEY, of Camden, N. J., spoke as follows:

In the ward in which I live, the eleventh ward of Camden, situated on the outskirts of the city, there is a population of not more than four thousand. For the past four or five years we have had in that ward a so-called Patriotic Association, the object of which has been to raise funds for the celebration of the Fourth of July. We celebrate the occasion in this manner.

All the school children in the eleventh ward and in the neighboring ward are invited. We have more children in the eleventh ward on the Fourth of July than are in all the schools on the East Side, for the children come from all over the city. In the first place, we have simple games and plays, and competition where the children are old enough. Each child receives a prize—for instance, a fan, a handkerchief, or a ball and bat. Following the games we have singing by the children. We have been able to secure the services of the Director of Music, who leads in the singing on that day; that is, he aids us for that special occasion, there being no previous rehearsals. Then we have an address by the mayor or a prominent citizen of the town, and following that comes a monster parade—at least, we call it so. The parade consists of all the school children and the patriotic associations—the Sons of America and lodges such as the Red Men and the Odd Fellows. The latter have for the past two years joined us. At the conclusion of the parade an address is delivered by some prominent man, and in the evening—we have been compelled to compromise—we still have fireworks, but they are set off in front of the woods, where no harm can result. The man who supplies the fireworks has also the contract for setting them off. The result is that thousands of people are drawn from all parts of Camden to see the display. The street car lines are compelled to put on extra cars and run them out to the suburbs to accommodate the thousands who come to witness our celebration.

For the past few years we have succeeded in raising for this celebration from \$650 to \$800 each year, just from the citizens residing in the eleventh ward; and it is comparatively easy to procure the money. The city does not do anything toward the celebration except to supply the additional policemen. This convinces me that it is not nearly as hard as some of you may

think to get the American public to contribute toward the celebration of our national birthday, and to substitute something of this character for the individual celebration. The eleventh ward of Camden shows that it can be done even in a small community. The collectors do not go for money outside of that ward, and there are poor people living in that section—men working in carshops, who do not earn more than the average working-man. The sum is not contributed in large amounts, but in small contributions of twenty-five and fifty cents; and where the committee members have known families to be very poor, those families have not been asked. But we often found that those people felt insulted, because of not having been asked. A boy from such a family will come to the committee and bring fifty cents, saying that it had been sent by his father as a contribution to the cause.

We are not saying this in any boastful spirit, but I am more than glad to add this contribution to the discussions, for it appears to me that it is possible to get from the people the means to defray the expense of celebrating the Fourth of July in a rational manner, everybody being interested in the national anniversary.

MRS. PAULINE STEINEM, of Toledo, Ohio, spoke as follows:

The city of Toledo for the past five years has had a very quiet celebration of the Fourth of July. Five years ago the mayor of the city, Hon. Samuel M. Jones, known as the "Golden Rule Mayor", lay at the point of death. He was greatly beloved; it seemed to everybody as though a friend lay sick, and the children felt that they must not make any noise to disturb the sick mayor. No firecrackers were exploded on that day. It was the most quiet Fourth you can imagine. The mayor died not very many months later, and ever since then the city of Toledo has had a peaceful Fourth of July.

The change is due simply to the fact that public sentiment has turned in favor of celebrating the Fourth of July rationally—not because of any prohibitive law that has been passed, or because there are more policemen on the beat on that day than on any other day. The change has been entirely voluntary. We really feel that we have made an advance along the right lines of celebrating our national holiday. Last year there was not a single accident.

In the afternoon we have public meetings, which are quiet occasions; and people will take their families for outings to the little islands near Toledo. In the evening we have a celebration of fireworks, but the noisy part of the celebration has disappeared.

When we return from this Conference to Toledo, we shall tell our people something of what we have heard to day about the work that is being done in other cities, and perhaps something similar may in time be done in our city.

MR. J. HERBERT WILSON, of New Britain, Connecticut, said:

I come from the city of New Britain, Connecticut, which is half as large as Springfield, Massachusetts. It is my observation that the smaller the city, the worse is the rowdyism of the young men. For years on the Fourth of July there were groups of young fellows who went out and built fires, for which they stole boxes; ten years ago they built a dangerous fire in the middle of the city.

Seven years ago we started in for a more safe celebration of the Fourth of July; and I think that our mayor had a good deal to do with it—he is public-spirited and wants to see things go right. The noise of the day has been more and more restricted, partly by law and partly by public sentiment; the newspapers also have helped. Last year the firing of explosives was permitted only between the hours of 4 A. M. and 11 P. M. There is in New Britain a large public park covering many acres; no firecrackers may be exploded in that park, and there were practically none last year. Our town is baseball crazy, and so last Fourth of July we had extra games, which were attended by ten thousand people out of a population of forty thousand. For the past two years there have been no fires, and last year no arrests were made. It might be added that if a man gets intoxicated, our policemen take him home.

MR. FREDERICK A. FINKELDEY, of Camden, N. J., proposed the following amendment to the recommendations accepted by the meeting:

That it is the sense of the Playground Association of America that the municipalities be strongly advised to pass laws forbidding the use of firearms and other dangerous explosives on the Fourth of July. The carrying of deadly weapons is illegal in almost any municipality. The unrestricted use of pistols

and revolvers on the Fourth of July adds to the tendency for illegal carrying. If we would set our faces against the use of pistols and revolvers on the Fourth of July, it would be doing a great deal toward stopping the illegal carrying of firearms at all times. The fact that a man is permitted to use a pistol on the Fourth of July is an incentive to buy one, and to carry it on other days as well. My amendment, then, is to discountenance the use of explosives on the Fourth of July, and especially to restrict the use of dynamite.

REV. MORGAN M. SHEEDY, of Altoona, Pa., spoke as follows:

Mr. Orr, as far as I can see, has solved the whole question of the celebration of the Fourth of July. His discussion was not only practical, in giving the program of what has been done last year and what is proposed for this year, but his discussion was philosophical as well. He touched the very root of the whole situation.

In referring to Mr. Bryce and his "Commonwealth", we may safely say that his assertion that the way in which a people celebrates its national holiday is an indication of the civilization of that nation, is just as true of other festivals. If that principle be accepted, I am satisfied that every sane and thinking American is agreed that there is something wrong, and has been something wrong for some years, with our manner of celebrating Independence Day. There is truth, I think, in his speech that America is still in the making. We have thousands of people coming to us from the other countries, from all over the world. There are our Japanese friends, who are troubling the western coast, notwithstanding the strenuous action of our late president. Those people are coming here and are seeing how America celebrates this great day. I am speaking now of the method that has been pretty prevalent, a method which certainly leaves a bad impression, for the central idea seems to be that of making as much noise as possible.

The clergy are interested in this question of the celebration of our national holiday, for they, as well as the doctors, are often called out suddenly to hospitals, to attend to those who are wounded and crippled as the result of Fourth of July accidents. I believe the number of injuries annually runs up into the thousands. How senseless!

There are, I understand, forty-five cities represented here.

Of these, I am asked to represent the city of Altoona, which is almost as large, and will be quite as large after a while, as Springfield, Massachusetts, is now. Altoona has at present a population of 65,000. If this is an experience meeting, I should like to say that about five years ago our people awoke to a realization of the fact that our celebration of the Fourth of July was all wrong. This realization came largely through the expression of slightly veiled public opinion in the press. Then we had a celebration something like that outlined by Mr. Orr.

Our citizens went out into a large field, where they had a procession with floats, such as has been indicated. The people as a whole took part. There was some little trouble, however, but I think that is part of the celebration. Those societies which the gentleman from the eleventh ward of Camden across the creek refers to seemed to be in perfect harmony, whereas our societies at a public demonstration, even the most professedly patriotic, seemed to have some difficulties as to precedence, etc., among themselves. That, however, was the only friction. There were some societies that did not take part because they were not given a prominent part. I cannot understand the psychology of this. But apart from this friction, the affair was a great success.

We called our celebration "An Old-fashioned Fourth of July." I suppose there are some here—not ladies—who will remember what an old-fashioned Fourth of July might be like. I had to read it up myself. I found that in celebrating the old-fashioned Fourth of July the chief idea was that the people went out and heard some reading. I was surprised to find that my friend from New England omitted that feature. Some lawyer with a good, strong voice read—I do not know whether he read or recited—the Declaration of Independence. The people listened, there was a patriotic scene, and everybody was delighted. Strange to say, we have not had such a celebration since then. My explanation is that I believe the trouble with many such affairs is that we overdo the thing. I believe that the citizens of Altoona raised \$5000. They overdid it, and naturally those of us who were interested expected the reaction. So we have never repeated this celebration, which we had just once—a celebration which everybody pronounced a success.

As far as I can see, Mr. Orr, of Springfield, has covered the ground completely, and I would make a suggestion at this point

that the Playground Association of America prepare a program along the lines outlined by Mr. Orr, and that all cities that can be reached—and especially those represented here—be furnished with a copy of the program; and that it is the sense of this meeting that such a program as nearly as possible be carried out.

I desire to make a motion that the program as outlined by Mr. Orr be accepted by the Conference as a program to be used by the cities that want to celebrate a safe and sane Fourth of July.

In response to an inquiry as to whether this manner of celebration decreased noise and drunkenness, Dr. Sheedy replied:

I cannot answer absolutely in response to those two questions, but I will give you my impressions. In the very nature of the case, if you get a large number of people for the greater part of the day away from that which would naturally lead them into disorder—the open saloon, the crowded parts of the city—obviously you diminish the bad effects. We have a city ordinance forbidding the use of explosives during certain parts of the day.

MR. LINCOLN E. ROWLEY, of East Orange, N. J., said:

Mr. Orr has given us a great principle, but there is another side that I want to bring out, a suggestion for a national home festival. I happen to live in a town where the men, except postmen and policemen, are rarely at home. It is a luxury to be at home in that town. I believe that in some communities this idea of a great parade, a great celebration, would accomplish just the opposite effect from what you want to accomplish. In one town it will accomplish a great home feeling, while in others it will mean a scattering of the people who want to be at home.

MR. THOMAS F. BEADENKOFF, of Baltimore, Md., spoke as follows:

In Baltimore there is absolute restriction with reference to the use of fireworks. No explosives are permitted to be fired. The man who sells fireworks in Baltimore is arrested. Hence the city is a very quiet one on the Fourth of July. The day is chiefly an occasion for picnics, nine-tenths of the people going out of the city. I should like to know if the plans of Springfield

could be applied to celebrations in large cities such as Pittsburgh, Baltimore, or Philadelphia.

MR. MURRAY B. WALKER, of McKeesport, Pa., said:

In regard to merchants selling fireworks, would it not be fair to let them know in advance of the next Fourth of July just what kind of fireworks are approved by this Conference? These merchants should probably have some three or four weeks' notice, in order to enable them to lay in a stock. Whatever resolution is passed, the various cities should be notified of it as soon as possible.

To the above remark, the Chairman, Hon. William A. Magee, responded, stating that it was not within the province of the Conference to draw up resolutions as to what cities should or should not do with reference to Fourth of July celebrations; the Conference could only recommend a suitable program.

HON. WILLIAM A. MAGEE, of Pittsburgh, Pa., said:

I am newly inducted into my office and have not yet participated in an official capacity in one of these occasions that have been described. The city of Pittsburgh is now making arrangements, according to the custom that has been in vogue for some fifteen or sixteen years, to have a community celebration. Pittsburgh has never attempted by any legislative act to restrict the use of firearms on the Fourth of July, but the police have considered it within their province to send out many admonitory messages to the people, and I believe have exercised on various occasions some rather stringent regulations as to the extent to which firearms might be used.

We have accomplished a good deal indirectly by having a community celebration. Schenley Park is the place that is set apart as the chief spot for celebrating. Some years ago it was the custom to have an open-air meeting in the morning at ten o'clock, at which the Declaration of Independence was read, and at which patriotic speeches were delivered by men of prominence. During the last few years that feature seems to have died out gradually; but, on the other hand, the afternoon features of the day have been largely increased, by reason of the fact that the city has a large athletic oval, half a mile back in the park. There are carried on all kinds of athletic events,

and occasionally some horse racing by local talent. These attractions draw upward of 100,000 spectators, and the park is full of people all day long. They come in the morning, bring their lunches, and stay until the evening to see the display of fireworks, which is on a large scale. That crowd has been growing every year. We think there were last year between 200,000 and 300,000 people who visited the park.

The city of Pittsburgh has during the last two years been much enlarged by consolidation with the old city of Allegheny. It has been the custom of Allegheny to have a celebration of its own every year. Last year that was continued, and a plan for a celebration is being arranged for this year. We intended to continue with the usual contribution, but raising more than the usual sum of money, which is in the neighborhood of \$20,000. It was thought to enlarge the scope of the celebration by having one or two of these open-air meetings for the expression of patriotic sentiment. We thought not only of continuing the local celebration in Allegheny, but of having a similar one on the South Side, and perhaps another in the lower part of the city. We thought of extending the play feature of the day by having river sports. That is, the idea is to have celebrations of a similar character going on in various parts of the city simultaneously, in order to avoid the usual street car congestion. We found on one occasion that in Schenley Park people were waiting to get home until four o'clock in the morning. I should like to avoid the bringing together of so many people in one place.

It seems to me that the new idea which was injected into the meeting by Mr. Orr's remarks about the character of these deaths is a good one; not all of them are fatalities due to the discharge of firearms. In this city I regard that there are as many, and perhaps more, fatalities resulting from heat prostration than from the discharge of firearms. That, of course, is due to bringing many people together in one place. We have here a population of 600,000; in Allegheny County there is a population of more than 1,000,000, and within a radius of sixty miles of Pittsburgh there are some 3,000,000 people. All celebrations in Pittsburgh attract people from this entire area. Our Fourth of July celebrations bring into the city every year 100,000 people, and perhaps more.

There is one new idea to advocate with reference to our celebrations, and that is to scatter the activities of the day over

the various parts of the city, hoping by that means to prevent the gathering of these enormous crowds at one central spot.

We assure you, ladies and gentlemen, that we as city officials have learned something from what we have heard in regard to the use of dangerous firearms in the celebration of the Fourth of July. We are already working in our communities for their suppression, but I do not believe that in this city of Pittsburgh we have been overcareful with regard to care of life and limb.

MR. LEONARD P. AYRES, Secretary of the Conference, in summing up the discussions, spoke as follows:

I wish, with your permission, to spend six or seven minutes in speaking, on the part of the Playground Association of America, of some points in connection with the things we have discussed here this morning.

In the first place, it may interest some of you to know that we have received credentials of official delegates from forty-five cities; that there are seventy-eight delegates present; and that the territory represented is very widespread. We have delegates from Winnipeg, Canada, and from Pensacola, Florida; from Seattle, Washington, Riverside, California, and Boston, Massachusetts, and everywhere between.

You may have noted that in the printed program there appears the following sentence with reference to this meeting:

"If the plan meets with the approval of the delegates from the several cities, the Playground Association will undertake to supply programs for such festivals, prepared by those who make a specialty of arranging public functions which are both entertaining and attractive and at the same time distinctly educational."

That may perhaps have been a rather rash promise, and if it is to be carried out effectively, we shall need a great deal of help. On the part of the Association, I wish to ask each one who has to do with any civic celebration of the character that we have been discussing to forward copies of the program to the office of the Playground Association, even if it is a program of a celebration other than Independence Day. We desire to procure all the literature that it is possible to procure, especially literature of a constructive nature.

I have been taking notes as the various speakers have made

their remarks, and wish to make a general summing up of the sense of the meeting. If when I get through any of you feel that it does not correctly represent what we have done and what we stand for, I shall be very glad to consider any corrections or amendments.

1. In this country we have developed the habit of celebrating Independence Day in a way which recalls the manner in which our independence was gained; as a nation we have largely passed beyond the village stage, so that in modern city life the problem of civic celebrations becomes a very great problem. There is nearly universal condemnation of our present common methods of celebrating Independence Day.

2. Much valuable constructive work has been done and is being done in the endeavor to find a suitable celebration to substitute for the traditional one. We, here, would call special attention to the kind of work that has been done in Springfield, Massachusetts, during the past seven years along this line. We indorse this work as resulting in celebrations that are safe, appropriate, inspiring and educative, and we believe that such celebrations combine important lessons in civic coöperation and community life.

3. We believe that the way a nation celebrates its holidays is one true test of its civilization. We hold that a true conception of Independence Day is equally appealing to people of all races, and that celebrations such as have been considered are on a level worthy of the day that is being celebrated.

4. We indorse all movements for safe and sane civic celebrations, and it is the sense of this meeting that the Playground Association of America should aid such movements in a constructive way by preparing and distributing programs for civic celebrations of Independence Day and other public holidays.

5. We discountenance the use of dangerous explosives, such as dynamite, and the use of pistols and revolvers in the celebration of Independence Day and other holidays.

I wish to express to all of the delegates the grateful recognition that the Association feels for what they have done in coming here as official representatives from these various cities and in discussing the question that has been presented. I want also, and especially, to extend our thanks to Mr. William Orr and the other speakers who have put the matter before us in so helpful a manner; and with special emphasis I wish to assure his Honor, Mayor Magee, how much the Playground Association of America appreciates what he has done for us, not only in presiding at this meeting and in issuing the invitations which have made the meeting possible, but in helping the Association in every possible way to carry through this Pittsburgh congress.

GREETING FROM THE PLAYGROUND ASSOCIATION OF PITTSBURGH

BEULAH KENNARD, President

"PITTSBURGH IN THE SPIRIT OF PLAY"

Mr. President and members of the Third Play Congress of the Playground Association of America: The Pittsburgh Playground Association welcomes you to the city of good playfellows and of young and loyal hearts. We do not extend our welcome in the name of the Association alone, for the organizations bearing the playground name are but the channels through which the general love for children pours itself, as it had flowed in other channels before we were in existence; and we have been so honored in the support and coöperation of our fellow citizens and the city government that we venture to bring you a greeting from them also. And because Pittsburgh has been much discussed of late and her sins are on every man's tongue, one who is not of the native-born, but who has received much at her hands, would be strangely lacking in appreciation were she to say no word in tribute to the silent city. What strange and incongruous thoughts must be in your mind tonight! What have you come to see? A city of smoke and toil in which labor is incessant and life well-nigh intolerable? Is your thought summed up in the words of a recent magazine writer, that "Pittsburgh is a horrible place"? Then we will show you a city at play, a city of abounding and imperishable youth.

We all know that for nearly two years Pittsburgh has been under a microscope, and that her reputation has not gained thereby, for only the works of God can stand the microscope. So searching was the analysis and so comprehensive its conclusions, that our sister city of Boston has hastened to prepare herself against being the second subject.

The Pittsburgh Survey has done a monumental piece of work which must be of value to other cities as well as our own. It has given a startlingly accurate picture of conditions connected with our great industries. It has shown us the inevitable breakdown of the housing in any community where expansion of business means congestion of population and no public watch-

fulness prevents the catastrophe. It has shown the modern pressure of competition upon the wage-earner and his helplessness against a combination of giant forces. Its constructive criticism and wise generalship have been of inestimable service to us in helping to organize the social agencies for betterment, such as the Civic Commission and the Associated Charities. And yet the picture drawn with such painstaking care is not our city of Pittsburgh. The most indifferent or cynical among us realizes that something is lacking and that our generous and kindly critics have not really known Pittsburgh.

The only way to know a city or a woman is to love her, but what shall we who have loved her say to make you understand her charm? Incongruous and elusive are the qualities which have naturally escaped the eyes of strangers, for, while Pittsburgh is a mighty workshop, and is so known to the world, her virtues are those of the playground. With all her mills and factories and the smoke of her furnaces she has not yet learned how to work without wastefulness and destruction of her most precious material—the lives and health of her citizens. She has not learned the relation of parts to the whole. She has not seen the larger ends. But that is because her work has been play to the titanic energy of her builders. With an exuberance almost like that of elemental forces they have forged their great engines and have said with triumph, "Look at our railroads and our bridges, our ships and our wires which girdle the earth," and Pittsburgh forgot that beside every furnace there was also a man, and that the man was hers. The furnaces grew so great and the men came in such throngs that it was little wonder perhaps that the city should lose her sense of values, and more and more the faces of the newcomers grew strange to her eyes, so that our brothers "hedged with alien speech and lacking all interpreter" were no longer fellow citizens and friends, but only so much brawn and muscle for the use of her captains of industry; and yet the spirit of the artist and the playfellow is still here. We have not been old and hard-hearted, but young and careless; and when Pittsburgh remembered, she began to recognize the bond of fellowship once more through the children and their play.

Men of creative imagination never lose the child's heart, and the city of great workmen is, like her own great astronomer, simple and sincere. She has not the trader's spirit of gain,

but the maker's satisfaction in accomplishment. In the great commercial centers they use our giant industries as pawns, and gamble with the toil of strong men, but that is not the temper of Pittsburgh. If there is one word which more than another characterizes the city, it is loyalty, the spirit of the team. Appeal can always be made to her devotion, and, right or wrong, it will meet with instant response. This magnificent loyalty is at the same time a defense for established wrongs and a promise of strength to the lonely fighter for a far-off ideal. None of us even in Pittsburgh will ever know from what tragedies the city was saved during the terrible financial storm which last year broke over her head by the quiet standing together of men who might have saved themselves alone, but here and there we felt the scorn for those who were willing to escape by sacrificing others. Nowhere will you find better team work or greater willingness to subordinate self to the common purpose—an incomparable basis for social service, as it is one of the essentials of a good game; so that philanthropic or civic projects need but organization and a leader for their assured success.

And so we do not plead for mercy or indulgence for our failings. There is something positive and strong in Pittsburgh which needs no defense or apology. We only ask you to rejoice with us in the eternal spirit of youth which has in it the possibility of all great and glorious achievements. It is a fitting sequence to the Survey that we should have organized a Civic Commission and a Conference on Dependent Children, and then that we should turn to you, saying, "It is springtime and we are somewhat weary with being good; let us turn aside and play a while."

We invite you first to see our children in their music and their dancing and their games; then our newer citizens offer you the national games and music and dances which have made their life at home; and even the prosaic old-time Pittsburgher presents to you some of his forms of self-expression in play. Among us also music is developing in a more democratic fashion than in most American cities, and, while our pursuit of art has been but fitful, and is only beginning to be social, we are not ashamed to point you to the most perfect hall of architecture in the world and to the series of great paintings on our institute walls, the work of two Pittsburghers. And here at the threshold of art, which is play perfected, the spirit of Pitts-

burgh must say its final word. Not by the thrift and industry of the Scotch, Irish, and Germans of the first days; not by the driving wheels and smoking furnaces of a later time; not by her tonnage; and not by the congestion and municipal chaos revealed by our critics' report shall the city be known at last, but by the strength and beauty of her children.

The country's greatest workshop will continue to be the focal point for the workers of Europe and to receive the riches of ancient civilizations which she does not yet understand. Here must some of the greatest racial and industrial battles of the world be fought, but the vital human quality of the city already is making her cosmopolitan even against some of her most cherished traditions. As the waters of the Allegheny and the Monongahela come from north and south to form here a more mighty river, so the streams of the nations are come from the north and the south to make a still mightier people. In their name we once more welcome you, not to the workshop of the world, but to the city which Washington called "the Gateway of the West".

PRESIDENT'S REPORT

LUTHER HALSEY GULICK, M.D.

[Abstract]

In order to bring the business which has been transacted by the Board of Directors and the Executive Committee before the Council, I have prepared an abstract of the minutes, which is as follows:

Review of Minutes of Board of Directors' Meetings

New York City, October 29, 1908.

Accepted invitation from the Playground Association of Pittsburgh for next congress.

Authorization for appointment of various committees.

Approval of budget and reference to Executive Committee with power to spend additional funds if necessary, but not to get into debt.

Pittsburgh, April 1, 1909.

Discussion of committee reports.

Formulation of policy for committees.

Vote to publish Proceedings in twelve monthly installments.
Authorization of special expenditure for Normal Course Committee.

Review of Minutes of Executive Committee Meetings

September 24, 1908.

Miss Grace E. J. Parker elected Secretary of Executive Committee, and salary fixed.

Expenses of Washington office authorized to October 1st.

Supt. Seth T. Stewart elected editor of "The Playground".

President authorized to select new offices.

November 5, 1908.

Salary of stenographer authorized.

Adoption of Publication Committee's report concerning certain publications.

Auditing of accounts authorized.

Committee chairmen appointed.

Publication of Proceedings referred to Committee on Publication with power.

March 8, 1909.

Congress sticker adopted.

Miss Sadie American elected to go to Directors' Meeting at Pittsburgh.

Congress medal authorized.

Authorization of so placing treasury balance as to increase income if possible.

Approval of advertising policy in "The Playground".

Supt. Seth T. Stewart reelected editor of "The Playground".

Vote of thanks.

April 27, 1909.

Vote to have congress badge rather than medal on account of expense.

After review of vote of Board of Directors on September 13th, establishing office of Executive Secretary, and action of same body on October 29th referring budget with power to the Executive Committee and authorizing additional expenditures provided debt was not incurred thereby, and after statement by the President of the various efforts that had been made to secure a suitable candidate, the name and qualifications of Mr. H. S.

Braucher were presented, with the explanation that to secure his services immediate action was necessary.

Vote to employ Mr. Braucher for one year, beginning September 1, 1909.

Salary of Financial Secretary raised.

I beg to suggest the following plans for the coming year:

- (a) That particular effort be made to secure a full report on playground equipment, containing detailed plans for the equipment of playgrounds of various kinds and at varying expense.

That authorization be granted for the appointment of committees to complete reports on the following subjects:

Normal Courses in Play
Festivals
Playground Statistics
Storytelling in the Playground
Common Laws
Athletics for Boys

That a special commission be appointed to study and report on Activities for Girls.

- (b) That a series of leaflets—letter size, 4 to 8 pages each—be prepared, each one containing concise information on some one topic of a practical nature, with references to more extensive discussions of the same subject, under such headings as:

Fourth of July
The Back Yard
Playground Stories
How to Get a Playground
Recesses—How Organized
The School Yard
How Children Can Beautify the Playground
Blocks

- (c) That as rapidly as possible we attack the problems of public recreation, particularly those which are most definitely related to playground activities.

That we consider the advisability of adopting "Public Recreation" as the name under which the successive installments of our Proceedings shall be known.

- (d) That emphasis be laid during the coming year upon securing official coöperation of municipal officers and departments for the next congress—mayors, departments of education, parks, highways, police, juvenile courts, public baths, public libraries, etc.
- (e) That the campaign to secure the coöperation of women's clubs to continued aggressively.

SECRETARY'S REPORT

HENRY S. CURTIS

The playground movement is under way. Its spread to new cities during the past year has been so rapid that the question of its becoming universal in some form is one of the immediate future. We, who have been promoting or borne along with it, feel something as we did in boyhood's days when our sled began to feel the undertow of a steep hill, that it is the more important for us now to keep an eye out for fleeting trees and wayside ditches than it is to hasten our flight by pushing behind. The number of cities taking part and even the amount of money expended have ceased to be matters of first importance. The essential questions today are: "What ideals is the movement taking up as it progresses?"; "Is its soul keeping pace with its body?"

The growth of the last few months has been many-sided. The cities generally are appropriating considerably more money for maintenance than they did last year. In many cities the season is being extended in the school playgrounds to include a considerable part of the school year as well as the vacation. There is a general tendency to lengthen the playground day so as to include the afternoon and evening session, and there has been a great increase of interest in the school as a social center. These extensions with the new playgrounds opened will probably mean a doubling of playground hours for the country at large, and, when the general increase of attendance at old playgrounds is considered, will mean easily a doubling of hours of attendance for the children.

The tendency among wealthy men to contribute memorial playgrounds to home cities, which began to be noticeable last

year, has increased until there is now a large number of such playgrounds. This seems to be a peculiarly hopeful tendency. There is a great deal of surplus wealth in the country that is looking for some fitting way to memorialize itself, and it is scarcely possible to make any other contribution to the public welfare that will in the same way go down the centuries increasing in value with the progress of time. Perhaps the inheritance tax, if we get it, will help.

Throughout the country, probably the most significant single event has been the Massachusetts playground law. This is essentially a local option law. It has required every city of ten thousand or more inhabitants to vote as to whether or not it would maintain playgrounds. Thus far forty-two cities have voted, and forty have voted favorably, giving in the forty-two cities a vote of one hundred and fifty-four thousand for playgrounds, as opposed to a vote of thirty-four thousand against—a ratio of nearly five to one. This vote is very important, because it makes it possible to organize the work in larger and apparently more effective units, and it has shown how deep and popular is the general interest.

The state of New Jersey passed an enabling act in 1907 and the state of Ohio in 1908. A law has been passed in the last few days by the state of Minnesota permitting cities of fifty thousand inhabitants to issue bonds to the extent of one hundred thousand dollars to acquire and improve sites for playgrounds. Playground laws are now pending before the legislatures of the states of Montana and Indiana. This has so far become the latest style in legislation that we may expect all the northern states to take action in the very near future. The mere agitation for such a law, even if it does not carry, proves one of the most effective ways of giving publicity to the movement.

As the city playground associations have proved the most effective means of propaganda in the cities, so it would seem that a state playground association should be the most effective means of propaganda in the state. As the city playground associations are growing all over the country into municipal departments or commissions, so it would seem as though these state associations should naturally grow into state playground departments or bureaus. The Massachusetts Civic League has served the purpose of a playground association for Massachusetts.

Another very significant movement during the last eight months has been the tendency of the various municipalities to form playground commissions to look into the needs of the cities and make plans for the future. This is beginning the movement in the right way, and bids fair to lead to more comprehensive and purposeful results than have been achieved in the past. Some of the cities that have appointed such commissions are Minneapolis, San Francisco, Oakland, Berkeley, Philadelphia, and New York. Every city that has not done this ought to take such action as its next step.

A third movement that has been begun during the past few months is a movement to correlate all the work for children through a juvenile commission. Such a commission has been recently organized in Hartford. This Juvenile Commission consists of six of the citizens of Hartford, all of which are appointed by the Mayor and approved by the Common Council. It is too early to say what the effect of this commission is going to be, but it seems promising. The Massachusetts Civic League is organizing similar commissions all over the state of Massachusetts.

Of even greater interest in idea is the new Recreation Commission of New York City, though it is still in the initial stage. This is of great interest, because it plans to inventory all the recreational facilities of the city and try to make them adequate to actual needs.

A very interesting experiment has been tried in Buffalo in the way of organizing tramping trips with the playground children. The school journey, which often takes the children off on walking trips which last two or three weeks, is very popular in Germany, and is one of the things regularly promoted by the German association. Such trips are also conducted on an extensive scale by the People's Palace of London. The Chicago Playground Association has been conducting similar trips for the last two years, but there they are for the adults instead of children.

There has been so much emphasis placed on the magnificent plant in the South Park system that I think it has been having a tendency to lead the sentiment of the country astray. If we would laud the Chicago system because of the efficient way it is conducted, it would be a salutary influence; but the general public visiting Chicago concludes that this system is the best

in the world because it is the best equipped, whereas the equipment is not the essential thing in the success of the South Park system, and it is easy to see how this magnificent system might become for Chicago such an evil influence as the baths of Caracalla were for Rome. It is not even now possible to say that there is not somewhere in this country some small playground on a vacant lot equipped with apparatus that the children have made for themselves that is not doing more for the children than even this system. This Association should make it clear that it is not necessary to do inferior work because of inferior equipment.

One of the most suggestive things that I have heard along the line of equipment is the report of Mr. L. W. Rapeer of the work that has been done by his school in Minneapolis. The school has made all of an extensive equipment for its own playground. Such a playground is worth far more to the children than any playground that can be bought.

Throughout the country during the year there has been a growing appreciation of play as the child's world, and that, as a world, it is subject to the same laws as the world of adults in many ways. Adult society has always found it necessary for its protection that it establish codes of laws, with judges, courts, and prisons to see that they were carried out. But there have been no judges or courts in the child world. We have expected its laws to execute themselves. Consequently it has been more profitable for the strong to take the things and opportunities they wished than to follow the course of justice, and for the young and weak there has been no redress. There has been no advantage in being honest or fair or courteous; the boy was more likely to succeed in this play world where "might made right" if he was not. Yet we have expected the training of a society so organized as to produce honest, law-abiding citizens.

During the past fall the Secretary made a trip to Porto Rico, where he lectured on playgrounds in the various municipal theaters. In nearly every case the theater was filled, and in some cases there were some two or three hundred people standing. Since then two cities have actually begun playgrounds and twenty-seven others have set aside the land. The position of Superintendent of Playgrounds for the island would have been created had it not been for the quarrel between the two houses

of the insular legislature, which caused the failure of all appropriation bills. An institute of play will be conducted at the normal school this summer to prepare the teachers to take charge of these playgrounds. This progress has been chiefly due to the intelligent interest and promotion of Dr. E. G. Dexter, Commissioner of Education.

The situation there suggests many interesting problems. The island has been more destitute of play facilities than any other section I know. It also shows all the effects which might be anticipated under these conditions. There is much of the social vice, a great deal of drinking and gambling, a general lack of initiative and lassitude of bearing and conduct among the people. It has usually been held that this listlessness is the inevitable effect of a tropical climate, but my experience in Porto Rico leads me to doubt this. Northern people in the tropics are much more energetic than the natives; also children of tropic dwelling parents who are reared in temperate climates and return to the tropics in maturity are more energetic than those who grow to maturity under tropic conditions. This suggests that the cause of tropical lassitude is the lack of a vigorous childhood. It is a further illustration of Mr. Lee's dictum that "The boy without a playground is father to the man without a job." If the children play with lassitude in childhood, they will inevitably work with lassitude as adults, because the rate of nervous metabolism and discharge has been fixed in childhood, and so the rate for adult life has been determined as well.

I believe the problem of tropic effectiveness lies with us. If we can secure a vigorous childhood, the vigor of manhood will look after itself. There is no way to get childhood to develop its maximum amount of energy except through play.

If exciting athletic games and sports can be cultivated in the late afternoon and evening in Porto Rico, I believe another generation would see a race there with far greater power and inclination to effort than the present people.

The problem of the tropic playground is new. No tropic country has ever maintained a system. I believe their problem is far greater than ours. They have far more leisure time and far more temptations for their leisure. They have greater need of the specific training which games give. But such a system must seemingly be of the expensive kind, as much of the work

will need to be done at night, and there should be ample swimming facilities.

The largest playground need and opportunity in the world today lies in the countries to the south of us. Almost none of them have done anything, and apparently they are quite ready to begin. Thus far it is only the churches that have undertaken missionary work, but there seems to be no reason why social movements should not, if they are equally in earnest about the work they are undertaking. I believe we should ultimately do something for our southern neighbors.

In Germany during the past year the movement has been both interesting and significant. The German "Organization for Furthering Folk and Children's Play" has the situation thoroughly in hand and is broadening its work every year. As its name implies, it is not an organization for promoting playgrounds, but play; and as such it takes account of and seeks to provide all sorts of play facilities outside as well as inside of playgrounds. Its work is no more for the children than it is for adults. It has taken for itself the large purpose of molding the spirit of the German people so as to give them a deep-seated love for all sorts of outdoor sports. To this end it is seeking to encourage people's festivals, excursions, tramps, water sports by the rivers and lakes, and skating and ice sports in winter. It is studying and introducing valuable games from abroad. It is promoting a curriculum of games in afternoons for compulsory or voluntary play and the school journey, in connection with the schools. It is holding institutes for the teaching of games in many cities.

The most significant progress of the year seems to have been in connection with the increase of the schools which devote one or more afternoons each week to play. The number is said to have doubled during the past year. The children are excused from home work the next day.

Play institutes for men teachers were given in forty-one cities in Germany last year, and in twenty-seven for women teachers. Thirty courses for men and nineteen for women teachers have already been organized for the year 1909.

The play inspector has not merely the playgrounds to oversee, but he seeks to provide facilities for all sorts of sports as well. He has charge of, and often gives himself, the play courses for teachers.

It seems to me the Germans are right in seeking to promote play rather than playgrounds in and by themselves. Few people realize how small a part of their time the children spend in the playgrounds in any city. Taking all the children within a half mile of any playground, they will certainly not average an hour a day of attendance in any city in this country, and probably not half an hour. It is easy to estimate. A playground having four thousand children within a half mile of it (a fair average for a well built city) will not have an average attendance of much more than five hundred, and during the most of the time the attendance will not be more than two hundred. This means that the children are still spending eight or ten times as much of their time outside the playgrounds as they are in them. This will always be so. The playground does not take the place of outside play, and perhaps ought not to do so. The children need plenty of opportunities to do things for and by themselves. The playground is a specialized and institutionalized play opportunity, but no community ought to rest content with providing playgrounds merely. The children are going to continue to spend more hours of play in the streets in the aggregate than they do in the playground. They will spend more time playing on vacant lots and in available buildings than they do in the playgrounds. The really significant things which the playgrounds are doing are to give the children ideals which will be followed in their outside play as well as in their play in the playgrounds; to give them new and worthier play interests; and games of real value. It seems to me that we should regard the providing of these outside facilities under proper conditions quite as much our proper sphere as providing the playgrounds themselves. I wish consequently to recommend to the Association the following policy:

RECOMMENDED POLICY

We take as our proper province the promotion of the play spirit and play opportunities for all ages and both sexes. We believe that there are very many other play opportunities essential to the development of child and community life besides those offered by the formal playground; and we regard the making available for play of the door-yards, vacant lots, streets, interior of blocks, and the roofs of tenements, armories, and other suit-

able buildings as no less important than the providing of the playgrounds themselves.

We regard the promotion of play festivals, picnics, tramps, summer camps, the school journey, play periods in connection with the school, and all sorts of activities that call the people to a recreative life in the open air as legitimate objects of our endeavor.

We believe also that we should aim to show the modern factory and business world ways in which the grinding drudgery of monotonous conditions can be relieved by recreational elements which may add a play interest to work.

We believe that in the main this Association should maintain a propaganda of ideals, not of playgrounds; but so far as the Association, as an association, becomes an extension department, we believe the unit of our work should be not cities but states. To this end we favor the establishing of state playground associations wherever possible.

In pursuance of this policy I wish to make the following recommendations:

RECOMMENDATIONS

1. That a committee be appointed to draft and promote model requirements (after the Berlin law perhaps) to provide playgrounds for little children in the interior of tenement blocks.

2. That a committee be appointed to frame and promulgate a model law for playgrounds on the roofs of school buildings, libraries, public baths, recreation piers, tenements, armories, and other suitable buildings.

3. That a committee be appointed to study the field house with a view to adapting it to smaller and poorer cities and villages, and especially to townships with a township school system.

4. That a committee be appointed to study modern industrial conditions with a view to suggesting ways in which the drudgery of factory life may be relieved by recreative elements in the work itself.

5. That a committee be appointed to consider the larger recreational features of the present movement and see if a better name for the place than "playground" and a better name for the Association cannot be devised.

The work undertaken by the various committees of the Association is the most important work of the Association. For the selection of committees, I would offer for your consideration the following policy:

1. That a committee of committees, similar to that in the United States Senate, consisting of the president and the first and second vice-presidents, be appointed.
2. That technical subjects be assigned only to committees, the majority of whom have had technical experience in the activities involved.
3. That, whenever it is possible to secure an effective committee in this way, the majority of the members come from a single city.
4. That wherever it be necessary that members of committees come from different cities, the traveling expenses of members attending committee meetings be paid, and that these committees be small enough so that this expense may not be prohibitive. In general the work should be rounded up beforehand by subcommittees or special studies, so that the work of the committee may be given to an effective criticism and synthesis of the material.

FIELD SECRETARY'S REPORT

LEE F. HANMER

THE FIELD

Only eight months have elapsed since the last playground congress, and as these months do not include July and August, the months of greatest playground activity, the statistics given in the last report concerning the number of cities conducting playgrounds, and the agencies by which this work is carried on, practically hold for the present time. The development of interest during this time, however, is far more significant than is the number of cities having playgrounds or the number of games of tag played.

It has suddenly been discovered throughout the whole country that there are children in every community. If a study should be made of the plans and development of the cities of this country, one fact would be conspicuous, and that

is that the children have been overlooked. With very few exceptions our cities might well be labeled "For adults only". That we are waking up to this fact is illustrated in the case of Hartford, Conn., where the city charter has been amended so as to provide for the establishment of a Juvenile Commission—a city department which shall stand for the interests of the children. This one-third of our population is at last to have definite representation "at court".

Another equally important idea, and one closely allied, is rapidly taking hold of the public. It is that the development of the boys and girls into strong and good men and women counts for more than a revision of the tariff or a reduction in the tax rate; that health and character are the backbone of our institutions; and that the years of childhood are the all-important ones in this matter. This has been known in a kind of subconscious way for some time, but modern conditions have given it emphasis, and we are now becoming convinced that it is the business of the community to attend to it.

In some way this thought has been flashed to every corner of America—north, south, east, and west—and parents, teachers, and city officials are asking the question, "What are we going to do about it?" Some are trying boards of health, juvenile courts, and reform schools. Many others, however, are agreeing with the Mayor of Pensacola, Fla., that it is better to *form* than to *reform*, and are turning to properly conducted playgrounds as a means of assistance in this direction. They are trying to make the playtime, which covers the major part of the first one-third of our whole span of years, count positively in the right direction. Also, they are trying to protect this birthright of the children from the encroachments of commercialism.

To this end space is being set aside at accessible points throughout the cities, about the public school buildings, in the public parks, and in some cases land is being purchased and cleared of buildings for this purpose. Competent young men and women are being employed to take charge of these spaces and to see that the activities on them are wholesome and good. They are turning to and uniting with the Playground Association of America, as a coöperative organization or central clearing house, in working out the problems with the least possible loss from experimental undertakings.

The immediate field is the 177 cities where efforts in this direction are already being made, then the others (about 150 at present) that are planning to make beginnings, and finally the whole matter of public recreation.

Since the last report the Field Secretary has visited 52 cities in 22 different states, taken part in 92 special conferences and public meetings, conducted exhibits at 15 conventions, distributed printed matter at 69 such gatherings, furnished lantern slides for 31 playground meetings, sent out inquiry blanks to 1,213 cities, corresponded with 114 persons about playground positions, read, filed, and recorded data from 6,577 newspaper clippings, and dictated or written 3,610 personal letters. This indicates somewhat the extent of the field.

A review of some of the problems presented might be of interest.

THE PROBLEMS

LOCATION

It is customary in selecting a site for a playground to follow the line of least resistance. This frequently means placing the playground on the outskirts of the city, with the result that the attendance is unsatisfactory because the place is not accessible to the children. Fort Plain, N. Y., started playgrounds last summer; raised a fund of \$800 for this purpose through the efforts of its Woman's Club; secured competent supervisors; and installed very satisfactory equipment. One small ground for children of kindergarten age was centrally located and had a large attendance all summer. The other ground,—attractively equipped, beautiful in its setting of grass and shade, and providing ample space for all kinds of games,—was not at all satisfactorily patronized, because it was located on the outskirts of the city, too far from the homes of the children. Playgrounds for the children must be where the children are. Experience shows that the radius of influence is not much over one-half mile. The athletic fields for the larger boys may be located further out, but even these should be as accessible as possible. Until the habit is established, many boys are attracted to the athletic field only because they see other fellows having a good time there.

Space about the public school buildings is unquestionably the place for children's playgrounds, with certain sections of

parks conveniently located, and additional plots purchased for this purpose where the two former expedients do not suffice. This means expense, but we are learning that playgrounds are quite as legitimate items of expense as are jails and reform schools.

Chicago has set a pace for us in buying lands for playgrounds. New Orleans is accepting only such new school sites as have ample play space and is acquiring additional ground adjoining its present school buildings as fast as funds will permit. The attitude of Cincinnati is illustrated by the recent purchase of a 75 by 100 foot plot adjoining one of its older school buildings at a cost of \$15,000. Spokane is making similar provisions for play space, as are many other cities, conspicuously Rochester, N. Y.; and in the state of Washington legislation is being considered, placing a minimum of 100 square feet of play space per child on all new sites purchased for school buildings. New York, Philadelphia, St. Louis, and many other of the older cities have furnished sufficiently horrible examples to inspire the newer and rapidly growing cities to preserve ample play space about their school buildings, and thus insure to the children for all time conveniently located places for play.

Every city can well afford to make a careful study of sites available for playgrounds, similar to that made by Dr. Curtis for the city of Washington. Evansville, Ind., has recently done this, as has Pensacola, Fla., and several other cities. All were surprised to discover how many such spaces there were, and how much the problem was thus simplified in working out a system that would provide a playground within walking distance of every child.

EQUIPMENT

Equipment seems to be about the first thing thought of in connection with playgrounds. In reality it belongs last. Location and supervision are vastly more important.

A few years ago Toledo attempted to do something nice for the children, and spent a large sum in equipping two playgrounds which were turned over to the children to enjoy. The grounds were in charge of a caretaker only. Within a short time these places were closed up as public nuisances. Other cities have had similar experiences. In 1907 the Physical Director of the Y. M. C. A. at Scranton, Pa., secured by enter-

tainments and subscriptions \$213.66, with which he personally conducted during the summer a playground that was such a success that in 1908 a playground association was organized and five playgrounds provided. His equipment on the first playground was as follows:

One chute-the-chutes; 4 box swings for small children, under shelter; 4 sand bins for small children, under shelter; 4 horizontal swings; 1 horizontal bar; 3 teeters; 1 jumping pit; 1 basketball ground and equipment; 2 quoit grounds; besides bean bags, skipping ropes, etc.

Itemized cost of equipping the grounds:

Brackets for lamps, wires, etc.....	\$27.55
Hauling.....	3.88
Keys for strong box.....	.30
Carpenter and laborer.....	70.73
Lumber.....	96.77
Incidentals.....	1.86
Rope, pails, dippers, etc.....	12.57
	\$213.66

Equipment like the above is quite sufficient when the funds are limited and the location is temporary.

When a permanent site is secured, more substantial and attractive apparatus, such as the machine companies can supply, may well be installed. These companies will gladly furnish on application drawings, specifications, and prices. Reprints of articles on equipment and the report of the equipment committee of the Playground Association of America are available.

Wading pools, swimming pools, and field houses are features that add much to the attractiveness and utility of the playgrounds. These may well be provided on the grounds that are permanently secured for recreation centers. The Mayor of Rochester, N. Y., says that since the wading and swimming pools have been installed in the playgrounds and parks of his city the accidental deaths by drowning have decreased about 83 per cent.

The control of equipment after hours is one of the problems. Apparatus on school grounds and in park spaces has frequently caused vigorous protests from those residing near, because such places offer an attractive meeting place for undesirables after

the supervisor has left the playground for the day. Such apparatus should be so constructed that it may be taken down or locked. An attractive and effective fence for playgrounds has been constructed in several cities by erecting a woven wire fence with a barbed wire on top and planting rapidly growing shrubs at the bottom. The shrubs grow up around and through the woven wire, adding an attractive park feature to the playground and making a fence that is practically "boy proof".

Securing sufficient shade is another problem, and it is an important one too. Playgrounds well equipped with apparatus are often practically deserted in the summer on account of the intense heat. Trees are best, and should be removed from new sites only after very careful consideration. Awnings over the apparatus and the sand courts may be provided, and in some places large sheds with open sides are used to good advantage.

Chicago has solved the problem of a surface for the much used portions of the playground by using a mixture of clay and cinders or sand in the proportion of 2 to 3 and covering this with a thin coating of "torpedo" sand. This forms a surface that does not stick to the feet when wet and will not blow away as dust when dry.

Children's gardens are a desirable feature of the playground wherever space will permit. Even on the grounds of very limited area, a border of flower beds is attractive and provides interesting and useful occupation for the children.

The athletic field for the larger boys needs little equipment. It is largely a problem of laying out and constructing running tracks, basketball and tennis courts, baseball diamonds, and football fields. The field house with shower baths is one of the first requisites there. The boys of Pensacola, Fla., are laying out their own athletic field, and even building their field house.

ADMINISTRATION

It is evidently the business of the municipality to provide and administer the playgrounds. Therefore this problem is ultimately one of determining the proper department to place in control. Where the work is just being started and the community does not appreciate its responsibility in this matter, it is usually necessary for voluntary organizations to secure space, provide the supervision and equipment, and demonstrate

the utility of the playground. Such organizations frequently use school grounds and park spaces, and thus secure the coöperation of these departments. A playground association always has a field of usefulness even after the playgrounds are placed in charge of a city department. It can coöperate in a voluntary way in molding public sentiment, using the influence of its membership in securing new sites, and in extending and developing the work. The Playground Association of Philadelphia is doing splendid work along these lines.

The question of whether playgrounds belong to a city's department of education, or to its park department, or to a special commission, is a debated one. Quite sure it is that there should be playgrounds for the children about the school buildings and that they should be used after school hours, on Saturdays, and during the summer vacation; also that the school board can well attend to their supervision and maintenance. This is in line with economy, using more extensively the facilities already available. The athletic fields for the larger boys cannot thus be provided, but it is a perfectly legitimate use of park property to set aside certain spaces for such purposes.

In a good number of cities playground commissions have been established to supervise and maintain both classes of playgrounds; coöperating with school and park boards in the use of school and park spaces. New Jersey has a state law providing for the appointment of such commissions, as has also Indiana. Ohio has provided by law for the use of school and park funds for this purpose, and Pennsylvania, California, Washington, Montana, and some others are considering legislation of this character. Massachusetts has provided for playgrounds to be maintained by municipal funds whenever a majority of the voters in any city or town of 10,000 population so desires. Thirty-seven out of 39 municipalities voting on this question have declared for playgrounds. In many of these cities playgrounds had already been conducted in various ways for some time; thus the favorable vote has a special significance. It is evident that the people consider this work of too vital importance to be left to voluntary support.

SUMMARY

The opportunity for the Playground Association of America to be of service is assuming large proportions. Interest in this

subject is at white heat in all parts of the country. Experience to date is comparatively limited. Those interested do not know what cities similarly situated have faced and solved problems like their own. Therefore they are turning to this organization as a means of putting them into touch with the best plans that have been evolved.

The problems can be solved satisfactorily and economically if all those interested will join forces with this Association in its effort to secure for the boys and girls of America a fair chance to develop into strong and good men and women.

FINANCIAL SECRETARY'S REPORT

GRACE E. J. PARKER

May 14, 1909

The report of the Financial Secretary will be divided into two parts:

- 1st. A report of the office work in general.
- 2d. A report of the financial work.

SECTION 1. As the Association has had no Executive Secretary it has been necessary for the Financial Secretary to devote a large portion of her time to the work of Office Secretary.

During the past three years the Association has been collecting cuts, photographs, specimens of handicraft, general information, and material for a reference library. This work has gone on steadily, and at the present time the Association has over 200 cuts and nearly 1000 photographs of playground activities. These cuts and photographs have during the past year been loaned to cities in all parts of the country for publicity campaigns. The photographs constitute also a part of the Association's exhibit. These photographs are all mounted on cheesecloth to prevent tearing or cracking, then on gray pasteboard cards 20 by 25 inches by letting the corners of the photographs into the slits in the cardboard. In this way the pictures may be easily removed for loaning and other purposes and replaced again in their proper places on the cards. The pasteboard mounts are arranged geographically in portfolios for office records. For exhibition purposes the pasteboard cards are removed from the portfolios, placed in frames having

celluloid fronts, and shipped in cases, each one holding twelve frames. We have found this to be a very satisfactory system.

The Association library at present contains over 2000 articles, pamphlets, and reports, and 52 bound volumes on the subject of play and various phases of playgrounds. This material has been classified and indexed so that it is all easily accessible.

The Association has 69 publications aside from its monthly magazine, "The Playground". These publications include the bound volume of the Proceedings of the First Annual Congress, the bound volume of the Proceedings of the Second Annual Congress, reprints of important addresses, articles, and reports.

The Association publications are furnished at a nominal price to cities throughout the country for publicity campaigns. Three special circulars have been prepared by the Financial Secretary: one an illustrated four-page circular setting forth the object of the Association and its financial needs; one outlining the organization, general policy, special investigations and studies of the Association; and one, entitled "Important Opinions", containing testimonies with reference to play and the playground movement from leading people throughout the country.

During the past twelve months the Association and the Extension Committee have sent out over 400,000 pieces of printed matter. This printed matter has been sent out with discrimination, and has been a large factor in the publicity given to the playground movement as well as in furnishing information and help to cities already having playgrounds and to cities contemplating playgrounds.

A systematic effort is being carried on by the Association to secure the coöperation of women's clubs throughout the country in the intensifying of playground work already started and in the further promotion of the work. Letters have been sent to the officers of the Daughters of the American Revolution, the National Federation of Women's Clubs, the National Federation of Mothers' Clubs, and the National Sunshine Society. A special circular was prepared by the Association explaining the various ways in which the clubs might coöperate. The response to this effort has been very encouraging. A number of the state organizations already have playground committees. The National Federation of Mothers' Clubs has recently appointed a National Committee.

Visitors from all parts of the country seeking advice in regard to playgrounds have been received at the office of the Association. Letters have been received from persons in Russia, England, the Republic of Panama, Porto Rico, all parts of the United States and Canada, asking for information and advice.

SECTION 2. At the meeting of the Council held September 10, 1908, it was reported that \$6079.22 for the current support of the Association had been secured by the Financial Secretary, in contributions and memberships, from December 1, 1907, to September 1, 1908—a period of nine months; and during that time 320 new friends had been enrolled, bringing the total membership of the Association September 1, 1908, up to 821.

From September 1, 1908, to May 1, 1909,—a period of eight months,—the total amount secured by the Financial Secretary, in contributions, pledges, and memberships, is \$31,924.38. Of this amount, \$28,970.40 has been received in contributions from persons who have not before contributed to the Association. This amount includes

17 contributions of.....	\$25.00 each
9 gifts and 2 pledges of.....	50.00 "
10 " " ".....	100.00 "
2 " " ".....	200.00 "
3 " " ".....	250.00 "
1 gift " ".....	300.00 and
1 " " ".....	25,000.00

Former contributions were increased by \$479.00. New journal memberships amounted to \$121.28 and new council memberships to \$98.00. The total number of

New contributors enrolled is.....	127
" journal members " ".....	107
" council " " ".....	49

Making the total enrollment of new members during the past eight months..... 283

Following is a summary of the financial work for the past seventeen months, December 1, 1907, to May 1, 1909:

Contributions and memberships, Dec. 1, 1907, to Sept. 1, 1908—nine months.....	\$6,079.22
Contributions, pledges, and memberships, Sept. 1, 1908, to May 1, 1909—eight months.....	31,924.38
Making the total amount secured by the Financial Secretary since entering the service of the Association.....	\$38,003.60

During this period of seventeen months 603 new members and contributors have been enrolled, 49 of this number being council members and 554 voluntary contributors and members.

The cash receipts for the past eight months, September 1, 1908, to May 1, 1909, have been as follows:

Contributions and memberships.....	\$31,874.38	
Advertising.....	750.00	
Interest.....	279.49	
Sundries.....	192.86	
Total receipts.....	\$33,096.73	
Balance carried over from last year.....	693.88	
Balance transferred from Congress Fund	811.25	
Making total bank account.....		\$34,601.86
Cash payments have amounted to.....		9,421.34
Bank balance, May 1st.....		\$25,180.52

While the contribution of \$25,000.00 toward the work of the Association was in no way restricted by the contributor, we have endeavored to keep this as a reserve fund and to secure a sufficient amount aside from this fund for the current support of the Association.

The expenses of the Association for the past two months have been abnormal, due

- 1st. To the publication of the Proceedings of the Second Annual Congress.
- 2d. To the publication of 30,000 copies of reprints of the 1908 congress papers.
- 3d. To the expenses of this year's congress.

The present bank balance of the Association, over and above the \$25,000.00, is.....	\$180.52
And the unprovided for, unpaid bills amount to.....	2,183.69
So that on May 1st the deficit in the current expense account was	\$2,003.17

The *Special Funds of the Association* are as follows:

LIBRARY AND MUSEUM FUND

Balance, Sept. 1, 1908.....	\$417.00
Expenditures, Sept. 1, 1908, to May 1, 1909	59.12
Balance on hand.....	\$357.88

STUDY OF EQUIPMENT

Balance on hand Sept. 1, 1908.....	\$500.00
Expenditures, Sept. 1, 1908, to May 1, 1909	54.90
Balance on hand.....	\$445.10

TREASURER'S REPORT

GUSTAVUS T. KIRBY

To May 1, 1909

GENERAL FUND

Receipts

Balance September 22, 1908.....	\$693.88	
Contributions.....	31,380.50	
Memberships.....	493.88	
Advertising.....	750.00	
Interest.....	279.49	
Balance transferred from Congress Fund ..	811.25	
Sale of Dr. Curtis' office furniture.....	54.00	
Sale of printed matter.....	103.06	
Sale of Proceedings.....	30.80	
Congress membership.....	5.00	
		<u>\$34,601.86</u>

Expenditures

Salaries.....	\$2,359.36	
Printing and stationery.....	974.59	
Account of publishing Proceedings.....	550.00	
Congress.....	1,589.61	
"The Playground"	1,585.48	
Postage, express, telegrams, petty account	638.30	
Rent.....	563.30	
Telephone.....	43.90	
Traveling expenses.....	89.70	
Furniture.....	365.20	
Special traveling expenses for Board of Directors' Meeting	187.46	
Special traveling expenses for Normal Course Committee.....	241.22	
Expenses, Dr. Curtis' office.....	177.50	
Spring water, towel supply, light, bank discount.....	55.72	
		<u>\$9,421.34</u>
Bank balance.....		<u>\$25,180.52</u>

LIBRARY AND MUSEUM FUND

Balance September 22, 1908	\$417.00

Expenditures

Special work classifying and indexing library..	\$30.00	
Books for library.....	29.12	
		<u>59.12</u>
Balance on hand		<u>\$357.88</u>

STUDY OF EQUIPMENT FUND

Balance September 22, 1908	\$500.00

Expenditures

Special drawings for Committee.....	\$25.00	
Blue prints.....	5.90	
Printing charts.....	24.00	
		<u>54.90</u>
Balance on hand		<u>\$445.10</u>

STATEMENT OF BANK BALANCES

General Fund.....	\$25,180.52
Library Fund.....	357.88
Study of Equipment.....	445.10
Total bank balance.....	\$25,983.50

AUDIT OF THE PLAYGROUND ASSOCIATION OF AMERICA

THIS IS TO CERTIFY that I have examined the records and vouchers of the Playground Association of America, submitted to me by the Financial Secretary, and find the statement of receipts and disbursements, since the balance of \$32.04 was reported to be on hand down to Sept. 1, 1908, to be correct.

Dated May 7, 1909.

CHAS. R. QUERY
Certified Public Accountant

THIS IS TO CERTIFY that I have examined the records and vouchers of the Playground Association of America, submitted to me by the Treasurer, Mr. Gustavus T. Kirby, and the Financial Secretary, Miss Grace E. J. Parker, as follows:

- 1st. Cash book or record of receipts and disbursements.
- 2d. The counterfoils of the issued warrants.
- 3d. The paid warrants returned by the bank.
- 4th. The statement of the Columbia Trust Co. showing balance as of May 7, 1909.

I have verified all the financial transactions for the period extending from September, 1908, to May 1, 1909, and find same to be in accordance with the records.

I have verified the bank transactions up to May 7th, the date of the bank statement, and find the balance reported by the Treasurer on May 1, 1909, to be correct.

The Treasurer's report has been submitted to me and I have countersigned same.

Dated May 7, 1909.

CHAS. R. QUERY
Certified Public Accountant

WAYS OF GIVING

GUSTAVUS T. KIRBY

Treasurer, Playground Association of America

[Stenographic Report]

Mr. Chairman: I suppose you have observed many people going out and many who are now going, and I presume it is due to seeing from the program that I am the Treasurer of the Playground Association of America; and thinking that, being such, I am going to take up a collection. I am not going to do that, but I have the subject of giving, and every one knows that the subject of giving is dry and uninteresting and sometimes impertinent. I shall try not to make it impertinent; and dry and uninteresting though it may be, it is a very live subject; and particularly to this Association, for by giving the Association lives. To continue in the great work regarding which you have heard from those far better able than I am to present the subject, it must have not only oratorical support, but that which, in the adage of the old farmer, "makes the mare go"—money.

It must have money to make play succeed; and play not only for children, but for grown-ups as well. Public recreation—that is play. The Association must have money to establish centers. It must have money to show the world that these things are needed. It is all very well for a local organization to persuade some wealthy man to give a plot of ground that shall be known by his name and will be used as a playground. That is comparatively easy. But it may surprise some of you to know that the national Association, which by its energy has made this work what it is, has no organic or financial relationship to the many local associations, one of which is here in Pittsburgh and many of which are in other parts of the country. Therefore, having no financial relationship to these local associations, it has to obtain its money from contributions, by endowment if it can; and if it is to continue, it must have more of those thousands of dollars which it has already spent in order to further this movement. The national Association itself has no playgrounds. It does not directly instruct either children or adults. It has no control of playgrounds. For what

purpose, then, does it need money? It needs money for educational purposes. It needs money to hold congresses like this one. It needs money to send out literature throughout the United States and elsewhere. It needs money to maintain an organization, to be always on the alert, to watch opportunities and take advantage of them.

If, for instance, it hears that in some state there is a receptive legislature in session, which if it had presented to it in the proper way the idea of playgrounds, might support the movement in favor thereof throughout the state—off goes some one who knows all about the subject to present it to the legislature. This costs money—money legitimately used, to take the representative there and to get him home again. Or, if it finds in some municipality a board of aldermen or a common council debating whether or not they should establish various centers, or direct that the schoolhouses be used for social center work—off again goes the Field Secretary or another representative to see that the municipality is informed of the proper methods of procedure and that it is earnest about it. This, also, costs money.

Then, again, we find in many places there are playgrounds—and that is all; there is an unsystematized control that is of more harm than good. In such places play does not accomplish anything but rowdyism. Those people need education. Sometimes they send for help. Often they do not, but we send it nevertheless. That means that we must have those who are competent to give instruction. They must be paid. So, as you will see, it all takes money, as in the case of every properly equipped, organized, and managed organization.

Therefore, when you secure aid for the local association, do not be unmindful of the fact that the national Association, which is with you and behind you, also requires aid. Do what you can to help it. Do not be selfish in wanting the aid only for the locality immediately concerned.

As for securing aid, there are many ways. It does not necessarily mean money. We find men of all kinds. We find the man with plenty of money so intent upon his work that all he cares for is to devote his entire energy to that work. Yet he has money and is willing to give it if he can find some one whom he can trust, one who he knows will use the money properly. Then there is the man with no money, but who

believes in our work and who is willing to give us that which, if properly used, is just as valuable—his time, his efforts, his influence. And there, of course, are those in the middle class who will give some of their time, some of their money, and much enthusiasm. Again, we have the philanthropist who likes to give much and not have it known; and we have the man who likes to give much and have it known, for the good of the community, to the end that his family and relatives may approve of what he has done, oftentimes a commendable ambition. Further, we have the man who wants to know that his name is being blazed forth to the world. But we can use them all. So it behooves us to get what we can and as much as we can, because we know how to use it, and our work shows this.

We do not plead either a cause that has failed or a cause that has not yet been proved. It is right before people's eyes and easy to show, and when you can show a thing it means success. But do not forget that there is behind this work the national Association that also needs support, and that is doing work which it is sometimes hard to show and difficult to see.

That is not all. We can go further than that in getting aid. We can go into a field as yet practically untilled. Take our colleges, with their athletic fields, with their corps of instructors in physical training. Oftentimes during the summer months, during vacation, those athletic fields are unused. We want them, we can put them to good use, and if we ask for them we can get them. It is so with the schools, especially the private schools; it is so with the athletic clubs. We need their aid and we are getting it. In New York City the New York Athletic Club is one of the warmest supporters we have, not only in the playground movement, but in the work of the Public Schools Athletic League.

Therefore look everywhere for aid, for this movement has taken hold of the very nation. It is becoming so widespread that now it is not only the policy of the nation and of the state, but in many places it is already the politics as well, and if not now, it certainly will be shortly. That, after all, is one of the strong reasons for advocating recreation centers—because politicians know that the people are behind the movement; and when the people are behind a movement, the funds are

behind it. Politicians do not dare to go contrary to that which the people want.

This money will also care for the organization of play, to the end that play shall not be mechanical; but play with the heart, spontaneous. Play needs to be taught so that more enthusiasm and joy and sunshine should come into it.

All these things you know better than I do, but the lesson that is not always known or thought of is, that to accomplish this good result we need the support of all those in the community who have anything that they can give. It may be only the use of a vacant lot. Very often we see a piece of land fenced in. How much better it would be if boys were permitted to go there to play baseball or duck on a rock! Often, if we would but keep our eyes open, we could, by requesting the owner of that lot, have the space for our work. Possibilities exist everywhere, and everywhere they must be taken advantage of.

This congress is a good thing for Pittsburgh, as every congress is good for the community in which it is held. A playground center is good for a community. Playground literature is good for the movement. It is for these things that the Playground Association of America stands, and if the work is to progress, we must continue ceaselessly to work in these directions, and for this we need your support; support not merely for local work, but for the work of the national Association.

So I have come here with this dry but live subject, and ask you in all seriousness to take it with you and keep it with you, remembering that we must have your aid, and that without it the Playground Association of America cannot live. Without such aid it must leave the local associations to struggle by themselves, not affording them the help that comes through communion, without the inspiration of working together. I not only request, but beseech your aid for the national Association. Without your aid the playground movement cannot go on in the strength in which it has gone heretofore during its short, active, energetic, and successful life.

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**Tentative Report of the Committee on A
Normal Course in Play
of the
Playground Association of America**

GENERAL REQUEST FOR COÖPERATION

The Association solicits your aid for the Committee in completing the formulation of a Standard Normal Course in Play.

Realizing the importance of the subject, we have appointed the Committee whose names appear on the page following, to formulate such a course.

The provisional report submitted herewith is the result of the Committee's labors. Will you please make such criticisms as occur to you and communicate with the Chairman of the Committee, Prof. Clark W. Hetherington, University of Missouri, Columbia, Mo.

Very truly yours,

PLAYGROUND ASSOCIATION OF AMERICA

LETTER OF TRANSMITTAL

To the Board of Directors, Playground Association of America:—

Your undersigned Committee on A Normal Course in Play has the honor to submit its report herewith.

The Committee has considered its function to be the formulation of courses for the training of play leaders and not the consideration of the use of play as a method of teaching subjects in schools.

In the "Introduction" will be found a review of the investigations, problems, and conclusions of the Committee, on the basis of which three courses were organized. The subject matter of these courses is presented in the form of detailed syllabi.

Respectfully submitted,

Clark W. Hetherington, University of Missouri, Columbia, Mo.,
Chairman

Dr. Henry S. Curtis, Clark University, Worcester, Mass., *Secretary*

Sadie American, Ex. Sec., The Council of Jewish Women, New York City

Dr. E. H. Arnold, President, New Haven Normal School of Gymnastics, New Haven, Conn.

Thomas M. Balliet, Dean of School of Pedagogy, New York University, New York City

Allen T. Burns, Director of School of Philanthropy, Pittsburgh, Pa.

E. B. De Groot, Director, South Park Playgrounds, Chicago, Ill.

George W. Ehler, Secretary, Public Athletic League, and Playground Association, Baltimore, Md.

Dr. Luther Halsey Gulick, President, Playground Association of America, New York City

Lee F. Hanmer, Field Secretary, Playground Association of America, New York City

A. Ross Hill, President of University of Missouri, Columbia, Mo.

Amalie Hofer, Prin. Pestalozzi-Froebel Kindergarten Training School, Chicago Commons, Chicago, Ill.

- George E. Johnson, Superintendent, Playground Association,
Pittsburgh, Pa.
- Dr. H. F. Kallenberg, The Y. M. C. A. Institute and Training
School, Chicago, Ill.
- Dr. James H. McCurdy, International Y. M. C. A. Training
School, Springfield, Mass.
- E. S. Martin, Principal, McMynn School, Racine, Wis.
- Dr. George L. Meylan, Columbia University, New York City
- Dr. Joseph Raycroft, University of Chicago, Chicago, Ill.
- Charlotte Rumbold, Sec., Public Recreation Commission, St.
Louis, Mo.
- Dr. Dudley A. Sargent, Harvard University, Cambridge, Mass.
- Carl L. Schrader, Harvard University, Cambridge, Mass.
- Prof. Myron T. Scudder, Headmaster Rutgers Preparatory School,
New Brunswick, N. J.
- Seth T. Stewart, Asso. Supt. of New York Public Schools, Brook-
lyn, N. Y.

OUTLINE OF REPORT

INTRODUCTION

I. *History and Organization of the Committee.*

The Committee's Conception of the Function and Value of Play.

II. *Preliminary Studies and Results.*

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2. Character of Training Demanded.
3. Conclusions.

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1. The Type and Function of the Playground for which Teachers Are to be Trained.
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- Syllabus Three.—Social Conditions of the Neighborhood.
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 Syllabus Six. —The Practical Conduct of Playgrounds.
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Syllabus One. —A brief treatment of the material found in the syllabi on "Child Nature", "Nature and Function of Play", "Hygiene and First Aid", "Social Conditions of the Neighborhood", of the Course for Professional Directors.

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III. *A Course in Play for Grade Teachers.*

Introduction.

Syllabus One. —A brief treatment of the material found in the syllabi on "Child Nature", "Nature and Function of Play", "Hygiene and First Aid", "Social Conditions of the Neighborhood", of the Course for Professional Directors.

Syllabus Two. —The Playground Movement.

Syllabus Three. —The Practical Conduct of Playgrounds.
 Appendix.

INTRODUCTION

I. HISTORY AND ORGANIZATION OF THE COMMITTEE.

The Committee on A Normal Course in Play originated with the suggestion of Dr. Henry S. Curtis at the First Annual Playground Congress, held in Chicago in 1907. This suggestion was based on the following considerations:

1. Playgrounds to be effective must have supervisors, directors, and teachers who have had such training that they understand the child and can direct his activities so as to bring about the best results mentally, morally, physically and socially.
2. Play, being the chief activity of children during infancy, contains the beginnings of all subse-

quent development and culture. Its function is educative, and its forms are derived from hereditary adaptations and coördinations pleasurable to us from their usefulness in the distant past of the race. We consider the chief purposes of the playground to be:

- a.* The promotion of robust health through the encouragement of a free and enjoyable life in the open air.
- b.* The development of nervous coördinations and the normal functions, especially of the vital organs, through the vigorous activities of the playground.
- c.* The arousing of the deeper interests, emotions, and enthusiasms through those activities by which the central nervous system was developed in the past of the race and to which alone it responds with full effectiveness; thus determining the energy of nervous discharge and consequent vigor of all after life.
- d.* The training in courtesy and good fellowship through those social relations of play in which friendships are chiefly formed.
- e.* The establishment of a moral trend to life through the cultivation of right habits and those loyalties on which social morality and good citizenship chiefly depend.
- f.* The cultivation of a sense of the joy of life, by which the soul is harmonized and unified and a play spirit for life's work is acquired.

At the Chicago meeting the chairman was appointed, but the members of the committee were not appointed until July, 1908. Inasmuch as the Second Annual Playground Congress came in September, it was impossible to have a meeting before the rush of the convention, and no general committee work was done; but the plan of work of the committee had been formulated by the chairman and adopted by the Executive Committee, and sub-committees appointed. At the conferences of the congress

only the larger problems of the committee could be considered. A report of progress was submitted with the recommendation that a committee be appointed to continue the work. The chairman and several of the members of the 1908 Committee were reappointed and several members added. No meeting of this committee was possible until by order of the Board of Directors, on April 1, 1909, it met in Philadelphia on April 10, 1909. Much work had been done by correspondence, but it had been impossible to formulate the courses as planned without general discussion by the committee. At this meeting, the material of the courses was discussed through a two days' session, and sub-committees were appointed to complete the detail work of the three courses proposed. The sub-committees reported to the committee at the congress in Pittsburgh in May, 1909.

II. PRELIMINARY STUDIES AND RESULTS.

A. *Schools Not Meeting the Need.*

In November, 1907, a circular letter was sent to the leading normal schools and college departments of education, inquiring as to "courses on play and the organization and administration of play," and to some eighty individuals prominently connected with the playground movement, asking for "suggestions concerning what a course on play for students in normal schools should contain". Nearly all of these letters were acknowledged, and many correspondents gave valuable suggestions.

The letters from normal schools indicated clearly that few, outside of the stronger kindergarten departments, were doing anything that gave teachers power on the playground or a realization of the significance of play in the life of the child. Many were not even giving adequate attention to the recreative life of their own students. Not a few correspondents expressed an appreciation of the need of such work, but pleaded a crowded curriculum and lack of money as hin-

drances. A desire for suggestions and guidance was often expressed.

From the college departments of education came notice of treatment of the theory and significance of play in courses in psychology, and also expressions of keen appreciation of the values of play, but this in general took no form of practical demonstration for the training of teachers.

The replies from playground workers and others interested in the playground movement—philanthropists, social workers, school teachers, kindergartners, physical educators, and hygienists—were singularly suggestive of a common need. All suggested subjects for a course of training that would give teachers of children a practical and adaptable power in plays and games; a realization of the significance of play; an insight into child nature, age tendencies and race groups; and a social service view-point.

A helpful collection of catalogs and circulars of normal courses directly or indirectly related to the Committee's work was also made.

B. *Character of the Training Demanded.*

This investigation and the experience of playground workers now in the field furnished the basis for an estimate of the results of present training.

1. Courses given in normal schools of physical training, kindergarten training schools, colleges, normal schools, and schools of philanthropy give a partial training for playground work.
2. It appears that the kindergartner is well adapted to have charge of the little children on the playground, especially with additional knowledge of more purely playground activities. Something of her-general spirit is essential to all playground directors. She often lacks, how-

ever, knowledge of the play of the older children, and skill in organizing and conducting their activities.

3. The graduates of normal schools of physical training, while composing at present the greater proportion of successful playground directors for older children, lack those qualities that come from sufficient observation and experience with children, actual practice in playground teaching and management, and knowledge of the playful activities, especially of the little children. Their training for formal educational work is apt to make their playground work formal. They also usually lack vision concerning the meaning and power of play as a social, ethical and educational force in the life of the child. This training and insight they must acquire, besides the theory and practice of teaching, before they can be entirely effective.
4. Graduates of schools of philanthropy, while strong in the social service training which is so important for playground directors, are usually weak in the practical and technical phases of the work.
5. Grade teachers and graduates of normal schools are not fitted for playground leadership without special training. While many of them have skill in dealing with pre-adolescent children, they often lack all knowledge and appreciation of play and its function in life, as well as practical knowledge of plays and games and their organization and management. Many of them are even repressive.

C. Conclusions.

1. There are no schools at present that are offering courses that give an adequate training for the

development of the leaders whose personality and effectiveness must chiefly determine the success or failure of the play movement.

2. It is essential, therefore, that adequate courses for each class of teachers be developed, so that they may be introduced into the curricula of the various training schools with as little delay as possible.

III. FUNDAMENTAL PROBLEMS OF THE COMMITTEE.

The Committee, before taking up the construction of courses, needed to settle, tentatively at least, a series of preliminary problems arising from differences in point of view and lack of precedents or standards for a normal course in play.

In the solution of these problems the Committee has been compelled to define and set standards; but it has tried to do this and still leave the plasticity of the movement unaffected.

A. *The Type and Function of the Playground for which Play Leaders Are to be Trained.*

The first problem arises from the difference in the nature and organization of existing playgrounds. The word playground suggests to some, playgrounds in congested industrial districts; to others, those on the generous expanse of a city park; to others, those of social settlements or neighborhood houses; to others, those in small towns or rural districts; to many, playgrounds for small children only. Concerning the function of the playground, different thinkers emphasize different hygienic, physical, social, moral, or pleasurable elements. Under these various concepts, the ideas of the duties of playground officers differ radically. These are, however, only different types and functions of playgrounds. As a normal course could not be constructed for each, the Committee generalized the type.

The general playground that is of a size

and organization to accommodate all ages, comes nearest the type considered in constructing this normal course. The activities of the school playground and those of the neighborhood or settlement playground are only phases of the activities of a larger general playground.

The Committee also generalized the concept of the function of the playground for which teachers are to be trained. This generalization is based on the place of play in the life of the child and in the recreation of the adult. We often speak of the playground as though it were something new. As an institution it is. But the play of the playground is as old as infancy, and infancy is as old as the intellect; for the intellect, infancy and play were closely associated in their evolution. Nature's definition of the playground is a place where the child plays; any place, whether it be the back yard, the alley, the park, a country meadow, or a housetop. Modern thinkers object, however, to the unfortunate results of certain limited and harmful forms of play in an unsuitable environment. The aim of the modern playground is to guide the child's play impulses so as to eliminate the undesirable features and to make it a wholesome expression of child nature and child life. The playground is a place where the play impulse may have the broadest and most healthful expression. Out of this expression comes the development of the intellect, the emotions, and the will; the development of individualistic character traits and the development of social character traits—in fact, almost all that the individual comes to be at maturity. The needs of the child determine the chief features of the playground; the recreative needs of adults add other features which have significance corresponding to the social prominence of recreation

in the life of the people. The playground is a recreative center where the impulse for recreation may be satisfied most wholesomely. Therefore, its success depends upon insight into the play needs of the developing child and the social recreative needs of adults. It is a laboratory of opportunities. The standard playground must supply the opportunities for the play of children and all legitimate recreation of adults. *The standard playground teacher must be able to lead and guide these activities according to the best standards of the age.* This generalized concept of the playground is fluid—it can be organized into special types to meet local and social needs, and it can grow with the growth of the concept of play. This is the playground for which play leaders should be trained.

B. *Classes of Play Leaders and Their Duties.*

A statement of the classes of teachers and employees is difficult because of the great variety in size and equipment of playgrounds, and the different social and educational efforts incorporated in them. For the Committee's purposes the essential things were the classes of teachers and officials employed at present, and the duties of each. It then had to determine for which of these classes it would formulate a training course.

1. Classification of officials used on playgrounds.
 - a. The supervisor of a system of playgrounds.
 - b. The director of a playground.
 - c. Assistants to the director.
 - d. Special instructors: the storytellers, librarians, industrial teachers, etc.
 - e. Janitors, mechanics, guards.
2. Duties of each class.
 - a. Duties of the supervisor of a system of playgrounds.

PLAYGROUNDS

- (1) Planning system.
 - (2) Administration of playground plant.
 - Selecting playground sites.
 - Selecting and securing concessions of vacant land.
 - Dealing with property owners.
 - Planning grading, surfacing, and landscape gardening of playgrounds.
 - Caring for equipment and grounds, etc.
 - (3) Administration of finances.
 - Securing appropriations.
 - Raising money by contributions.
 - Purchasing supplies, etc.
 - Paying salaries, etc.
 - (4) Establishment of outside relationships with:
 - General public,
 - Civic movements,
 - Parents,
 - Various municipal departments.
 - (5) Administration of staff.
 - Selecting, training and directing teachers.
 - Solving difficulties arising on different playgrounds.
 - Employing and supervising laborers.
 - (6) Administration of activities.
 - Planning work, exhibits, contests, athletic tournaments, etc.
- b. Duties of director or head instructor.
- (1) Instruction—in games and plays, industrial activities, telling stories, etc.

(2) Administration of activities.

Organizing activities.

Selecting teams.

Conducting contests.

Determining fitness for
vigorous activities.

Giving first aid.

(3) Direction and control of conduct.

Securing obedience, spirit
of loyalty, team spirit,
and voluntary obedience
to rules of game.

Securing control through
leaders.

Discipline for misconduct.

(4) Promotion of interest and co-
operation of parents.

(5) Care of plant and equipment.

Keeping grounds in condi-
tion.

Repairing damages to
equipment.

(6) Supervision.

Must supervise the work of
other teachers where there
are such, otherwise the
director must be able to
lead all activities.

c. Duties of assistants to the director.

Must teach, guide, and control the
children and help organize; not
usually responsible for any
planning.

d. Duties of specialists.

(1) Kindergartner.

Handling the little children,
with duties nearly the same
as the regular kindergartner
but with wider use of free
play and more emphasis on

storytelling and industrial work.

(2) Storyteller.

Library work and storytelling.

(3) Industrial teacher.

Teaching woodwork, basketry, crocheting, cooking, etc.

(4) Librarian.

Managing the library, guiding the children in use of books and stories.

(5) Visiting nurse.

Examining children and caring for ill and injured.

In considering these various classes of instructors and employees and their duties, the Conference and Committee of 1908 decided that it would not consider courses for the special workers, as these when used would be drawn from institutions primarily concerned in training them. The Conference further passed the following resolution which was accepted by the 1908 Committee as the foundation for committee work:

"Moved that it is the sense of this Conference that it is desirable to have on every playground a man and a woman director, and that the Committee on A Normal Course in Play be asked to prepare a course for these two; that the woman director should have training to take charge of all the children under ten where there are only two directors, and that the man director should have training in the special work for boys of all ages with special preparation to take charge of those over ten."

C. *Kind of Training Required.*

It seems from the outlines of duties of each that the supervisor and the director should have the same fundamental training. The

training needed to develop directors able to perform the duties outlined requires courses which will give a thorough knowledge of the nature of the child; the characteristics of various stages of growth and development and the modern concept of the function of play in this development; a knowledge of present day social conditions and their relation to child life; fundamentals of public and personal hygiene; and a knowledge of and ability to organize, teach, and supervise plays and games which has been acquired through practical work with children. It has been suggested that the best training for playground directors would be a combination of elements giving the technical skill of the school of physical training; the play spirit and intuitive insight into child nature of the kindergarten training school; and the social service insight of the school of philanthropy.

The 1908 Committee further recommended that a simple adaptation of the normal course be framed for the training of grade teachers. When considering the report of progress of the Committee of 1908, the Board of Directors of the Playground Association of America instructed them to frame such a course.

IV. SPECIFIC PROBLEMS.

The work of the Committee at this point naturally fell into the following groups:

A. *The Determination of Qualification of Candidates for Playground Positions and of Institutions for Training Candidates.*

1. Necessary qualifications of candidates for playground positions.
 - a. The supervisor should be selected for his wide intellectual grasp of the social and educational functions and possibilities of play, for his ability as an administra-

tor, and for his skill with men. It is likely that the supervisors will, in the main, be selected from those directors of successful experience who have done special supplementary work.

- b. The director must be an administrative instructor, an organizer, a sympathetic and resourceful leader of children and adults. On independent playgrounds, especially in small cities, he must do everything from planning and equipping the grounds to the detailed instruction in all activities.
- c. The Committee is of the opinion that playground applicants should have at least two years above the high school in a state normal school or normal school of physical education or in a college. For the smaller children only the graduates of kindergarten normal schools should be accepted. These requirements are only general, and should not be accepted as adequate unless special training has been taken in preparation for a playground position. To supply the immediate demands for directors in large city systems, applicants should be placed in a training course and an apprentice system organized by and under the supervisors playground instructors of demonstrated ability and successful experience should be retained, though they have not the general educational qualifications stated.
- d. The Committee is of the opinion that the same educational qualifications should be applied to assistants if these are in training for directorships. If they are not in training for promotion, they need not have the higher qualifications. In this double standard, however, there is latent

danger for the playground and embarrassment for the executive in charge of appointments. It is suggested that the selection of playground directors be made by competitive examination, as soon as possible, and that this examination cover natural adaptability and a test of training and knowledge.

e. The Committee offers the following suggestion for an examination of candidates for playground positions:

- (1) *Theory*. This should cover in general the ground of the courses outlined by the Committee. If the examination is for a permanent position, the requirements should be strict. If it is for a temporary position during the summer months, a less detailed knowledge of the theoretic subjects may be accepted.
- (2) *Practice*. The examination on the "conduct of playgrounds" should be given in the form of demonstrations on the playgrounds themselves wherever possible. In this both knowledge of the activities and skill in dealing with children should be tested.
- (3) *Personality*. No person who is lacking in general refinement or pleasing ways or an appreciation of the social service to be rendered should be accepted under any circumstances for a playground position. The judgment on this score should be based on apparent refinement, bearing, language, as shown in conversation, and habits and character, as vouched for by responsible acquaintances or employers.

The Committee recommends that each of these subjects count $33\frac{1}{3}$ per cent., and that the applicant be required to secure at least 70 per cent., with not less than 20 per cent. in any one of these subjects.

2. Qualifications needed by institutions to enable them to give adequate training.
 - a. Good educational standing.
 - b. Sympathetic staff of teachers.

The fitness of any institution to give a normal course in play depends chiefly upon the personality, scholarship, and technical skill of its instructing staff.

- c. Adequate equipment, including playground and gymnasium.

Provision should be made, in addition to theoretical courses, for good gymnasium courses, playground facilities for recreation, games and athletic competition. Without these, the institution cannot develop a spirit which is in harmony with the aims of a normal course for playground workers.

- d. Facilities for practical work.

Provision should be made for free access to a playground where the students may learn a director's duties by practice in playing with children under the critical supervision of an expert play leader.

3. Auspices under which normal courses in play may be given.

The investigation showed that the regular courses in the following classes of schools contained some of the elements that are necessary to trained play leaders:

- a. Kindergarten schools.
- b. Normal schools of physical training.
- c. Normal schools.
- d. Departments of education in universities.
- e. Schools of philanthropy.

It was obviously impossible for the Committee to frame courses adjusted to the varying standards and the strong and inadequate facilities of the various classes of institutions. Therefore, the Committee decided, irrespective of the immediate fitness of training institutions to give it, to construct a normal course for directors that would give the training required. Such institutions as desire to give this course will find suggestions as to the material which should be added to their present curricula in the discussion under the head of "Preliminary Studies and Results".

At present many supervisors are giving courses to supplement the training of candidates for playground positions. This is made necessary by the demand for trained play leaders, which is far in excess of the supply. Work of this sort is of great value and may be given by institutes and summer schools as well as by supervisors. Special provision has been made for this phase of training in the courses that follow.

B. The Organization of Adequate Courses.

1. The form of the courses.

It seemed to the Committee that the subject matter of the courses should be presented in the form of detailed syllabi rather than suggestively or in outline, because:

- a. The subject of play is new and the literature widely scattered.
- b. Teachers in training schools, who will have to give the courses, have not the necessary information.
- c. They are too busy to work up the material.
- d. An outline would be interpreted as variously as the training and experience of the different workers.

2. Kinds of courses.

The Committee made a distinction be-

tween a normal course that could be adopted by strong normal schools and that would produce efficient directors for the future and an institute or training course to meet immediate needs. Most supervisors have inherited their teachers or must appoint directors that have only a partial training—these must be made as efficient as possible; and hence the Committee decided to formulate a course to be given or organized by the supervisors.

3. Organization of material.

- a. Material grouped under subject headings—not arranged pedagogically.
- b. Material in each subject presented in form of a syllabus.

The pedagogical arrangement of this subject matter must depend on the organization and conditions of training institutions. The work of the Committee has been to lay down the material necessary for the training of directors and grade teachers, not to determine pedagogical form. Sub-groups of subject matter may be shifted to suit conditions without changing in the least the value of the groups.

For the director a maximum training is outlined. Assistants require a less amount, with emphasis on the technique or specific matter of play. This is also true of grade teachers. A course for supervisors would be an expansion of the outline for directors with emphasis on the study of child nature, the social relations and functions of the playground, the principles of play and administration of play.

4. Content of courses.

- a. Normal Course in Play for Professional Directors.

This course is planned to meet in the near future the needs of the playground for properly trained directors

through adequate normal instruction. It includes the following syllabi:

- (1) Child Nature.
- (2) Nature and Function of Play.
- (3) Social Conditions of the Neighborhood.
- (4) Hygiene and First Aid.
- (5) The Playground Movement.
- (6) Practical Conduct of Playgrounds.
- (7) Organization and Administration of Playgrounds.

b. Institute Course in Play.

This course is intended to meet the immediate needs of the playground in training the workers now in the field. The course is designed to be given by the supervisors of playground systems, or as institute work. It includes the following syllabi:

- (1) A Digest of the General Material of the Course for Professional Directors.
- (2) Practical Conduct of Playgrounds.

c. Course for Grade Teachers.

This course is intended for normal schools as a part of the regular training of all grade teachers. The theoretical part will also serve as a study syllabus for teachers in service. It includes the following syllabi:

- (1) A Digest of the General Material in the Course for Professional Directors.
- (2) The Playground Movement.
- (3) The Practical Conduct of Playgrounds.
- (4) Appendix.

The Courses

A NORMAL COURSE IN PLAY FOR PROFESSIONAL DIRECTORS

CONTENTS

Introduction.	
Syllabus One.	Child Nature.
Syllabus Two.	The Nature and Function of Play.
Syllabus Three.	Social Conditions of the Neighborhood.
Syllabus Four.	Hygiene and First Aid.
Syllabus Five.	The Playground Movement.
Syllabus Six.	The Practical Conduct of Playgrounds.
Syllabus Seven.	The Organization and Administration of Playgrounds.

INTRODUCTION TO COURSE

This course is intended to give the training which is needed by those who wish to become professional directors of playgrounds.

Besides the special technical knowledge and skill required by the director in the daily conduct of his work, the Committee has attempted to give a broad view of the other influences that are working in this field and to show the possibilities of play as a social force in the community.

SYLLABUS ONE
CHILD NATURE
CONTENTS

Introduction.

- I. General Theory of Evolution as it Relates to Animal Life in General.
 - 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 (Specifically considered).
- Bibliography.

INTRODUCTION TO SYLLABUS

Playground directors are dealing directly with the natural expression of child nature, and a knowledge of the psychology of childhood is even more essential to them than it is to classroom teachers.

Child nature should be interpreted with especial reference to play and other forms of activity natural to children. The mental processes, especially the impulses and emotions, underlying typical play activities, should receive particular consideration, so that students may come to understand the psychological significance of different activities.

Inasmuch as courses on child nature are already organized and are being given in many institutions, the Committee has not considered it necessary to present a detailed syllabus on this subject, as it has on each of the others, but offers the material in outline only with a subject bibliography.

- I. GENERAL THEORY OF EVOLUTION AS IT RELATES TO ANIMAL LIFE IN GENERAL.
- II. GENERAL THEORY OF EVOLUTION AS IT RELATES TO MAN.
- III. GENERAL THEORY OF CHILDHOOD AS A RE-CREATION OF MAN.
 - A. *Prenatal Evolution.*

B. *Postnatal Evolution.*

Periods of Development.

1. Infancy.
2. Early childhood.
3. Later childhood.
4. Boyhood and girlhood.
5. Puberty.
6. Early adolescence.
7. Later adolescence.

IV. GENERAL LAWS OF HEREDITY.

A. *Physical Heredity.*

B. *Psychical Heredity.*

C. *Social Heredity.*

(Relate to Syllabus Three. "Social Conditions of the Neighborhood," I, A, 1.)

V. CHILD NATURE (SPECIFICALLY CONSIDERED).

A. *Childhood (in general).*

Result of law of evolution. Represents sum total of heritage of all normal children. Racial variations.

B. *Childhood (in particular).*

Individual, result of heredity plus influence of environment. Individual variation.

(Relate to Syllabus Three. "Social Conditions of the Neighborhood," A II, III and IV.)

C. *Periods of Childhood.*

1. Infancy (Age 0-3).

Characteristics of:

- a. Physical—body, organs, nervous system, growth.
- b. Psychical—type of mental activities, interests.
- c. Social—social ideals and expression.

2. Early childhood (Age 4-6).

Characteristics of:

- a. Physical—body, organs, nervous system,

growth. (Relate to course on hygiene and sanitation.)

- b. Psychical—type of mental activities, interests.
- c. Social—social ideals and expression. (Relate to course on nature and function of play.)
3. Later childhood (Age 7-9).
Consider rubrics as under "1" and "2."
4. Boyhood and girlhood (Age 10-12).
Consider rubrics as under "1" and "2."
5. Puberty (Age 13-15).
Consider rubrics as under "1" and "2."
6. Early adolescence (Age 13-15).
Consider rubrics as under "1" and "2."
7. Later adolescence (Age 16-19).
Consider rubrics as under "1" and "2."

Relate the above course, especially the psychical and social characteristics, at each stage to course on nature and function of play.

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SYLLABUS TWO

THE NATURE AND FUNCTION OF PLAY

CONTENTS

Introduction.

- 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.

INTRODUCTION TO SYLLABUS

The primary requirement for the playground director is knowledge of the nature and function of play; its value in the

life of the child, in society, and in education; and the factors and forces in the individual and in his environment which control the development of play habits. This knowledge gives the foundation for all aims and policies in the practical administration of play.

The Committee has sought in this syllabus to outline the historic theories of play; to analyze games into their elements, and show the source of the interest and the sort of training which games are fitted to give; the variations in play interest due to age and sex; the various methods through which play traditions are transmitted; and the conditions which influence favorably or unfavorably the play life and the development of play habits.

Besides the subjects here treated, there are many others deserving of consideration, which the lack of time and space alike forbids us to consider at this time.

I. THEORIES OF PLAY.

The literature of this subject is considerable and easily accessible. Under the circumstances, it does not seem necessary to outline here in detail what can be so easily obtained from the original sources. We have, therefore, given only brief summaries of these theories. The subject, however, should be taken up thoroughly. The chapters of Schiller and Spencer should be read and discussed, as should also parts of the "Education of Man" by Froebel, "Adolescence" by Hall, and "Mental Development in the Child and the Race" by Baldwin. The "Play of Animals" and the "Play of Man" by Groos may well be taken entire.

A. *Spencer-Schiller Theory.*

Play is surplus energy. Nerve cells have a natural instability tending toward regular discharge. If conditions of life become easier in the animal world, it expends this surplus, not needed in securing a living, in play. Children cannot sit still. Surplus energy is a favorable condition, but this theory cannot account for the form of play.

B. *Groos.*

Play is an instinct, the purpose of which is the education of the individual. It is the practice by the

young of the pursuits they must later pursue. Animals do not play because they are young, but rather have a period of infancy in order that they may play.

C. *Froebel.*

The plays of childhood are the germinal leaves of all the later life. (This is Groos's theory inverted.)

D. *Hall.*

"Play is the motor habits and spirit of the past of the race persisting in the present as rudimentary function of and always akin to rudimentary organs." (This completes and explains Groos's theory.) "Thus in play we rehearse the activity of our ancestors back we know not how far and repeat their life work in summative and adumbrated ways." "The pleasure is always in direct proportion to the directness and force of the current of heredity." "The pain of toil died with our forbears; its vestiges in our play give pure delight."

II. PLEASURABLE ELEMENTS IN GAMES.

Although the present forms of games may be new, the elements of which they are composed and from which the pleasure is derived are racially old. These pleasurable elements represent in a general way the occupations man has pursued at different stages of his evolution.

A. *Elements, Mostly Physical, from the Different Stages of Man's Development.*

1. The animal stage.

a. Imitation.

People have always called small children "little monkeys". This is because children, like monkeys, imitate all that they see. Imitation is the fundamental characteristic of their games. They act out the lives of the people around them and the stories they hear.

b. Swinging, climbing, sensations of the feet.

Some have thought that the pleasure of swinging is derived from the associa-

tions with the swaying tree-top which linger in our nerve cells. The pleasure of climbing trees and hanging by the hands may be derived from the same source. There are a number of pleasures and elementary plays derived from the sensations of the bare feet, once a valuable guide in the pathway of life. Children love to go barefooted, to play in the mud with their feet, and to wade in shallow water.

2. The savage man.

Most of the pleasant elements in games come from this stage. The pleasure is probably derived from an association with immediate advantage at the time the original activities were pursued. These activities may be grouped into three classes, as follows:

a. Elements derived from the chase.

Hunting and fishing are still pleasant, despite small results and no use for the game. Boys like to go on tramps, to build shacks in the woods, to build fires, and go camping.

- (1) Chasing and fleeing, of which "tag" is the most direct descendant, but which enters into most games.

Running is pleasurable in itself to small children, but becomes less and less so with advancing years. It is more fundamental and ancient than any use of the hands and arms, and has a much greater effect upon organic development. Rapid motion under primitive conditions always has associations of advantage, and is pleasurable in itself.

- (2) Hiding away and finding, as in "I Spy".

An interest that develops early, and enters into many games

of small children, and pleasures that are not games, as in finding hens' eggs, birds' nests, etc.

- (3) Dodging a pursuer and catching in the arms.

Develops later in childhood and has fewer uses in the race and the child.

- (4) Throwing missiles, and dodging or catching them.

A chief means of defense and offense. Of great interest from about five to twenty. Of little muscular value, the pleasure greatly enhanced by throwing at a mark, especially a live one. Witness the comparative pleasure of throwing at a stone, or a squirrel, also the man who sticks his head through the screen at fairs.

- (5) Striking with a stick and fending or dodging.

This, as well as the previous element, are factors in personal combat as well as the chase. It is an element in all ball games.

It may be said of all these elements that there is a time of ascending interest, reaching a maximum, and afterward a decline. The order in which the interest develops approximates the order of its racial acquirement. It may be said in general that for small children these elements themselves are pleasing and constitute most of the game. With advancing years, the elements lose in interest, which then becomes fixed on new combinations of the elements in which the original purpose may not be evident, as in pitching in baseball.

b. The art of savage man.

Drawing, painting, picture-writing.

c. The work of savage woman.

Woman has added little to our repertoire of games. The nearest she has come to it is the basketry, pottery, and weaving which now form the constructive play of the playgrounds, and are generally enjoyed by girls at least, and oftentimes by boys.

3. The life of the nomad.

Children have a fear but also an almost universal interest in and love for animals, which are treated much like other companions.

4. The primitive agriculturist.

Children love to dig in the sand, make mud pies, and later to raise flowers and vegetables.

5. The tribal life.

Savage man was driven to unite with others, and savage families to hang together for protection against similar hostile combinations. Those who did not develop this co-operative spirit were destroyed in internecine wars. Here loyalty was developed. Circumstances demanded that it be narrow, but most intense, more intense than at present. All of our team games closely approximate these conditions and derive their pleasure alike from the joy of the battle and the joy of the comradeship which accompanies it.

Games in their present state combine these original elements in myriad forms, and many of them have been handed down unchanged for hundreds or even thousands of years.

B. *Social Elements.*

1. Competition.

Competition is one of the almost universally pleasurable elements in games; the element that makes them so vigorous. The love

of competition is less strongly developed in girls than in boys. Individual competitions are characteristic of the period from five or six up to about twelve.

2. Comradeship and coöperation.

- a. All games are social and derive a considerable part of their pleasure from the social feeling which pervades them. Games are not only not played alone, but for their perfection they require that all the participants shall be friends. All games tend to promote this social feeling, and the group tends to cast out such members as do not develop group consciousness.
- b. Coöperation is a higher form which this feeling takes in team games where it constitutes a considerable part of the pleasure of the game. In such a game as football, this amounts almost to an extension of the consciousness to include the team. These games have such a strong hold on young people, because they combine in a maximum degree the pleasures of competition, coöperation, and the social approval in the spectators.

C. *Mental Elements.*

1. The joy of being a cause.

This is one of the first characteristics to appear in the play of small children. They love to build up and tear down, to make a noise or do anything where the effect can be seen at once. This is one of the main pleasure motives in work, but does not play a large part in games proper.

2. Involuntary attention.

From its nature, play requires no effort of the attention, and in consequence secures a higher degree of concentration and more intense and prolonged activity than is possible in work. The social competition of games re-

peats very closely the racial experience, through the bitter struggles of which the civilized brain was produced.

3. A feeling of freedom.

Freedom is characteristic of the lives of birds and animals, and of primitive man. It is the very life-blood of play. It must be free from outer compulsion or inner necessity.

(This would suggest that playground directors should avoid too detailed and rigid daily programs.)

D. *Moral Elements, Pleasure.*

Pleasure lies at the basis of conduct; the vividness of its images and its apparent nearness are apt to determine the vigor of our actions. It is said that it is the one thing in life which is its own reward. It seems to be furnished us as an inner monitor to tell us what to do. Its tragedies are where we sacrifice the pleasures of later life to the enjoyments of the moment. Enjoyment arouses the mind and emotions and tends to put all their powers at our disposal. The trend of pleasure is towards optimism.

III. AIMS AND SPIRIT IN THE CONDUCT OF PLAY.

In order that a playground may be a success, it is necessary for the director to know how to judge of the value of the activities going on there at any time. He should try to secure perfect results by creating perfect conditions.

A. *Characteristics of Play at its Best.*

1. It promotes vigorous health.

In order to do this, it should be in the open air; it should be vigorous; it should use the more fundamental muscles.

2. It promotes nervous stability.

In order to do this, it should be in the open air; it should develop and strengthen the vital organs and the fundamental muscles;

it should rest the higher and more delicate nervous coördinations, as of the hands and fingers, by using the older and simpler ones of the trunk and legs; it should rest visual areas by allowing the eye axes to become parallel; it should rest the auditory areas through being reasonably quiet (applies especially to adults and delicate children); it should throw off the worries and strain of the day by a complete absorption in the game (especially adults); it should relieve the higher centers by action that is mostly instinctive and attention that is involuntary; it should tone up the entire system by a pervading sense of the joy of life.

3. It develops physical strength.

Play as a method of physical training has the advantage of using old coördinations and fundamental muscles. It tends to develop the muscles in much the same sequence in which they were developed in racial history. But to be effective, it must be vigorous and reasonably frequent, and there must be a variety of games, making use of different muscles.

4. It develops vital and functional strength.

Nearly all play involving the fundamental muscles of the trunk and legs causes a quickening of respiration, of the action of the heart, of perspiration, and the strengthening of the stomach. This is a far more important function than giving mere physical strength.

5. It promotes friendliness.

Play is preëminently social; all team games require social coöperation, and even individual competitions are carried on in accordance with social standards and for the sake of a social victory—the appreciation of others. Play can never be maintained for long or on a high level except under conditions of friendliness. Thus, anything that tends to promote friendliness tends to promote play, and anything that tends to promote play tends to promote

friendliness. Group consciousness is an element in the game. Any expression of dishonesty or selfishness tends to chill the social atmosphere and makes the game flag, as does also the introduction of a foreign or unfriendly element in the shape of a foreigner or one of different race, class or religion. For the same reason, play tends to assimilate these foreign elements rapidly for its own protection. Different games have different values in this regard. The spirit given the playground by the director is apt to be crucial.

6. It promotes morality.

Play is a form of social conduct, and is either moral or immoral, just as life itself or other social action is.

There are the same opportunities for lying or truthfulness, cheating and stealing or honesty, cruelty or kindness, justice or injustice, and all the other virtues and vices that there are in life itself. Vigorous play, under normal conditions, tends to be a moral force, and, under social direction, it may become a very strong one. Play prevents much mischief and vice by merely giving a healthful expression to motor restlessness and new interests to occupy the mind. On the positive side, it has strong tendencies toward good.

a. Strengthens the will.

The muscles have been called the organs of the will and anything which tends to strengthen the muscles tends also to strengthen the will. Play requires innumerable choices which must be instantly executed. This tendency to instant execution of purposes is likely to prove a good moral adjunct. Vigorous play teaches determination as almost nothing else can.

b. Its choices are made under conditions of freedom.

The child in the home and at school is under direction, but the child at play makes his own choices. In play he learns to be a free and self-reliant member of the community.

- c. Play tends to be pursued with all the might, and hence to unify the mind.
- d. Promotes loyalty.

In team games, we have a good measure of the value of the play in the loyalty of the members of the team and the permanence of the teams. We have a good measure of the value of the playground in the proportion of the members of the playground of team age who are on permanent teams. This nearly always involves tournaments and contests and the securing of real leaders for captains.

B. *Criteria of the Value of Play.*

- 1. Play should be vigorous. The listless, half-hearted play which one so often sees on the streets and in the playgrounds is little better than loafing; it does not establish a habit of energetic action and it does not secure the results of training. The spontaneous interest of play makes it possible for the child through it to develop a larger amount of activity than he can in any other way. It is the key to a vigorous manhood.
- 2. Play should bring a complete forgetfulness of other things and a loss of self-consciousness through complete absorption in the game.
- 3. Play should be its own reward. It should not be carried on for ulterior motives, as for pay or medals or fame, but for the joy of it.
- 4. Play should thus always tend towards and often become a maximal experience, such as will live in memory and give tone and color to after life.

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IV. AGE AND SEX DIFFERENCES IN PLAY.

A. *Age Periods in Play.*

While it is impossible to make any fixed boundaries, there is a period of rising interest, a climax, and a period of lessening interest for every game. In order to get the best training out of it, it must be played near the time of the greatest interest. In general, it may be said that the interest is always differently distributed over the elements of the game at different periods, as in baseball for instance. The chief interest with small boys seems to be running the bases and throwing. In later life both of these elements may become positively distasteful and the interest center mainly in the batting and making runs. Games such as tag, which consist in almost nothing but running, are popular in early childhood, but become unpopular later.

1. We may distinguish the play of different periods by saying that the children up to about five years

are in the monkey stage. They tend to imitate everything. They dramatize the activities of their parents and the stories they hear. Activities such as running, hopping, rolling, etc., are a joy in themselves. The games played, if any, are very simple. Children at this age love to dig in the sand, to swing and see-saw, to wade in the water, etc.

2. The next period corresponds to the period of savage life. It is a period of individualism and self-assertion. Its games are individually competitive, and test the strength of the child against his comrades. This period runs from about five up to eleven or twelve. Typical games of this period are tag, pull away, and similar games, often with a larger or smaller element of coöperation in them. All forms of competition are popular.
3. The third period is the period of team games, the "age of loyalty", as it is called by Joseph Lee. This period begins a little before puberty and runs on into the twenties.
4. The play of adults who are engaged in serious occupations for the most part is not play but recreation. It differs from play largely in being more or less consciously intended to furnish relief from the stress of work. As such, it may consist of driving, automobiling, yachting, rowing, fishing, or in going on visits or on trips to the mountains or the shore; activities which are not play in the commonly accepted sense.

B. *Sex Differences in Play.*

Most games are dramatizations of the activities of men. We have few important games that come from the activities of, or were invented by women. We have very few careful observations on this subject, and this outline is offered rather in the hope of arousing interest than of giving information.

1. Physical differences, neuro-muscular coördinations, etc.

Women do not inherit the throwing coördination nor the striking coördination in a developed form. As these are elements in many games, this deficiency puts girls at a physical disadvantage in games from early childhood.

Little girls play much the same as little boys and are nearly or quite as active up to about puberty. After puberty, girls have periods of temporary disability, take less interest in active games, and have less endurance than boys.

The dress of women and girls, especially after puberty, limits the range of their activities and prevents their playing games involving an ascent into the air, falling down, or running with a long stride.

2. Mental differences in play.

Girls probably have naturally somewhat less interest in running, jumping, dodging, seizing, wrestling and fighting. This difference increases rapidly at puberty. A part of this difference is due to the social feeling of the community, but a part of it is probably instinctive. Competitions as competitions interest girls less than boys. The fighting reflex is not as well developed.

3. Moral differences in play.

The virtues of woman have always been the virtues of the home, not of the state. She has had personal virtue, but not civic virtue. Girls are less given to roughness and brutality in their play than boys, but they lack also a sense of the importance of rules and the need of obeying them, and loyalty, which makes team work in games possible. Primitive man had to combine with his neighbor or remain together in a large family or tribe for purposes of protection. Out of this grew loyalty, but woman

has never needed to coöperate with others or be loyal in her work. Girls do not form clubs or gangs spontaneously as boys do; they have never played team games until very recent years, and it is even now very hard to get team spirit in their play. Civilization is coming to require the civic virtues of women, and it is increasingly important that girls should play team games.

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V. THE TEACHING OF AND ROTATION IN GAMES.

It must not be thought that because play is an instinctive activity games are also instinctive. Children inherit a tendency to play—they do not inherit games. These must be learned as anything else is learned, by imitation and precept.

A. *Transmission of Games through Tradition.*

Our great team games are all of recent development, though the play elements of which they are combined are racially old. The fundamental games of children, such as tag, and various chasing, dodging, and hiding games, are for the most part hundreds if not thousands of years old. These games are transmitted mainly through racial tradition from one generation of children to the next. The formulæ of selection, the rules of who is to be "it", the rhymes used in counting out of players or which are sung in the game are very likely completely forgotten by the

adults of the community, but are handed on by the children with a religious exactness.

These traditions, however, are transmitted rather by the social group than by the individual child, and when the social traditions are broken through the mixing of races, such as is now taking place in our great American cities, these traditions are inadequately transmitted, or, if transmitted, the conflict of the traditions among the different nationalities prevents their being much practiced.

B. Transmission of Games by the Mothers.

Mothers have always played with their children and taught games to the smallest ones. Probably this unorganized "mother play" is now at almost its lowest ebb in the history of the world. The mother in the city tenement has neither the time, place nor privacy to play with her children, and it is ceasing to be thought of as a part of her natural function as mother.

C. Teaching Games.

Under these circumstances there has arisen a need in American cities, such as has never arisen before, for the teaching of the games of children. The experience of playground directors everywhere has been that the children who come to new playgrounds know very few games, and left to themselves play very few games. The ones that the children do play, have been largely corrupted by dragging them through the street, as it were, and have often taken on objectionable expressions or discourteous or unfair actions. This need has led in Germany to the adoption of a graded curriculum of games running from the kindergarten through the elementary school. These games are regularly taught and proficiency in them is required. Similar curricula for use during recesses and play periods have been adopted by several American cities, but at present these are in the main advisory only.

In the teaching of games, it is necessary to consider:

1. Games should give a system of training.

That each game gives a special training in quickness of reaction, judgment, and skill, and that as soon as this training is acquired, the various combinations of the game learned, and the children know pretty well the ability of their competitors and their own relative place, it is necessary to take up a new game in order to keep the interest at the maximum and gain the largest educational result.

2. Games should be taught thoroughly.

That games, as other things, should be taught thoroughly, and the children should play them until they play enthusiastically and well. The process of learning a game is uninteresting, and the children do not make much progress in skill until they understand it. The playground director should aim to secure such enthusiasm in games that they will be played outside and in after life.

D. *Seasonal Rotation of Games.*

Quite aside from the changes of our major sports, as from baseball to football, with the season of the year, it is a fact, little understood, that certain street games and probably other games (in no way determined by the weather) tend to reappear at certain pretty fixed times each year, to be carried on for a certain period and then to give way to others. There is a time in which the children are interested in playing marbles, in spinning tops, in hop scotch, etc. This time seems to be pretty much the same for all parts of the city of New York, and the periods pretty clean cut, the game disappearing absolutely within a week after the interest begins to subside. As to whether these periods are the same in other cities, there is at present no data to determine.

The playground director needs to know when pullaway is the *mode* and when to organize prisoner's base.

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VI. FACTORS CONTROLLING THE EXPRESSION OF THE PLAY IMPULSE.

The play impulse is an instinct, but like any other instinct it demands opportunity for its expression, and its development is conditioned on many outside circumstances. In order to make play serve its true function in the life of the child, the community must provide conditions that are favorable to the development of play impulses and habits.

A. *Physical Factors.*

1. Favorable influences.

- a. Presence of space in the form of play rooms, play houses, playgrounds, vacant lots, fields and meadows, swimming and skating places, forests and streams for hunting and fishing, trees to climb.
- b. Presence of play materials, as toys; pets in the form of cats, dogs, goats, ponies; playground equipment, etc.

2. Unfavorable influences.

- a. The absence of a place to play, as in the congested sections of great cities. Children may play on the sidewalks, but only such games as craps, pitching pennies or buttons, hop scotch, etc. The steps of the houses suffice only for jack stones and such games, and for the telling of stories

better left untold. The streets are used for much-interrupted games, which are usually against the law and a constant annoyance and menace to all the people of the neighborhood. The girls play very little.

- b. The absence of toys, playthings and apparatus. Elaborate toys not an advantage. Rag dolls are better loved than wax dolls, etc. The toy should leave something for the imagination to fill out, but some playthings are needed.
- 3. Physical conditions unfavorable.
 - a. Dirt. This applies especially to children who must play on the streets and where the streets are uncleaned.
 - b. Clothing. For the normal development of the play life the child must be dressed in clothing in which he can play and get dirty and roll about. To dress small children up in white clothing and tell them to keep it clean is almost equivalent to saying they must not play. Girls suffer most from such regulations.

B. Individual Factors Favorable to Play.

- 1. Physical—health, energy.
- 2. Social—companionableness, fearlessness toward companions, animals, or other dangers.
- 3. Moral—likeness of kind, unselfishness.

C. Social Factors.

- 1. Favorable influences.
 - a. Presence of companions.

Children on the same moral and social plane—parents of the same race and religion and political creed—speaking the same language. An ideal play life requires either a considerable number of children in a harmonious family, or the presence in the immediate neighborhood

of the children of relatives or intimate family friends.

b. The approval of the community.

The disapproval of parents and society cannot blot out the play impulse, but it may do a great deal to repress it. In order to secure persistence and enthusiasm in play, it is necessary to have the approval and encouragement of the community behind the child. Witness the attitude of Englishmen toward cricket, the persistent practice of English boys and the skill they acquire in the game.

c. Leadership.

Perhaps the most important element in the development of a vigorous and valuable play life is leadership. There is many a community of children which goes wrong or achieves nothing in its play because it has no leader. Play life is never intense without this. Amongst older children this requires the organizing of permanent teams, with contests with outside teams. The community may furnish this leadership in the form of the play leader.

2. Unfavorable influences.

These are in the main only the reverse of the others.

a. The fears of parents.

The fears of parents repress the play life of the child. This leads to the "sheltered life" and a lack of self-reliance. These fears are of physically and socially dangerous adults and children; of dogs, horses, and cows; of vehicles, automobiles, street cars, trains; of trees, cliffs, rivers, and various special real or imaginary dangers that restrict the play life of the children in many ways.

b. Companions.

The absence of companions—as with only children or children in the country—or neighboring children who are immoral, on a different social plane, who speak a foreign tongue, or are of a different race or religion.

c. The disapproval of the community.

Where, as in case of the Quakers and Puritans, play was looked upon as sinful, it is impossible for it to reach a high development. In the case of the mixed races of our great cities, the different attitude of the different races as well as the absence of communication between them prevents the formation of any positive sentiment either of disapproval or approval.

d. The lack of leadership.

A child community can achieve no more without leaders than can an adult community or an army.

D. The Playground as a Positive Factor.

What the playgrounds can do to strengthen and direct the play impulse. The playgrounds furnish a safe place to play, free from interruptions; apparatus to play with; and leadership. They are teaching the children to be more companionable and wiping out race and religious prejudices so that play is becoming more possible. They are creating an attitude in the community that is more favorable to play.

VII. THE RELATION OF PLAY TO WORK.

Play has been defined as an activity that we carry on for the pleasure of doing it. Good work also requires such a spontaneous interest. The play of children was the work of our ancestors. The chase was not always pleasant to savage man nor did he always keep the larder filled. The games of children, derived from the chase, are play to the child because he has a spontaneous interest in them and

hereditary coördinations and reactions for them. These interests mostly pass away in adult life. The writer, the doctor, the clergyman, the merchant, who is fitted for his work and successful, probably finds it no less play than he did the games of childhood, if he does not work too hard and long. There is no fundamental difference between play and work. Work should be the play of adults. Any sort of activity tends to become play for the individual under the same conditions that it has become play for the race; that is, when skill in it is thoroughly acquired and reactions become subconscious so that it is done easily. Witness the common expression, "This work is play for me." Much of the work of today is unnecessarily unpleasant.

A. *The Elements of Drudgery in Work.*

Reasons why work is sometimes drudgery:

1. Work is too hard.
2. Work is carried on for too long hours.
3. Work is done under strain or worry.
4. Monotony.
5. A feeling of necessity.
6. Misfits.
7. Unpleasant supervision.
8. Unsuitable conditions.
9. The process uninteresting.
10. No interest in the result.

B. *The Results of Such Conditions.*

1. General debilitation of the body; indigestion; disagreeable expression of the face; age rapidly; tire easily; poor development in children.
2. Impairment of mental powers.
3. Sense of dissatisfaction.
4. Pessimistic attitude toward life.
5. Loss of a sense of freedom.
6. Moral recklessness.
7. Work not successful.

Much of this drudgery is unnecessary. The manufacturer too often has thought only of the work and has forgotten the worker. Such conditions make slaves of men and tend inevitably toward

anarchy and social unrest. We are overworking as a people and crowding the play out of life. Such conditions tend inevitably toward poor work in the end.

C. Play as a Preparation for Work.

The opinion is often held that if the child spends his time in play he will never learn how to work or be willing to work. This opinion arises chiefly from a confusion of play with idleness, which is almost its antithesis. It is said that if children do only the pleasant things, they will never want to do the drudgery necessary to the mastering of a business. It is true that if children do only the pleasant things in play they will probably want to do only the pleasant things in work, but no one can become an expert in such a game as baseball without persistent and oftentimes disagreeable practice. The sort of play that only masters the easy things is poor play and naturally prepares for poor work. The sort of play that becomes expert is the best sort of preparation for work. "The child without a playground is father to the man without a job."

SYLLABUS THREE

SOCIAL CONDITIONS OF THE NEIGHBORHOOD

CONTENTS

Introduction.

- I. Race History, Tendencies and Prejudices.
 - II. Living Conditions, Housing.
 - III. Social Conditions.
 - IV. Industrial Conditions.
- Bibliography.

INTRODUCTION TO SYLLABUS

The playground instructor should understand the social conditions under which the children frequenting his playground live. As play is more social than study, so the social view-point is more necessary to the play director than to the classroom teacher.

For work in the country he should understand rural conditions, and for work in the city he should understand the race groups with which he has to deal and the social and industrial conditions of the city.

He should understand, in a general way at least, the opportunities for play and recreation outside the playground and the social and physical dangers by which they are surrounded. This should include a general knowledge of cheap theatres, dance halls, skating rinks, saloons, etc.

He should know something of the temptations of crowded dwellings, back alleys, stables, and secluded places, and of underpaid work of girls. He cannot otherwise handle intelligently the sex problem with which he has to deal.

On the basis of these considerations, the Committee has sought to outline the more general social conditions which will be found to prevail in the poorer sections of great cities. It has dealt only with those problems whose reaction upon the playground is most direct, and where it has seemed possible for the playground to exercise a beneficial influence.

It has not seemed necessary to the Committee that a study of better communities should be outlined, because these communities are, in general, better understood, and the playgrounds are not, as a rule, located among them. So also it did not seem necessary to make a similar study of conditions in rural communities, because conditions there are more simple, and there are relatively few playgrounds at present in the country or in country villages. This does not indicate, however, that these communities should not be studied, but this and a final adjustment of all the information of this syllabus must be left to the director after he has been located in some particular playground.

In the consideration of the subject, the Committee has sought, first, to outline actual conditions; second, to show the various agencies that are working for their improvement; and third, what the playgrounds can do to coöperate with these agencies.

I. RACE HISTORY, TENDENCIES AND PREJUDICES.

It is very important that the playground director should understand as much as possible of the races with which he has to deal; their religion, customs, prejudices, political ideals, ideals of the home, and their attitude toward their adopted country.

The general data of only the briefest survey of the more common race groups of the locality where the course is given will usually be possible. This should indicate ways in which the study can be pursued by the director in the locality where his playground may be located.

A. *A Study of Races.*

1. Persistence of race groups and characteristics.

Tendency of the people to settle in little foreign communities where they speak their own language, attend their own churches, follow their own customs, and become essentially a foreign colony on American soil. Organizations of native societies and labor unions. Nature of their work in the old countries and here.

2. Attitude toward Americans, and other nationalities.

Tendency to race riots.

B. *Influences for Improvement.*

1. The schools are making Americans out of the children of foreign parentage; and in some cities are striving to Americanize adults by opening night schools where they may learn the English language, and providing books and free lectures in various languages on American institutions and offering the school buildings for social entertainments. Children acquire the language much more rapidly than their parents and are apt to lose respect for them, and so the problem of discipline in the home is complicated.
2. The tendency of the foreign immigrant is to settle in the most congested parts of our great cities, thus forming the city slum. There are now several associations which are seeking to induce them to locate in the country or the smaller places and thus avoid undesirable conditions. The committees on "City Planning" and on "Congestion" are taking a strong interest in

the scattering of the population by requiring the removal of old factories and preventing the location of new ones within the more congested parts of the cities.

3. The settlement residents are becoming acquainted with the foreign peoples themselves, and doing much to aid them to understand their adopted country and to help them to adapt themselves to their new conditions. A brief account of the work of social settlements, boys' clubs, institutional churches, etc., should be given.

C. *The Playground as a Helpful Factor.*

There is a tendency, common to all peoples, to despise foreigners, and the playgrounds are dealing with the race problem constantly. The playground director must overcome this tendency. Quarrels are always more likely to arise between children of different races, and in some cases these border on race war. In such sections it is usually impossible to hold contests between playgrounds attended by children of different races. In some cases where children of different races frequent the playground it may be necessary in order to secure permanency and loyalty on the teams to organize them of children of a single race.

1. The playground is the most democratic influence there is, and race feeling soon fades away in the intimacy of games, unless it is so strong in the beginning as to forbid intercourse, as between white and colored children in the south.
2. Where there are facilities for the recreation of adults, the playground becomes a very strong Americanizing influence with them as well—perhaps the only such influence in the community. It is a great advantage to get the foreign population, through its native societies, to coöperate with the playground in giving exhibitions of native dances or in playing native games at playground festivals.

II. LIVING CONDITIONS, HOUSING.

Thus far the playgrounds have mostly been placed in the poorest and most crowded parts of the great cities. In these sections the majority of the people live in tenements, composed of two, three, or four rooms. Families are often large. One or more of the rooms and the hall are apt to be dark, without direct connection with the outside air. The tenements are usually without bathrooms, and some of them are without toilet facilities. Limited size of the apartments, several of the rooms often connecting, prevents much privacy in the home and often causes the inmates to sleep in all or a part of their clothes. As a rule, the smaller rooms cannot be ventilated properly, and sleep is impossible on hot nights until a late hour.

A. *A Study of Conditions.*

1. The rooms.

The small tenements usually consist of a kitchen and two other rooms, which, in lower New York at least, often open into each other with broad entrances without doors. There is no fit place for the social life.

2. The meals—relatively expensive and of poor quality.

As the father often goes off to work before the children are up, there is often no regular breakfast or lunch. The children help themselves to whatever is left on the table, and the breakfast is not cleared away in order that they may do this. The food is apt to be poorly selected, badly cooked, and of unsatisfactory quality. Infant mortality is very high, largely because the babies are given improper food and at irregular times.

3. Poor sanitary conditions.

B. *Influences for Improvement.*

1. The housing movement.

a. Building of model houses. In Europe, the municipalities have often bought up considerable portions of territory, demol-

ished the unsatisfactory buildings, and erected model tenements in their place. In this country we have a number of "Model Housing Associations" which are building model tenements on a semi-philanthropic basis.

- b. Far more important than the building of model tenements are the new tenement house laws, such as were recently passed by the state of New York. This law prescribes, for new buildings, the percentage of lot that may be built upon, the requirement of light for every room, the lighting of hallways, and adequate toilet accommodations; for old buildings, it requires improvement by cutting windows into dark rooms, lighting for halls, etc., and provides a force of tenement house inspectors to see that the law is carried out.

2. The anti-tuberculosis movement.

This is seeking to improve the houses and habits of the people so as to prevent tuberculosis. A general account of its exhibits and work should be given.

C. *The Playground as a Helpful Factor.*

1. Furnish social opportunities.

Besides coöperating with the other helpful agencies, the playgrounds can do much to remedy the lack of social opportunities in the home by furnishing a place for social intercourse on the grounds, in the pavilions, field houses, clubs, entertainments, contests, tournaments, festivals, etc.

2. Prevention of tuberculosis.

The playground is reckoned as one of the most efficient agencies in the prevention of tuberculosis, by keeping the children in the open air and by increasing vital resistance through physical exercise.

III. SOCIAL CONDITIONS.

A. *Theatres.*

Theatres in the poorer quarters of the cities are of three general kinds: vaudeville, marionette and moving picture shows. The vaudeville generally tends to the melodramatic and the suggestive, and consists rather of a series of short acts than of any consecutive performance. The marionette shows (often historical) take place for the most part in the Italian quarters. The nickel theatre, or moving picture show, is coming to be the chief recreation in the poorer sections. It is not by any means inherently bad, and probably has as great educational possibilities as any other form of the theatre. It is as good as public sentiment demands, but often has objectionable features and needs watching.

1. A study of conditions.

a. Types of pictures.

The common types are magic performances, entertaining and mystifying; love tales, often objectionable; dramatizations of robberies and murders, often very objectionable; scenes of adventure, and dramatizations of industries and historical scenes, often very instructive.

b. The halls where the performances are given.

These are usually of a temporary nature, made over from stores or similar buildings. They are generally poorly ventilated and the dressing rooms for the vaudeville performers are very inadequate. The halls are seldom fireproof, and picture film is highly explosive.

c. Vaudeville interludes.

Vaudeville performances are often interspersed between the films of the moving picture exhibitions. They are usually of the cheap vaudeville type, and are much more objectionable than the pictures themselves.

2. Results.

a. Physical results.

Recreation should furnish relief from nervous strain, but the tendency of the flickering lights, the heat, the smells, and the pictures, is toward nervous instability.

Most of the young people who attend these places need active rather than passive recreation. This should come in the form of active participation in some sport in the open air, such as would build up the physique and furnish a real relief from the stress and strain of the day. Passive recreation should be only the occasional and not the habitual form.

b. Social results.

The spectators at the moving picture shows in the afternoon are mostly children, which is true to a less extent in the evening. There are many young people who visit these places nearly every night, and who get, not merely their recreation, but also form their ideals and make their acquaintances there. The lights are put out at the beginning of the performances, and the comments on the pictures, as well as other conversation, are sometimes objectionable. The nickel

theatre cannot be commended as a social hall, especially for young girls—the pictures and social tone tending to encourage the social evil; but we must consider the sort of social opportunity which it is replacing before we condemn it in an unqualified way.

3. Influences for improvement.

A censorship of the picture films has recently been established in New York. Only films approved by this Board of Censors can now be produced there or in many other cities. This censorship is steadily raising the tone of the pictures given.

4. The playground as a helpful factor.

There seems to be a tendency for the playgrounds to take up the moving picture as a form of recreation and run it under proper conditions.

The playground furnishes a powerful attraction to draw the children away from the moving picture shows in the afternoon, and in the evening also, where they are open at night. It furnishes a much more wholesome social atmosphere. The playground director should know where these theatres are located and something about what is going on in them. They are among the chief attractions for the children, and furnish them with many of their ideas and ideals.

B. *Dance Halls.*

1. A study of conditions.

a. The dancing academies.

These may be unobjectionable, but this cannot be taken for granted. Some dancing academies are very bad places for girls.

b. Dance halls proper.

These are halls which are rented out or furnished free for the purpose of dancing. A great many of them are connected with saloons.

c. Evils of the dance halls.

- (1) The tickets are offered at public sale and many objectionable women and men attend the dances, thus giving a tone to the social atmosphere which is dangerous.
- (2) The hall is often paid for by the drinks sold, hence a general encouragement of drinking, with its resulting hilarity and freedom of speech and action.
- (3) As there is no supervision over these places, there is no way to prevent objectionable conduct.

2. Influences for improvement.

There is a society working on this problem in New York. It is said that if a thousand dollars can be furnished to establish the right kind of a dance hall to start with and provide suitable supervision, it will be self-supporting after that.

3. The playground as a helpful factor.

- a. The playgrounds are counteracting the influence of the dance hall directly in some places, as in Chicago, by furnishing an opportunity for dancing under right conditions in the field houses. Dancing is taught also in the evening play centers of New York. The playground in any case furnishes rival social attractions.
- b. One of the most efficient influences against the bad dance hall is the

woman director who should seek to get the girls interested in the various activities on the playground and refuse to attend the objectionable dance halls.

C. *Athletic Fields.*

There are four types: fields in the playgrounds, fields in the parks, fields belonging to clubs or private owners, and fields belonging to saloons.

The playground director should know about all these facilities.

The fields connected with the saloons are apt to be objectionable. They are located in the suburbs of the cities, make money from the drinks, and are usually connected with road houses as well.

The saloon and its frequenters exert a bad influence on the young players, and attract a very objectionable class of spectators. The type of sport which grows up under these conditions should not be encouraged.

D. *Skating Rinks.*

1. These minister to a higher stratum of society than the dance halls, but in some respects, at least, the conditions are similar. There is general admission and a freedom of tone and lack of social supervision about them which makes easy the forming of new and oftentimes objectionable acquaintances.

2. The playground is a strong rival attraction.

E. *Saloons.*

1. A study of conditions.

a. As a social club.

The saloon is often called the poor man's club. In the poorer sections of the cities where there are no parlors or sitting rooms, it plays a much more important function as a social center than it does in the

better parts of the city. These saloons usually furnish free lunches with the drinks and often have hangers-on or regular patrons who practically live on the saloon and the treats offered. Saloons often have dance or other halls connected with them; sometimes furnish free vaudeville and athletic entertainments; often have bowling alleys, nearly always have billiards, pool and dice. The political headquarters of the district are often located in saloons.

b. Effects of excessive drinking.

(1) Physical effects.

A short stimulation with increase of power. It throws off the higher inhibitions, the brain loses control, and all the more fundamental instincts and passions come to the surface. It is in effect a period of temporary insanity, with the higher centers cut off and the man acting from the lower ones. Degeneracy and weakened vitality of offspring are common effects. Life is shortened (shown by life insurance statistics).

(2) Mental effects.

Short stimulation with increase of power, long depression with loss of power. Tends to the loss of nervous coördination and ultimate insanity.

(3) Moral effects.

Sense of right and wrong weakened or lost.

Tendency to sensuality. Drink throws off the inhibitions. Obscene pictures and talk are com-

mon in saloons. They are resorts of prostitutes and cadets, and often control houses of prostitution.

Noxious saloons are apt to be the resorts of habitual criminals and the headquarters of the vicious gangs which make certain sections of the city a terror. More than half of the men arraigned in the police courts in large cities every morning are there either for drunkenness or some form of disorder growing directly out of it. Many homicides are due to drink and the resulting loss of control.

c. Expense of drink.

This amounts directly to nearly a billion dollars a year. It is, either directly or through the parental neglect and poverty of drunkards, a cause of a large part of the juvenile delinquency. Through causing poverty, and industrial and other accidents, and reducing the length of life, it is filling our orphan asylums. It is reducing the days of work and the efficiency of the work of a large number of laborers. In the poorer sections of the cities, nearly all that is spent in the saloons comes out of the necessities of life for the family, thus reducing the efficiency of the next generation as well as this. The billion dollars spent directly in drink is the smaller part of the actual expense.

d. Laws in regard to the saloon.

Prohibition; local option; closing on Sunday, holidays, and at midnight; sale to minors and habitual drunkards; Internal Revenue

Tax; license and what is done with the money; location of saloons in reference to schools.

2. Influences for improvement.

Prohibition; local option; Guttenberg system; development of substitutes for the saloon; philanthropic operation (dispensing with social features, and limiting drinks); a short account of the temperance movement throughout the country.

3 The playground as a helpful factor.

Probably a well conducted playground is the most successful rival of the saloon in any community. The playground provides recreation and social opportunities, and these are the elements that make the saloon so attractive.

F. *Relations between the Sexes.*

1. A study of conditions.

a. The children.

Playground directors must realize the gravity of the sex problem with which they have to deal. The public sometimes blames the playgrounds for a condition which they have actually improved but not eliminated. The director should understand the effects of crowded housing, with the absence of privacy; the temptations of accessible barns and stables and vacant buildings; the dangers of lumber yards and other places of concealment. He may safely assume that not all the older children are innocent, and he must be observant of talk and actions. Not infrequently prostitution in the tenements makes the subject familiar to children from early infancy.

b. The young people.

(1) Girls at home.

It has been said that "Every woman has an inalienable right to be courted under decent conditions," but the slums do not furnish these conditions. The relations of the sexes in the poorest sections are conditioned by foreign ideals in regard to women and virtue, and the lack of parlors or sitting rooms in the houses; hence the necessity to meet in a kitchen or a bedroom at home, or outside on the streets, at theatres, dance halls, saloons, or clubs, or on the benches in the parks.

(2) Working girls.

Girls who are working in the stores and factories at three or four dollars a week do not find this sufficient to live on. In many places they are subject to frequent temptations arising from the work itself and the surroundings in which it is done.

c. Prostitution.

(1) Cause of.

Compulsion, the "White Slave"-work of procurers and cadets; seduction; fictitious marriages; violence; preventing escape by retention of clothing, locking doors, threats, keeping in debt to the house, etc.

Poverty, lack of work, other dependents, bad working conditions, drink, etc., etc.

Choice—allurements of life of idleness, fine clothes, money, and adventure.

- (2) Conditions under which prostitution exists.

Segregation and licensing in a particular quarter, as is done abroad.

Law against but in connivance with prostitution, as is usual in the United States. Houses are not licensed, hence the power of the bosses to levy blackmail upon them. Generally more or less closely confined to a particular quarter, but not exclusively. Often in league with the saloons. The understanding with political bosses enables them to maintain houses under conditions that would not be possible abroad.

When raids are made upon houses of prostitution, the prostitutes are sometimes scattered through the *tenements*, where they continue their profession by themselves.

- (3) Venereal diseases.

Prostitution always brings a train of venereal diseases in its wake. These diseases are common causes of sterility, infant mortality, defects of vision, etc. They are the causes of most of the dangers of childbirth and abdominal operations endured by women. They are the cause of about half of the incurable insanity.

The playground director must be very careful of the sanitation of toilets and swimming pools to prevent infection.

2. Influences for improvement.

The Social Hygiene Association is working on this subject and trying to have more stringent laws passed and provision made for instruction on the subject in the schools.

3. The playground as a helpful factor.

a. Young people who are loose in talk or actions should not be allowed to come to the playground. There is little hope of reforming them, and they may do great harm to the others. Where the sexes are allowed to play together, constant vigilance is required. The playground must correct mainly through its social atmosphere, and this must be kept as clean as possible. The play director who becomes the friend of the children is apt to hear things that the authorities ought to know. Cadets sometimes try to lure girls away from the playground. This whole side of life is so far concealed that the director who is not observing may be quite unaware that he has any sex problem to deal with.

b. The playground should furnish an opportunity where the young people can meet under decent conditions. Many systems do. It is generally admitted that vigorous athletics are the best preventive of wrong thoughts and actions for young men.

IV. INDUSTRIAL CONDITIONS.

A. *Work of the Men.*

1. A study of conditions.

The playground director needs to understand the general conditions in sweat shops,

steel mills, factories, or other places in which the parents of the children are engaged and into which the children will probably go.

a. Physical conditions.

This should include a knowledge of the number and hours of work, night work, Sunday work, etc.; the wages received; the physical conditions under which it is carried on; the lighting and ventilation of the shops, removal of dust, etc.; the physical and mental strains to which the worker is subjected; the precautions employed to prevent accidents; industrial insurance; permanency of the work; periods of idleness, etc.

Without this knowledge, it is impossible to plan wisely any program in which adults are to take part on the playground.

b. Industrial organizations.

Trades unions and federations of working men—the general objects for which they are organized; their general requirement of union work and standard wages; their growing political influence. They are apt to demand that all work on the playgrounds be union work, but are often willing to coöperate in raising money or erecting buildings.

2. Influences for improvement.

Welfare work. The present movement on the part of the better class of employers to furnish their employees conditions of life under which they may live and work contentedly and under which their efficiency will increase. This movement takes many forms, but in general it may be summed up as an effort to furnish employees attractive houses at a reasonable cost; to have the factory light and well ventilated; to lessen danger from machinery by safety devices; to remove dust by suction fans;

to provide sanitary and private toilet arrangements, a suitable place for eating lunches, and oftentimes music, moving pictures or an opportunity for dancing or some other form of healthful recreation during the noon hour.

3. The playground as a helpful factor.

This knowledge of the industrial conditions in the community makes it possible to plan a playground system so as to meet the needs of the community for recreation; and to plan programs in which adults will participate either actively or as spectators, and so provide attractive forms of recreation that will counteract the evil influence in the social life of the community.

B. *Work of the Girls.*

1. A study of conditions.

a. Physical conditions.

This should include a knowledge of the number of hours of work, night work, Sunday work, the wages received; the physical conditions under which it is carried on; the lighting and ventilation of shops; removal of dust; opportunities for rest during work hours; toilet facilities; precautions for prevention of accidents; the effects of bad working conditions upon women, tendency to physical degeneration and sterility.

The nature of the work determines the nature of the recreation required.

b. Social conditions.

Provision for lunch, washing, bathing, etc. Employment of men and women together, carelessness in dress, freedom of talk, low wages, monotony of the work and the mental reaction from a life of drudgery, desire for stimulation and adventure—all tending toward loose morals. Effect on marriage.

2. Influences for improvement.
Rest rooms, cheap lunches, etc.
3. The playground as a helpful factor.

Where the playground is provided with a field house and other facilities that are open at night, it offers the working girl an opportunity for dancing, gymnastics, clubs and the general social life and recreation under proper conditions and brings her into touch with a counsellor and friend in the director.

C. *The Working Mother.*

1. A study of conditions.
 - a. What is usually done with the children.
 - (1) Left with a neighbor.
 - (2) Locked in the house.
 - (3) Left in charge of an older brother or sister.
 - (4) Taken to the playground or the day nursery.
 - b. Results.
 - (1) Children who are left by themselves in this way do not have suitable meals or at proper times. If they are locked in the house, the rooms are apt to be either too hot or too cold; in case of fire there is no escape. Where the doors are not locked, the children tend to wander off upon the streets where they are likely to get lost or hurt. They never get proper training from the mother.
 - (2) On the moral side, children left to themselves all day are subject to many temptations which lead often to formation of bad habits.
 - c. Suggestions as to disposal of children under such conditions.
 - (1) The children may be placed in an orphan asylum, and probably they

are better off there than they are in a home of this character, until they get big enough to be trusted to go about by themselves and attend school.

- (2) The conference on the care of dependent children expressed the opinion that such mothers should be given a pension from the state in order that they might bring up the children properly at home, as is done in Berlin.

2. Influences for improvement.

The Bureau of Labor is now compiling voluminous statistics on the subject of working women and children, which will soon be available and will doubtless lead to important action looking toward an improvement of conditions.

3. The playground as a helpful factor.

It offers three forms of relief:

- a. A safe place where the children can be sent.
- b. Sometimes a day nursery where infants can be left.
- c. Places for the entertainment of the little mothers who have young children to care for. (The industrial work in the playgrounds grew out of the necessity of making some provision for them.)

D. *Work of the Children.*

1. A study of conditions.

A brief account of child labor. Relation to coming of cotton factories in England in the eighteenth century, farming out of orphan children, etc., work in the cotton factories of the South, glass blowing in Indiana and Ohio, coal picking in Pennsylvania, messenger service, selling papers, blacking boots, etc.

- a. Physical conditions and results.

Hours of work, night work, wages received; age at which work is begun; retardation of growth and development; terrible mortality among child-workers; their years of productive labor are shortened; become inefficient workmen and often tramps later.

b. Social conditions.

- (1) Causes of child labor, as death or sickness or incapacity or greed of parents. The child's earnings.
- (2) The temptations to which the child is subjected, tendencies to gambling and stealing by newsboys. Messengers often sent to places where children should not go.

2. Influences for improvement.

a. The National Child Labor Committee.

This committee is seeking to have more stringent laws against child labor passed in every state. These laws limit the age at which work may be begun, the number of hours it may be pursued, forbid night work and certain sorts of occupations for children. Child labor has increased greatly during the last decade, largely in the South. Nearly every state now has a child labor law, but many of them are lax and often disregarded.

b. The compulsory education laws.

These are the natural supplement of the child labor laws. They require that children under a certain age must attend school. These laws are becoming more stringent and general every year.

c. The juvenile court.

The juvenile court is rendering valuable assistance in all of the problems arising out of child labor, compulsory education, parental neglect and other features of the industrial problem which

tend to make of the child a law breaker or the parent delinquent in regard to the child. A brief review of the work of the juvenile court with its house of detention and probation system should be given.

3. The playground as a helpful factor.

The playground director has to deal with these laws constantly and needs to understand the situation and what to do. Children should not be allowed in the playground when the law requires them to be at school. The playground director has a better chance than almost anyone else to know how the child labor laws are being evaded. The playgrounds must seek to furnish to working children the relief which they need from their work.

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SYLLABUS FOUR

HYGIENE AND FIRST AID

CONTENTS

Introduction.

- I. The Body as a Machine.
 - II. Personal Hygiene.
 - III. Preventive Medicine.
 - IV. Emergencies.
- Bibliography.

INTRODUCTION TO SYLLABUS

A working knowledge of the fundamentals of personal and public hygiene and first aid is essential to the training of the play director. He should understand:

1. The hygiene of growth and development. The influence of play activities on the development and maintenance of normal physical function. (See Syllabus Two, "Nature and Function of Play".)
2. Personal hygiene: The relation of cleanliness and fresh air to vital resistance and communicable diseases. The amount and kind of, and the best time for, exercise; the value of good posture, proper clothing; the relation of personal habits, immoral practices, and the use of tobacco and intoxicants, to physical and mental efficiency.
3. Hygiene of the playground so as to exercise intelligent supervision of the hygienic and sanitary condition of the buildings, dressing rooms, baths, swimming and wading pools, drinking fountains, sand pits, etc., the relation of garbage and waste to flies and to disease.
4. The significance of various signs that indicate poor physical condition in children; such as the grosser lesions of the heart, obstructions in the upper respiratory tract, hernias, and signs of the more common communicable diseases, such as impetigo, trachoma, favus, chicken pox, scarlet fever and measles, as well as pediculosis and scabies.

5. The treatment of emergencies; such as common playground accidents, bruises, cuts, sprains, fractures and shock. He should understand the use of disinfectants, methods of stopping arterial hemorrhage, and the application of temporary splints and dressings.

This syllabus is designed to touch only the essential points of the subject, and to emphasize fundamental considerations in as brief and suggestive a manner as possible. A good grasp of these principles will enable the director to exert a very beneficial influence on those who come under his charge, as well as to meet emergencies intelligently and helpfully.

I. THE BODY AS A MACHINE—GENERAL CONSIDERATIONS.

A. *Evolution and Structure.*

Influence of environment and physical activities.

B. *Health and Disease.*

1. Heredity.
2. Environment.
3. Special tendencies.
4. Vital resistance.

II. PERSONAL HYGIENE.

A. *The Human Body.*

Considered as a living organism developed from a single cell. Division of labor or cell differentiation in the body. Organs are aggregates of differentiated cells; the body is an aggregate of different organs.

B. *Conditions Necessary for the Health of the Cell.*

1. Nutrition.
2. Activity.
3. Excretion.

The same conditions are necessary for the growth, development, health and efficiency of the organism as a whole.

C. *Interdependence of the Various Functions.*

1. Nutritive.
2. Motor.

3. Circulatory.
4. Respiratory.
5. Neural.
6. Excretory.

D. *The Hygiene of Nutrition.*

1. Nutritional requirements of the body:
 - a. Growth.
 - b. Fuel for energy and heat.
 - c. Replacement of tissue wasted.
2. The classes of food.
 - a. Proteids.
 - b. Fats.
 - c. Carbohydrates.
 - d. Water.
 - e. Mineral salts.
3. Foods.
 - a. Animal foods: meats, fish, eggs, and meat products.
 - (1) Comparative digestibility.
 - (2) Keeping qualities.
 - (3) Diseases transmitted through animal foods.
 - (4) Poisoning.
 - b. Milk and milk products.
 - (1) Composition.
 - (2) Diseases transmitted through milk.
 - (3) Preservation and inspection of milk.
 - (4) Butter and its substitutes.
 - (5) Cheese.
 - c. Vegetable foods.
 - (1) Farinaceous.
 - (2) Legumes.
 - (3) Nuts.
 - (4) Vegetable fats.
 - (5) Tubers and roots.
 - (6) Herbaceous articles.
 - (7) Fungi.
 - d. Condiments and spices.
 - (1) Uses.
 - (2) Adulteration.

4. Beverages.
 - a. Water.
 - (1) Quantity required in twenty-four hours.
 - (2) Drinking with meals.
 - (3) Temperature.
 - b. Milk as a beverage and a food.
 - c. Coffee, tea and cocoa.
 - d. Alcoholic beverages.
 - e. Soda water and other soft drinks.
5. Composition of common foods.
6. Quantity of food required under different conditions of age, occupation, and physical activity.
7. The appetite as a guide to amount and kind of food required.
8. Standard tables of Voit, Rubner, and Atwater.
9. Modification of standard tables advocated by Chittenden.
10. The relation of the proportion of proteids, fats, and carbohydrates in diet to weight, muscular activity, fatigue, and seasons.
11. Metzger's "margin of safety" in animal economy.
12. Advantages and disadvantages of:
 - a. Mixed diet.
 - b. Vegetable diet.
 - c. Purin-free diet.
 - d. Raw food diet.
13. Variety in diet; cooking; serving food; mastication; Fletcherism; influence of mental states, sleep, exercise, fatigue, and bathing upon digestion; idiosyncrasies.

E. Hygiene of Physical Education.

1. Aims.
 - a. Hygienic. Muscular activity is essential to normal growth and health.
 - b. Educational. Motor activity the basis of all education.
 - c. Recreative. Play for the child and recreation for the adult essential to wholesome living.
 - d. Utilitarian. Preparation for life implies

ability to handle one's body under all conditions: on land, above the ground, in the water; life-saving.

- e. Esthetic. A beautiful body, good carriage, and graceful movements essential to efficiency and happiness.
 - f. Social. Rational physical education increases points of contact in social relations.
 - g. Moral. Character is developed through practice of ethical conduct in athletics.
- 2. The forms of exercise and the relative value of each.
 - a. National activities.
 - b. Sports.
 - c. Athletics.
 - d. Gymnastics.

F. Hygiene of the Blood and the Circulation.

- 1. The composition of the blood as related to health and disease, phagocytosis, opsonins, etc.
- 2. The condition of the heart closely related to health and vitality. Weakness and diseases of the heart increasing under modern conditions.
- 3. The condition of the bloodvessels as related to health. Relation to emotional life—arteriosclerosis.

G. Hygiene of Excretion.

- 1. Relation of proper excretion to health.
- 2. The lungs. Ventilation. Breathlessness. Second wind.
- 3. The intestine. Constipation; its causes and remedies.
- 4. The kidneys.
- 5. The skin. Clothing—underwear, shoes, etc. Baths, cleanliness—hygienic effects; therapeutic effects. Sun baths.

H. Hygiene of the Nervous System.

- 1. Relation of the nervous system to all body functions.

2. The problem of rest, sleep, and recreation.
3. The relation of education and habits to health and efficiency.
4. Work and happiness.
5. The relation of stimulants to health. Natural and artificial stimulants.
6. Mental hygiene.
7. Sexual hygiene.

I. *Hygiene of the Eyes.*

1. The eye as a sense organ.
2. Errors of refraction; their prevalence, causes and correction.
3. Symptoms of eye strain.

J. *Hygiene of the Ears.*

1. The ear as a sense organ.
2. Common affections of hearing—catarrh, foreign bodies, wax, etc.
3. General hygiene of the ears.

K. *Hygiene of the Nose and Throat.*

1. The relation of the upper air passages to health.
2. General hygiene of the nose—obstructions, catarrh, adenoids, etc.
3. General hygiene of the throat—catarrh, tonsils, larynx.

L. *Hygiene of the Mouth and Teeth.*

1. Pernicious effects of mouth breathing; its causes and remedies.
2. The value of good teeth.
3. The care of the teeth.

M. *Hygiene of the Hair and Nails.*

1. Hygiene of the scalp—baldness and hair tonics.
2. The care of the nails—ingrowing toe nails, etc.

N. *Alcohol.*

1. Effect on living cells.
2. Organs and tissues especially injured by alcoholic drinks.
3. Effect on working capacity of stomach, liver, etc.

4. Effect on bloodvessels.
 - a. Hardening of arteries.
 - b. Fatty degenerations.
 - c. Blood pressure.
5. Influence on resistance to germ diseases.
 Drinkers more liable to tuberculosis, pneumonia, etc.
6. Effect on length of life.
 Life insurance tables show mortality 25 to 40 per cent. higher among drinkers than abstainers.
7. Working efficiency lessened—both physical and mental.
8. Moral effects—normal inhibitions lessened, will power weakened, character changed.

O. *Tobacco.*

1. Effects on growing cells—muscle, bone, nerve.
2. Effects on nerves and bloodvessels.
3. Reduces mental and physical efficiency.
4. Increases tendency to germ diseases.

III. PREVENTIVE MEDICINE.

A. *Losses of Life by Disease in Past Centuries: Plague, Smallpox, Yellow Fever, Cholera.*

Increased span of life since 16th century.

B. *Function of Sanitation, Medicine, and Hygiene in the Preservation of Health and the Prolongation of Life.*

C. *Main Factors in the Prevention of Disease and Accidents.*

1. Vaccination in smallpox.
2. Anti-toxin in diphtheria and other diseases.
3. Mosquitoes in yellow fever and other diseases.
4. Water, milk, etc., in typhoid fever and cholera.
5. Cleanliness: streets, public conveyances, public buildings, etc.
6. Isolation, quarantine and disinfection in communicable diseases; school inspection; immigration regulation.
7. Fight against tuberculosis.

8. Water supply, air contamination, and food inspection.
9. Garbage and sewage removal.
10. Regulation of dangerous occupations; safety appliances.

D. *Signs and Symptoms of Some of the Commoner Communicable Diseases and Conditions.*

1. Parasitic—pediculosis, scabies, etc.
2. Germ diseases—scarlet fever, chicken pox, measles, eye diseases, etc.

E. *Functions of National, State and Municipal Boards of Health.*

IV. EMERGENCIES.

A. *Use of Disinfectants and Dressings.*

Most cuts and abrasions seen on the playground will be adequately treated if they are carefully washed clean with an antiseptic solution, such as mercuric chloride—1:2000—and a bandage of sterile gauze applied, without the use of salve or powder. Large cuts may have to be sewed by a doctor before being dressed.

B. *Hemorrhages.*

1. Arterial—checked by pressure on artery, application of heat, etc
2. Venous.

C. *Foreign Bodies.*

1. Eye—method of turning lid, reflecting light, etc.
2. Slivers.
3. Cinders or dirt.

D. *Sprains and Dislocations.*

1. Ordinary cases of sprain are best treated by applications of hot and cold water—well applied bandage, massage and careful use.
2. Severer sprains and dislocations should be referred to a physician. Do not handle and manipulate.

E. *Fractures—Methods of Emergency Treatment.*

1. Put patient in comfortable position if possible.
2. Do not manipulate broken bone.
3. Put on supporting dressing—blanket rolled up, or piece of board—and send for physician *at once*.

F. *Fainting and Shock—Symptoms and Treatment.*

G. *Convulsions—Epilepsy, etc.*

H. *Drowning.*

1. Methods of rescuing in water.
2. Methods of freeing patient's lungs of water.
3. Artificial respiration.
4. Heat—restoratives, etc.

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SYLLABUS FIVE
THE PLAYGROUND MOVEMENT

CONTENTS

Introduction.

- I. Playgrounds of Germany.
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INTRODUCTION TO SYLLABUS

This is a historical and descriptive section on playgrounds. Its purpose is to give the types and extent of playgrounds throughout the world, and a general idea of the activities carried on in them and of their management.

I. PLAYGROUNDS OF GERMANY.

A. *The Great German Leaders.*

Guts Muths, Jahn, Froebel, Von Schenkendorf.

B. *Three Periods in German Development.*

1. Period of prominence in folk games and play.
2. Gymnastic period.
3. Period of play revival.

C. *Play Propaganda.*

1. The formation of the Central Games Committee in 1891.
2. The English Commission in 1892.
3. The introduction of cricket, football, curling and tennis.
4. A play curriculum for the schools.

5. Frequent institutes in play for teachers in the German cities.
6. Play congresses in the different cities.
7. Encouragement of play festivals.

D. School Playgrounds.

1. The folk schools.
 - a. Simple equipment.
 - b. The ground.
 - c. School gardens, general.
 - d. Swimming, often a school swimming pool.
 - e. A play curriculum.
 - f. The afternoon for play, attendance often obligatory.
 - g. Shortening the hours of school and lengthening its recesses.
 - h. Gymnastic exercises in the open air in pleasant weather.
 - i. The school journey, cheap rates on the railroads.
 - j. Direction of sports by the regular teachers.
(Each of these items is very important.)
2. The gymnasia.
 - a. Long hours of work.
 - b. Absence of athletic games.
 - c. Absence of school spirit or loyalty.
 - d. Introduction of football and cricket.
3. The universities.
 - a. Absence of university athletics, with the resulting loss to university life and loyalty.
 - b. Prevalence of dueling.

E. Private Playgrounds.

1. Playgrounds connected with beer gardens, concert halls, etc.
2. Playgrounds belonging to turnvereins and athletic associations.

F. Municipal Playgrounds.

1. Sand gardens.
 - a. Frequently located in parks and vacant spaces.

- b.* Bank sand, changed frequently.
 - c.* No supervision except of mothers and nurses.
- 2. Playgrounds in parks.
 - a.* Free playgrounds for little children.
 - b.* Equipment and care of toys.
 - c.* Play fields or playsteads.
 - d.* Playgrounds assigned to schools.
 - e.* Athletic fields.
- 3. The forest playground—a playground with many rows of trees planted around it.
- 4. The playground in the interior courts of tenements—required by law in Berlin.

NOTE. The play movement in Germany is primarily an educational movement.

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II. PLAYGROUNDS OF GREAT BRITAIN.

A. *General Conditions.*

1. The English climate well adapted to sport all the year round.
2. People divided into the classes and the masses.
 - a. The schools for the people—board and voluntary schools.
 - b. Schools for the sons of "gentlemen"—the preparatory schools, public schools, and universities for boys and men; the high schools and universities for girls. All of these schools located in the country and charge a very high tuition.
3. A large leisured class who give time and enthusiasm to play. Ability to play counted an essential part of the training of the English gentleman.

B. *Playgrounds Connected with the Board Schools.*

1. Thirty square feet of space required in London.
2. Grounds surfaced with cinders.
3. No apparatus.
4. Open from sunrise to sunset, the janitor's house on the ground.
5. Gymnastic drills held in the yard.

6. Many schools have out-of-town playgrounds.
7. Children taught to swim.
8. The recreation centers, and Mrs. Humphry Ward.
9. Formation of school athletic leagues, especially in cricket and football.

C. Playgrounds Connected with the Secondary Schools.

1. The preparatory schools.
 - a. Location of schools—in the country.
 - b. Small size of schools.
 - c. Cricket and football compulsory about two hours a day.
 - d. Grounds large enough so that all the boys can play at once.
 - e. Masters coach and play on the teams with the boys.
 - f. Contests are mostly between dormitories with few outside games.
2. The public schools.
 - a. Location.
 - b. Expensiveness of.
 - c. Large size of ground.
 - d. Strange play traditions of the different schools.
 - e. Cricket and football usually compulsory.
 - f. Masters coach and participate in games, but less than they do in the preparatory schools.
 - g. Most of the games between the different dormitories, with an occasional outside game.
3. The girls' high schools.
 - a. Location—in the country.
 - b. Compulsory sports.
 - c. Coaching of mistresses.
 - d. Participation of mistresses in the games.
 - e. Correspond to the public schools.
4. The universities.
 - a. Play for the fun of it nearly every afternoon.
 - b. No training tables.
 - c. General participation.

D. *Municipal Playgrounds and Athletic Fields.*

1. Municipal playgrounds.
 - a. General.
 - b. Under the municipality.
 - c. Equipment.
 - d. In charge of caretakers.
 - e. No organized work.
2. Public athletic fields.
 - a. Great number of cricket and football fields in and about London.
 - b. Athletic fields and cricket clubs very common in country sections.

NOTE. Play in England is primarily a recreational movement.

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III. PLAY MOVEMENT IN THE UNITED STATES.

A. *The Sources of the Movement.*

1. A new sense of education as something social as well as intellectual, aiming at effectiveness in life.
2. Child study.
3. The new social spirit.
4. New sense of the value of health.
5. Increasing congestion of the cities.
6. Intolerable condition of city streets as places to play.
7. Disappearance of the work of city children—child labor laws.
8. The long summer vacation.

B. *Previous Conditions in the Schools.*

1. Absence of adequate playgrounds.
2. Absence of time for play during school hours.
3. Grounds closed outside of school hours.
4. No organized play or athletics in the public elementary schools.
5. Highly specialized and very objectionable athletics for the few in the high schools.

6. Athletics at the colleges and universities the disgrace of these institutions.

C. *General Conditions among the People.*

1. The whole country living at a tremendous pace.
2. Practically no public provision for sport.
3. Park facilities in a few cases.
4. Decrease in the hours of labor.

D. *Beginnings.*

1. Sand gardens in Boston in 1886.
2. Beginnings in other cities.
3. Rapid extension throughout the country during the last few years. (General survey showing present extent of the movement.)

E. *Ideals of the Movement.*

1. Have been primarily social from the first.
2. Negative at first, "the purpose of the playground is to keep the child away from the physical, social and moral dangers of the street."
3. With its growth, it has taken up a series of positive social and educational aims.

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IV. SAND GARDENS AND PLAYGROUNDS FOR SMALL CHILDREN.

A. *Great Need of the Small Children.*

1. Natural motor restlessness.
2. No studies or occupations.
3. Health demands that they have an abundance of exercise in the open.
4. Streets are unsafe for them.
5. Cannot go much over a quarter of a mile to a playground.
6. There is no adequate provision for them anywhere in this country.

B. *What Has Been Provided.*

1. Sand gardens.
 - a. Sand gardens of Germany, a review.
 - b. Sand gardens of Boston.
 - c. Sand gardens in other playgrounds.
2. Playgrounds on the recreation piers in New York.
 - a. Mothers bring the children.
 - b. In charge of kindergartners.
3. Playgrounds at the department stores.
Sand, swings, toys.
4. Play at the children's hospitals.
5. Play on the roofs.
 - a. Phipps and other tenements.
 - b. On the roofs of various institutions.
 - c. On the roofs of the public schools.
6. Play in the streets.
Reserving certain streets at certain hours for play.
7. Play in the interior courts or dooryards.
 - a. Berlin law.
 - b. Beginnings in New York,
8. Play at the settlements.
General provision for small children.
9. Play of the small children in the playgrounds.
 - a. A part set aside for the kindergarten children in the school playgrounds of New York.
 - b. Provision for them in the municipal playgrounds.
10. The kindergartens.

C. *What Is Needed.*

1. A playground for small children in the center of every block should be required by law.
2. Provision for play should be required on the roofs of all new tenements and apartment houses.
3. There should be some attempt to make the streets more decent by more thorough cleaning, by the planting of shade trees, and the restriction of traffic at certain hours.

NOTE. In general the playground for little children tends to come under the direction of a kindergartner, and she is usually best prepared to do this work.

(See *The Story of a Sand Pile*, by G. Stanley Hall, Scribner's, Vol. 3, p. 690.)

V. THE SCHOOL PLAYGROUNDS.

A. *The Space.*

1. General inadequacy in most cities.
2. No requirement.
3. Only simplest games can be played.
4. Adapted in general only to the small children.
5. New movement for more space, at least thirty square feet for each child.
6. Surfacing.
 - a. Earth, fine gravel, cinders, mixed cinders and clay, broken stone, cement, brick or asphalt.
 - b. The surfacing is a determining factor in the activities to be carried on.
7. Division of the ground and the assignment of space.
 - a. Boys and girls separated as a rule.
 - b. A separate place for the little children.

B. *Equipment.*

This often consists of sand bin, see-saws, swings, tether pole; sometimes giant stride, slide, benches, and some gymnastic apparatus.

C. *Supervision.*

1. May be controlled either by the board of education or by a playground association.
2. The teachers are generally the regular teachers of the school system, but in larger grounds there is oftentimes a special kindergartner, a physical trainer, and a librarian.
3. The regular janitor of the school is usually employed also. He often helps in the discipline, puts up the apparatus, takes care of supplies and protects the school property, but is often unwilling to serve and not infrequently causes trouble.

D. *The Season in the School Playgrounds.*

1. In the smaller cities it is usually from six to ten weeks during the summer vacation.

2. In a few cities playgrounds are carried on after school and on Saturday during the school year.
3. In New York a large number of buildings, and, in a number of cities a few buildings, are kept open at night as play centers all the year round.

E. *The Hours at the School Playground.*

1. Generally from nine to twelve and one to five, if there are two sessions, for the regular playground during the vacation.
2. From three to five on school days and all day Saturday for the school year.
3. From 7:00 to 9:30 for the evening play center.

F. *The Activities at the School Playgrounds.*

1. Games.
 - a. Kindergarten games for the younger children.
 - b. For the girls, tether ball, croquet, indoor baseball, volley ball, and various singing and ring games.
 - c. For the boys, indoor baseball, long ball, playground ball, volley ball, basketball, and other games (top and marbles).
2. Gymnastics.
 - a. For the girls, this usually consists of dumb bell, Indian club, wand and calisthenic drills.
 - b. For boys, work on the heavy apparatus and tumbling, wrestling or boxing.
3. Folk dancing.

Very popular with girls wherever the surface of the ground permits it.
4. Industrial work.
 - a. For the girls, sewing, raffia, crocheting, basketry, and, in some cities, cooking.
 - b. For the boys, carpentry, bent iron work, whittling, kite making, etc.

NOTE. Where there are vacation schools most of the industrial work is usually done in them, and the work in the playground is very simple in character.

5. Gardening.

- a. The raising of flowers in the school yard.
- b. The raising of vegetables on outside plots.
- c. Home gardens and window boxes.

G. *The Varieties of School Playgrounds.*

- 1. The school yard.
- 2. The school roof.

Used for the regular play during the day and
as a roof garden at night in New York.

- 3. The evening play center.
 - a. Hours from 7:00 to 9:30.
 - b. Session through the year.
 - c. Activities.

(1) Gymnastics, library, clubs, dramatics,
and dancing, for girls.

(2) Gymnastics, clubs, library, quiet
games, dancing, for boys.

NOTE. The play center offering permanent positions
for directors should be treated fully.

- 4. The school gardens.

These should be fully treated.

H. *Landscape Gardening in School Playgrounds.*

- 1. Trees for shade and decoration.
- 2. Hedge fences.
- 3. Flower borders about the playground.
- 4. Vines on the school building.
- 5. Vines on the fences.

I. *Needs of the School Playgrounds.*

- 1. Every school ground should be equipped with a
minimum amount of apparatus.
- 2. All school grounds should be open afternoons and
Saturdays and perhaps evenings during the
school year.
- 3. About one-third of them should usually be open
during the summer vacation. The number will
be determined by the size of the school and the
poverty of the district.

NOTE. The school playgrounds of most cities are well fitted for the
play of the small children only.

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VI. THE MUNICIPAL PLAYGROUNDS.

A. *The Ground Itself.*

1. Within a half mile of every child.
2. Demolishing buildings, great cost of ground.
3. Should not be less than two acres in size.
4. Advantages of various sorts of surfacing.
5. The ground as a whole should be fenced.
6. The boys should be separated from the girls, etc., by fences.

B. *The Equipment.*

1. An outdoor gymnasium for men.
2. An outdoor gymnasium for women.
3. Equipment for the play of the little children.
4. A swimming pool.
5. A wading pool.
6. An athletic field with place for races and field events.
7. A field for tennis, baseball, football, etc.

C. *The Separation of the Playground into Parts by Fences.*

1. A part for the small children.
2. A part for the girls and women.
3. A part for the boys and men.
4. A part for the swimming pool.
5. A field for games, that is flooded for skating in the winter.

NOTE. This is the Chicago method. In New York the girls and small children are together.

D. *The Season.*

In the municipal playgrounds this is usually the whole year. The hours are sometimes until 10 o'clock at night.

E. *The Working Force.*

1. One or more directors for men.
2. One or more directors for women.
3. One or more watchmen, janitors, ground men who look after the condition of the ground and apparatus, librarians, laundrymen, repair men, visiting nurses, etc.—about twenty employees in all in the fine playgrounds of the South Park system, Chicago.
4. Special employees, depending on the equipment, as life savers and teachers of swimming.

F. *The Work Undertaken.*

In general.

- a. Regular gymnastic work indoors from November to May; out of doors from May to November.
- b. Library, lecture course, clubs.

- c. Folk dancing, especially for girls.
- d. Track meets, tournaments, festivals.
- e. Gardening.
- f. Swimming during the summer months.

G. Divisions of the Playground.

1. The swimming pools, Chicago.
 - a. Warming and changing the water.
 - b. Giving out bathing suits and towels.
 - c. Changing the children by bell.
 - d. The sand beach about the pools.
 - e. The life savers and their duties.
 - f. The danger of infection from the water.
2. Children's playgrounds, Chicago.
 - a. Have been in charge of a watchman or caretaker.
 - b. Parents bring the children to use the sand bin and wading pool.
 - c. No organized work undertaken. The lack of a kindergartner in the children's playground has been the chief weakness of the system. This may be corrected soon.
3. The playground for the women and girls over ten, Chicago.
 - a. Outdoor gymnasium.
 - b. Place for athletic games.
 - c. In charge of the woman director on week days and an assistant on Sundays.
4. Playground for men and boys over ten, Chicago.
 - a. Fine running track.
 - b. Excellent outdoor gymnasium.
 - c. A place for each field event.
 - d. In charge of a director on week days and an assistant on Sundays.
5. The field, usually without grass in Chicago.
 - Used for:
 - a. Baseball in spring.
 - b. Football in fall.
 - c. Coasting and skating in winter.

NOTE. This field is flooded for skating, and a toboggan slide is put up at one side.

H. *The Common Necessities.*

1. Water.

- a. In Chicago the Park Department has its own supply.
- b. Needs to be abundant for toilets, wading and swimming pools.
- c. A concrete or iron bubble fountain for drinking is the most sanitary and satisfactory.

2. Light.

- a. In Chicago the Park Department has its own lighting plant.
- b. The playgrounds have a better attendance at night than any other time, and it is absolutely essential that they be well lighted with arc lights.

3. Toilets.

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VII. THE FIELD HOUSES, PLAY CENTERS, AND MUNICIPAL GYMNASIUMS.

A. *The Municipal Gymnasiums of Boston.*

B. *The Play Centers and Municipal Baths in New York.*

C. *Field Houses in Chicago and a Number of Other Cities.*

1. Features of the building.
 - a. Two gymnasiums with two plunge pools.
 - b. An auditorium.
 - c. Four club rooms.
 - d. A public restaurant.
 - e. A public branch library.
 2. Construction.
 - a. Architecture, designed by Burnham, very handsome.
 - b. Cost from seventy to one hundred twenty-five thousand dollars.
 - c. Built mostly of concrete, some of brick.
 - d. Beautiful color scheme of the interior.
 3. Has been in charge of:
 - a. The manager.
 - b. The directors.
 - c. The janitors.
 4. The use of the building.
 - a. The gymnasium.
 - (1) Used for regular gymnastic work from November until May.
 - (2) Girls and boys have the afternoon hours.
 - (3) Men and women have the evenings.
 - b. The auditoriums.
 - (1) Seat from five to eight hundred people.
 - (2) Used for:
 - (a) Public lectures.
 - (b) Neighborhood meetings.
 - (c) Parties and dances.
- NOTE. The demand for these auditoriums is constantly increasing.
- c. Club room for club meetings.
 - d. The restaurant.
 - (1) Viands consist of minor articles such as soup, sandwiches, pie, tea, coffee, and ice cream.
 - (2) Nearly everything is made by the Park Department and sold at cost.

(3) These restaurants are very well patronized.

e. *The library.*

(1) Branches of the Chicago Public Library, in charge of one of their librarians.

(2) Libraries are exceedingly well patronized.

(See Charities and the Commons, August 3, 1907, and the Bulletin of the City Club, Chicago, March 7, 1908.)

VIII. PLAYGROUNDS IN THE PARKS.

By this title reference is made to playgrounds which are a part of a large area in the parks. It includes athletic fields and various areas for play not fenced or especially set aside.

A. *The Park Spaces.*

1. The lawns (Permit not required).

Uses:

a. For the free play of the small children.

b. For May parties.

c. For croquet.

NOTE. Nearly all parks now allow the small children, at least, to play on the grass. A permit may be required for croquet.

2. Features of playgrounds for small children.

a. *Equipment.*

See-saws, swings, and wading pools are often provided. Sometimes a fee is charged. They are usually in charge of a caretaker.

b. *Amusements.*

These often consist of donkeys, camels or ponies to ride; goat and pony wagons, etc. A fee of five cents is usually asked.

c. *Ponds for sailing boats.*

A storehouse is often furnished for keeping the boats.

3. The hills.

There are certain hills where coasting is usually permitted.

4. Fields for games.

Nearly all modern parks make provision for the following:

a. Baseball diamonds.

(1) A permit is required as a rule.

(2) The permit allows for the use of the field at certain hours one or more days a week.

(3) If no permit is required, these fields are often dangerous from the number of games going on.

(4) Should be guard in charge, otherwise there is apt to be trouble from rowdies.

(5) Teams of small boys usually need an adult with them to protect their play.

b. Football field.

c. Tennis grounds.

In some places nets are furnished and rackets may be rented. In others the players must furnish everything.

d. Bowling greens.

NOTE. The remarks about permits, etc., for baseball, apply to all of these games.

5. The park waters.

Uses of:

a. Boating.

Boats may be rented, often at cost.

b. Swimming.

Infrequent in this country, though common abroad. There should be much more.

c. Skating.

The most general use of the park waters.

d. Hockey and curling.

Special courts are provided in some cities.

B. Administration of the Park.

1. A main city department, usually under a commissioner.
2. Employing a superintendent of parks, landscape architects, laborers, guards, and sometimes its own police force.
3. Often has charge also of the municipal playgrounds.

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IX. BATHING BEACHES AND SWIMMING POOLS.

Bathing beaches may or may not be under the same control as the playgrounds, but in any case frequent trips to them are desirable.

A. Bathing Beaches.

1. Location—at the seashore, on the lake or river-side.
2. Operated during summer only.
3. Provision for children.
4. Bathing suits, fee usually asked.
5. Administration of.

B. Floating Baths.

1. Condition of water, often unsatisfactory.
2. Conduct of, hours, men and women, etc.

C. Swimming Pools.

1. Connected with schools or public gymnasiums.
2. Municipal pools.
3. Regulations in regard to use of.
4. Administration of, operated all the year.

D. *Free Places for Swimming.*

The playground director should know the location of all these facilities and send or take children to them if they are not furnished in the playground.

(See reports of the bath commissions of Boston, New York and Baltimore.)

NOTE. Pools in the playgrounds are treated under municipal playgrounds.

X. PLAYGROUNDS FOR INSTITUTIONS.**A. *Orphan Asylums.*****1. Parentage of children.**

The children may be orphans, half orphans or children of incompetent or vicious parents.

2. Kinds of institutions.**a In form.**

Congregate institutions in the city and country, and the cottage system in the country.

b. In religion.

Jewish, Catholic, and Protestant.

3. Education.**a. Schools connected with the institutions.****b. Public schools.****4. Activities of children.****a. Doing the actual domestic work of the institution.****b. Gardening.****c. Industrial or trade work.****d. Play.****5. Playground facilities.****a. In city institutions.****b. In the country.**

NOTE. Many of the new institutions have admirable facilities, but there is a general lack of supervision and leadership.

6. The institutional child.**a. Restricted life.****b. Lacks the affections of the family.**

- c. Lacks the constant stimulus of many-sided contact with life.
- d. Living a life of routine, he usually lacks initiative.
- e. He lacks the ideals and constant stimulus to effort that comes from intimate contact with adults.

The best remedy for these conditions is the intimate fellowship of the well directed playground.

- 7. Support of the institutions.
 - a. Payments by parents.
 - b. Endowments and contributions.
 - c. State aid.
- 8. Management of the institutions.
 - a. Officers.
 - b. Hygiene.
 - c. Discipline.

B. *Reformatories.*

Institutions with the added idea of delinquency. The children are committed by process of law. Their freedom of range is restricted. They are older in general than the children in orphanages.

Inmates are committed for various offences indicating a lack of unselfishness and team spirit. The best cure is the team game.

Actual conditions:

- 1. Strict discipline.
- 2. Facilities for play.
- 3. Play direction.

C. *Institutions for the Deaf and Dumb.*

- 1. Nearly everything said about the orphan asylum applies.
- 2. Children are now taught to speak.

D. *Institutions for the Blind.*

- 1. Contain many children who are only partially blind, who can see well enough to play basket ball, etc., if not baseball.
- 2. The totally blind may take part in certain forms of athletics, but can play only quiet games.

E. *Institutions for Epileptics.*

During normal periods these children can be treated very much the same as other children in all their play activities and an epileptic colony will be the same as an orphan asylum, but the director must have a good general idea of epilepsy and the cause of attacks.

F. *Playgrounds for the Feeble Minded.*

Children can understand only the simplest games, but play gives them a much needed stimulus and should be made as exciting as possible.

(See Report on Play in Institutions of the Playground Association of America.)

**XI. DEPARTMENTS AND ORGANIZATIONS CONTROLLING PLAY-
GROUNDS.**

A. *Public Departments.*

1. The board of education.

- a. Organization of.
- b. Method of supervision.
- c. Method of handling the funds.
- d. Method of purchasing supplies.

2. The park department.

- a. Organization of.
- b. Method of supervision.
- c. Method of handling funds.
- d. Method of purchasing supplies.

3. Miscellaneous departments.

These include health department, department of public works and various others.

4. Playground commission.

This seems to be the form toward which we are tending.

- a. Appointed by the mayor.
- b. Often chosen to represent various city departments.
- c. Usually unpaid.
- d. Method of handling funds.
- e. Purchasing supplies.

5. A state playground department.

There are none at the present time, but their formation is sure to come if state laws are to be enforced.

B. *Private Organizations.*

The work is under some private organization at first in almost every city.

1. Playground associations.

a. Organization.

b. Promotion of the idea.

c. Raising money.

d. Administration.

2. Women's and mothers' clubs (Pittsburgh).

A brief account of.

3. Civic associations.

A brief account of.

4. The settlements, pioneers.

Usually back-yard of the settlement for the small children.

5. Churches.

Usually for the children of the Sunday school.

6. Boys' clubs.

Usually for their own boys, but not always exclusively.

7. The Y. M. C. A.

Very active just now through the county secretary and others.

8. Miscellaneous agencies, including department stores, hotels, etc.

XII. ALLIED MOVEMENTS.

Much the same training is required of some of the workers. Their coöperation may be expected.

A. *Boys' Clubs.*

General equipment often consists of:

1. Gymnasium.

2. Swimming pool.

3. Rooms for games.

4. Club rooms.

5. An outside playground or field of some kind.
6. Summer camp.

Work is mostly done at night for boys in the teens under a superintendent.

B. *Fresh Air Movement.*

1. A charitable movement carried on by churches and various fresh air societies.
2. Season—for the summer only.
3. Time—children usually stay only one or two weeks.
4. Age of children—usually young, often accompanied by mothers.
5. The camp is generally provided with a playground and swimming pool.

D. *Municipal and Other Camps.*

1. Municipal, same as fresh air movement except that it is public.
2. Private camps.
 - a. Camps of private schools.
 - b. Temporary summer camps for athletic and other purposes.

NOTE. These camps are mostly expensive, but are increasing very rapidly and seem likely to have a great future.

D. *Settlements.*

Carry on nearly the same work for boys and girls as the boys' clubs carry on for boys.

E. *Institutional Churches.*

They usually have a gymnasium and summer camp and sometimes a swimming pool.

F. *Young Men's Christian Associations.*

1. Have gymnasiums, swimming pool, athletic grounds which may often be used by the playgrounds on occasions, also a summer camp.
2. The Y. M. C. A. is at present inclined to do all it can to promote the playground movement.

SYLLABUS SIX

THE PRACTICAL CONDUCT OF PLAYGROUNDS

CONTENTS

Introduction.

- I. What Is a Playground?
 - II. Spirit and Aims in the Conduct of Play.
 - III. Activities: Gymnastics, Games, Athletics, Dancing, Industrial Work, Gardening, Storytelling, Music, Miscellaneous.
 - IV. Organization and Management of Activities.
 - V. Care of Supplies and Ground.
 - VI. Discipline.
 - VII. Dealing with Parents.
- Appendix.

INTRODUCTION TO SYLLABUS

Knowledge of and expertness in the practical conduct of playgrounds is the essential requirement for playground directors. The Committee has sought to organize in this course the necessary technical knowledge and to indicate the method in which the requisite skill can be acquired.

In order to do this it has endeavored to outline in detail the fundamental purposes and problems of the playground, and to show ways in which these purposes may be achieved and the problems satisfactorily solved.

The material is of such nature as the director needs who is seeking to make of his playground a social force.

Especial emphasis is laid on the social and moral opportunities of the play leader to direct the formation of right habits and high ideals of conduct.

The generic term "he" is used throughout to refer to the playground director, but it is expected in the main that a woman director will have charge of the girls and the younger boys and that a man director will have charge of the older boys; consequently the kindergarten and ring games, occupation work and storytelling will fall mostly to the woman director, whilst the man director will generally have charge of the athletics, team

games and contests; but the requirements of the playground are such that it is highly desirable that both the man and the woman director should have a good general knowledge of all the activities of the playground.

I. WHAT IS A PLAYGROUND?

A. *The Physical Space.*

A playground a place to play.

Inadequacy of the idea. Children do not come. Does not secure the desired results. Land is too costly in our great cities to be used at less than its maximum efficiency.

B. *The Equipment.*

A playground consists of an open space equipped with swings, see-saws, giant strides, slides, merry-go-rounds, tether poles and sand bins for the younger children; outdoor gymnasias and equipment for athletics and games of older children. Such a playground does not secure the attendance of the children and may be a public nuisance.

C. *Supervision.*

A playground is a piece of land in charge of a play director.

Supervision is necessary in order:

1. To make the playground a social force.
2. To secure the attendance of the children.
3. To give every one a fair chance.
4. To keep it out of the hands of gangs and prevent it from becoming a public nuisance through its noise and disorder and a social menace through its ideals and examples.

Space, equipment and supervision are all necessary to the playground idea in its perfection, but the first and the last are absolutely essential in order to secure the results aimed at in this course. The type here considered is the general type

with all activities, but what is said applies to all playgrounds so far as they have these activities.

II. SPIRIT AND AIMS IN THE CONDUCT OF PLAY.

A. *The Social Opportunity.*

The director has the real boy and girl to deal with. They are forming habits of honesty or cheating, fair or foul play, generosity or selfishness, politeness or rudeness, determination or vacillation, in all their activities. He has a thousand opportunities to direct habit every day. The children will learn their spirit and method of play largely from him. He is sowing his personality broadcast, and should be careful of the type.

B. *Personal Methods.*

1. The director should try to know many children by name.
2. He should be friends with as many as possible.
3. Any prowess or art that he may possess will increase the effectiveness of his example in everything; conversely, any ignorance of rules or inability to take part effectively in playground activities will diminish his influence in everything.
4. He should be sympathetic.
5. He should take an interest in all the experiences and plans of the children.
6. He should try to help them in all their right endeavors.

C. *General Ends to be Secured.*

1. Health.
2. Physical strength.
3. Organic strength.
4. The development of a maximum of energy.
5. The happiness of the children.

D. *Social Ends to be Attained.***1. Cleanliness.**

- a.* Outsiders are apt to judge the playground by the appearance of the children; parents decide in this way whether to send their children there or not. Girls especially do not like to play with children who are very dirty. There should be some provision for washing.
- b.* The director should speak to and caution the children who are careless in this matter.
- c.* He should not choose such children for leaders.
- d.* He should have an occasional military inspection of his teams and try to get the captains to take pride in the appearance of their men.
- e.* Choose some one for some preferment occasionally, because he looks so "neat".

2. Politeness.

- a.* This is very effectively taught without great effort in the playground. The children will learn much from imitation of the teacher. They are apt to think at first that politeness does not apply to play, so the lesson is all the more needed.
- b.* The director must be polite to the children.
- c.* He must use polite expressions in all games; nearly all the ring games have opportunities in this direction.
- d.* He must insist on politeness to himself and on politeness to all officials and opponents at meets on penalty of disqualification. Children will need instruction, as they will not know what politeness requires.

3. The formation of friendships.

The friendships of children are formed mostly in play. The director should check the forward, obstinate, selfish ones, and help them to be good comrades and generous competitors. The backward and diffident children should be

encouraged and drawn into the games. A spirit of friendliness is essential to the success of play and it is one of the most valuable kinds of training that the playground can give.

4. Obedience to law.

The director should get the children to live up to the rules of the game because they are the rules, and it is the sportsmanlike thing to do, rather than from fear of penalties. The law of the game is the essence of all law to the boy, and the playground is the place to teach him to be law-abiding.

5. Loyalty.

a. The director should try to secure loyalty in all his teams. It is the boy's first step in unselfishness and almost the same to him as patriotism is to the citizen.

b. He should create loyalty to the ground.

(1) By holding competitions with other playgrounds, and getting as many children to enter into the spirit of it as possible.

(2) By arousing local pride by keeping the ground always in order, with the litter always picked up, the apparatus in repair, the grass cut if there is any.

(3) By various local insignia which serve as a basis for the attachment of the spirit of loyalty. Some of these are a playground button, a banner, a uniform, colors, a yell.

Loyalty should never be so partisan as to obscure the rights of opponents or the courtesy due them. Each should respect the loyalty of the other and the obligations it imposes. Loyalty should not be of the blind sort that follows the lead of the gang into all sorts of excesses.

The attitude of the director is apt to determine the attitude of the children. He

must be especially careful of what he does and says at tournaments on this account.

6. Justice.

- a. The director should preach and enforce the "square deal" until it becomes a habit.
- b. Large children must not take things away from small ones.
- c. Children must take their turns on coveted apparatus.
- d. Children must give up the coveted position when they have held it a fair length of time.
- e. In games they must not try to annoy their opponents.

7. Honesty.

There are many tendencies and opportunities to be dishonest in all games. The director should be so severe with cheating that honesty will be the best policy.

8. Truthfulness.

In tournaments there are very strong temptations to false registration from different grounds, under false ages, and from non-amateurs and "ringers". Disqualification is the one consistent and effective punishment for all these, and it is the most effective lesson in truthfulness that can possibly be given.

9. Determination.

There are many children who try a game or "stunt" once or twice and then give up if they are not successful, who are discouraged if their opponents get a large score against them and want to stop the game. There is no other opportunity of equal value in teaching the will to succeed against obstacles or odds. The director should encourage them to keep trying.

III. ACTIVITIES.

The director should be an expert in the use and direction of all playground activities, especially those involving the use of the standard apparatus for play

and gymnastics, the usual plays and games, athletics, dancing and the simpler forms of industrial work.

He should receive thorough training through personal instruction in and practice of all these activities throughout his course. He should also have at the same time frequent practice with children under playground conditions.

At all times he must differentiate sharply between the use of these activities in the playground and the school. His training should cover especially the more important difficulties to be met on the playground in the conduct of various games.

Instruction in plays and games should involve:

1. A presentation of the central idea of the game; the mental, moral and physical factors involved; the predominant effects; its dangers; the rules and the reasons for them, etc.
2. Playing the game with other teachers, so as to acquire the spirit and rules of the game.
3. Playing the game with children.
4. Teaching and supervising the game played by children.

A. *Gymnastics.*

Gymnastics should be much less formal than in regular indoor gymnasiums and should consist chiefly of the simpler uses of swings, ropes, ladders, bars, rings and poles for climbing, swinging and sliding.

Correct methods of getting on and off, of starting and stopping and of grasping, should be inculcated, in order to minimize the danger of accident from falling off, loosing hold and incorrect landing.

B. *Games, Athletics, and Dancing.*

1. Kindergarten and ring games for little children.
 - a. Children should have thirty or forty games that they play together.
 - b. The director should teach a new game as soon as the children tire of the old ones, but only one at a time; it should be well known before another is introduced.

The following games are recommended:

Oats, Peas, Beans.

Lads and Lassies.

How Do You Do, My Partner?

Dance, Dear Partner Mine.

I See You.

Would You Know How Does the Farmer?

In and Out the Village.

Little Partner, Walk with Me.

Soldier Boy.

In the Spring.

(See larger list in "Education by Plays and Games," by George E. Johnson.)

2. Games for older children.

Most of these involve well defined sets of rules, many of them being the official rules of organizations devoted to their practice. The games should be taught strictly according to the rules.

The director should secure digests of the rules. Post them up. Distribute copies. Employ children as umpires or judges occasionally to stimulate their interest in the rules.

Ignorance of the rules on part of directors is unpardonable.

He should teach the nicer points of play of the various positions and not leave the acquirement of skill wholly to "athletic instinct".

a. Boys' games.

Attention each season should be focused upon a few games, the number to be extended from year to year and as need arises.

A few games, well played, are better than a large number indifferently played. In making a selection of games, those that hold interest for a season should have the preference.

Baseball, basketball, and football are national games. As such they are

played by the American boy in season. The playground should become the center for these activities. Football must be further modified before it is suitable for playground use.

Hockey and shinny have their place in the annual cycle of boys' games. These games should form a part of playground activities.

A "between season" game should be included in the list. It is recommended that prisoner's base and duck on a rock be made playground games.

The following plan is presented to serve as a basis for the study of the problem of games for boys:

(1) For boys from nine to twelve years of age.

(a) Bat and ball games.

Games leading up to baseball.

Three-old-cat.

Long ball. (Playground No. 12.)

Schlag ball. (John Joseph McVey, Philadelphia.)

Hang ball. (Arnold.)

Sit ball. (Playground, Vol. 3, No. 4.)

Punch ball. (Same as baseball, but the fist is used for bat. Use basketball instead of baseball.)

Throw ball. (Same as punch ball, except that the ball is thrown instead of batted.)

Pin ball, etc., etc.

Playground ball. (Spalding.)

Baseball. (Spalding.)

(b) Inflated football games.

Soccer football. (Spalding.)

Modifications, such as hand soccer.

American Rugby football.
(Spalding.)

American Rugby football is undesirable for boys under twelve years old. Where the impulse to play football is strong, informal practice, in which there are no mass plays or interference in front of the runner, may be used to some extent. The following are suggestions for experiment:

Size of ground to be smaller, say 25x30 yards. Boys weighing 150 pounds should not be permitted to play against boys weighing 90 pounds.

Distance to be gained in three downs, 5 yards. No interference in front of the runner. Three passes allowed in any direction.

Use soccer goal. No kick off. Ball to be put into play by scrimmage. Touchdown to count 5 points. A goal kicked or thrown between posts to count 3 points.

(c) Inflated handball games.

Basketball is not a desirable game for boys under twelve. Where there is a demand for the game, however, larger baskets, lower height of goals and a

shorter foul line are suggested. Volley ball (150 Gymnastic Games) and captain ball (150 Gymnastic Games) are recommended as more desirable games for summer use.

(d) Stick games.

Hockey and shinny. (Spalding.)

Mostly scrub.

Fox in the hole.

(e) Racket games.

Tether ball. (Spalding.)

Badminton. (Spalding.)

(f) Prisoner's base. (Playground No. 8.) Duck on a Rock. (Johnson.)

(g) Other games.

Such as ring toss (Johnson), marbles (Newell), tug of war (Spalding), top tag (Johnson), bombardment (150 Gymnastic Games), foot and a half (Spalding), dodge ball (150 Gymnastic Games), center ball (150 Gymnastic Games), scrimmage ball (Spalding), whip tag (Spalding), hand ball (Spalding), etc., etc.

(2) For boys from twelve years on.

(a) Bat and ball games.

Regular.

Playground ball.

Best games from modification of younger boys' list.

(b) Inflated football games.

Regular.

Association or soccer.

Modification of regular or Rugby game.

- (c) Inflated handball games.
- (d) Stick games.
- (e) Racket games.
 - Tether ball.
 - Badminton.
- (f) Prisoner's base. Duck on a rock.
- (g) Other games.
 - See list under item "(g)" for boys under twelve.

b. Girls' games.

For girls under ten or twelve the games should not differ materially from those for boys and should be taught in the same manner.

For girls over ten or twelve the less strenuous team games should be used in moderation. These should include captain ball, volley ball, playground ball, tether ball, tennis and croquet, also certain of the singing and dancing games.

(*Vide* Johnson, "Education by Plays and Games.")

3. Athletics.

a. Running.

- (1) Running gives exceedingly important training, tends to develop the heart and lungs, and cause vigorous perspiration. As large a proportion of the children as possible should be gotten into the contests; but there should not be many, if any, races for girls between twelve and sixteen, and the races for the younger children should be for short distances only. In track racing no boy under thirteen should run more than 100 yards, no boy under sixteen should run more than 220 yards. In cross country running, or hare and hound chases, distances up to two miles may be run by boys be-

tween thirteen and sixteen, if care is exercised in pace making.

- (2) The director should give instruction in the way to start, how far to run and how often in training.
- (3) He should caution about slowing up before reaching the line and looking back.
- (4) The record of the year before should be posted up for the children to compete against. A stop watch is necessary in order to create a strong interest.
- (5) Relays, in which many take part, is the best method to get many children interested in running.
- (6) The heart and lungs of children taking regular training should be examined.

b. Jumping.

- (1) Teach the run, take off, and turn in high jumping; landing, falling forward in broad jumping.
- (2) A place marked off for the standard tests stimulates practice.
- (3) Girls over twelve should jump little, if any, and not at all in competition.

c. Chinning.

- (1) The grasp—ordinary, reverse, combined.
- (2) Form—kicking, swinging, jerking.

4. Dancing.

This is a favorite exercise of girls at all ages.

Suggestions for the director:

- a. Avoid the spirit of the vaudeville.
- b. Teach no solo dancing.
- c. Emphasize the spirit of the dance, enhance its social values.

Include among others the following selected list of folk dances arranged alphabetically according to nationalities of dances:

<i>Nationality of Dance</i>	<i>Name of Dance</i>	<i>Name of Book where Description or Music, or Both, may be found</i>
Bohemian.....	Komarno.....	"Folk Dance Music." "Folk Dances."
"	Strasak.....	"Folk Dance Music." "Folk Dances."
Danish.....	Ace of Diamonds.....	"Old Danish Folk Dances."
"	Dance of Greeting.....	"Popular Folk Games and Dances."
"	Shoemaker's Dance.....	"Old Danish Folk Dances."
English.....	Bean Setting	Morris Dances { "The Morris Book." "The Morris Book." "The Morris Book." "Guild of Play Book of Festival and Dance."
"	How Do You Do, Sir?... }	
"	Laudnum	
"	Bunches.. }	
"	Maypole Dance.....	"Guild of Play Book of Festival and Dance."
Finnish	Bounding Heart.....	"Folk Dances and Games."
"	Harvest Dance.....	"Folk Dances and Games."
Hungarian.....	Csardas.....	"Folk Dances."
Irish.....	Jig.....	"Folk Dance Music." "Folk Dances."
Italian.....	Tarantella.....	"Folk Dance Music." "Folk Dances."
Norwegian	Mountain March.....	"Old Danish Folk Dances."
Russian	Comarinskaia	"Folk Dances for Men." "Folk Dance Music." "Folk Dances."
Scotch.....	Highland Fling.....	"Folk Dances."
"	Highland Reel.....	"Folk Dances."
"	Highland Schottische.....	"Folk Dances and Games."
Swedish Dance	Bleking.....	"Old Swedish Folk Dances."

<i>Nationality of Dance</i>	<i>Name of Dance</i>	<i>Name of Book where Description or Music, or Both, may be found</i>
Swedish Dance	Clap Dance.....	"Old Swedish Folk Dances."
		"Swedish Recreative Exercises for Schools and Play- grounds?"
"	" .Fjalnas Polska.....	"Swedish Folk Dan- ces."
"	" .Oxdans.....	"Old Swedish Folk Dances."
"	" .Reap the Flax	"Swedish Recreative Exercises for Schools and Play- grounds."
"	" .Trollen.....	"The Folk Dance Book."
"	" .Varsouvienne.....	"Old Swedish Folk Dances."
Swedish Song		
Play.....	Carousel.....	"Song Plays."
"	..Hey, Little Lassie.....	"Gymnastic Danc- ing."
"	..How Do You Do, My Partner?.....	"Popular Folk Games and Dances."
"	..I See You	"Song Plays."
"	..Kull Dance.....	"Folk Dances."
"	..Ma's Little Pigs.....	"Folk Dances."
"	..Nigare Polska.....	"Swedish Recreative Exercises for Schools and Play- grounds."
"	..Peter Magnus.....	"Song Plays."
"	..Ritsh, Ratsh.....	"Song Plays."
"	..To-day Is the First of May.	"Song Plays."

Additional Dances, not Folk Dances, but found Desirable.

<i>Name of Dance</i>	<i>Arranged by</i>	<i>Name of Book where Description or Music, or Both, may be found</i>
Chorus Jig	Mr. M. B. Gilbert, Boston, Mass.....	Not published.
Christmas Dance.	Mrs. M. H. Woolnoth, London, England.....	"Guild of Play Book of Festival and Dance."
Dance of the Jumping Jacks.	Mr. Hebbert, Providence, R. I.....	"Gymnastic Dancing for Men."
Lilt	Dr. W. G. Anderson, Yale University, New Haven, Conn.....	"Folk Dances for Men."
Spring Flower Dance	Mrs. M. H. Woolnoth, London, England.....	"Guild of Play Book of Festival and Dance."

(See Report on Folk Dancing, published by the Playground Association of America. Gives selection of best dances classified for all purposes and has a comprehensive bibliography.)

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- CYCLOPEDIA OF GAMES AND SPORTS. J. D. Champlin and A. E. Bostwick. Published by Henry Holt & Company, 34 West 33d St., New York City.
- EDUCATION BY PLAYS AND GAMES. George Ellsworth Johnson. Published by Ginn & Company, 70 Fifth Avenue, New York City.
- AN EDUCATIONAL EXPERIMENT. George Ellsworth Johnson. Published in the Pedagogical Seminary (Vol. 6, p. 513, 1899).

- FOLK DANCING. C. Ward Crampton, Elizabeth Burchenal, Luther Halsey Gulick.
- GAMES AND SONGS OF AMERICAN CHILDREN. Wm. W. Newell. Published by Harper & Brothers, 325 Pearl St., New York City.
- GYMNASTIC STORIES AND PLAYS. Rebecca Stoneroad. Published by D. C. Heath & Company, Boston, Mass.
- HAND BOOK OF THE PUBLIC SCHOOLS ATHLETIC LEAGUE. Luther Halsey Gulick. Spalding's Athletic Library. Published by the American Sports Publishing Co., 21 Warren St., New York City.
- THE HUMAN MECHANISM. Hough and Sedgewick. Published by Ginn & Company, 70 Fifth Avenue, New York City.
- ONE HUNDRED AND FIFTY GYMNASTIC GAMES. Boston Normal School of Gymnastics. Published by George H. Ellis Company, 272 Congress St., Boston, Mass.
- PHYSICAL EDUCATION. Dudley A. Sargent. Published by Ginn & Company, 70 Fifth Avenue, New York City.
- PHYSICAL EDUCATION BY MUSCULAR EXERCISE. Luther Halsey Gulick. Published by P. Blakiston's Son & Co., 1012 Walnut St., Philadelphia, Pa.
- PLAYS AND GAMES. Belle Raynar Parsons. Published by A. S. Barnes and Company, 11 East 24th St., New York City.
- POPULAR FOLK GAMES AND DANCES. Mari R. Hofer. Published by A. Flanagan Company, 255 Wabash Avenue, Chicago, Ill.
- PSYCHOLOGICAL, PEDAGOGICAL AND RELIGIOUS ASPECTS OF GROUP GAMES. Luther Halsey Gulick. Published in the Pedagogical Seminary (Vol. 6, p. 135, 1899).
- REPORTS OF PLAYGROUND ASSOCIATION OF AMERICA. Folk Dancing. Athletics for Boys.
- RULES FOR GAMES. Jessie H. Bancroft. Spalding's Athletic Library, Published by the American Sports Publishing Company, 21 Warren Street, New York City.
- THE STORY OF A SAND PILE. G. Stanley Hall. Published in Scribner's Magazine (Vol. 3, p. 690, 1888).

C. *Industrial Work.*

Industrial work is introduced into the playgrounds not so much for the sake of training as of having another kind of profitable and agreeable occupation for children in inclement weather or when they tire of vigorous play. Children do not want to play all the time; they like to do certain kinds of work.

Through construction work, some boys and girls can be reached when every other avenue of approach to their interests is closed. Thus, opportunity to take machinery apart, as of a clock, and put it together again; to do repairing, and tinkering; to whittle out some trinket, fashion a kite, or rig a boat, will sometimes bring the most unpromising boy within the reach of the higher personal influences.

The purpose is to so organize and arrange this phase of activity that those children who are already interested in construction work and those who would become interested if the opportunity were at hand, may find a place where they may work, materials to work with and some one to guide them. Here again the activities must be adapted to age and sex. They may be roughly grouped as activities which are related to:

1. Helpful work on the playground; constructing and repairing play apparatus and equipment.
2. Nature study; making the necessary articles.
3. Physical training, sanitation, first aid; making the necessary articles.
4. Objects to use, like wearing apparel, etc.
5. Doing things simply for the sake of doing them.

The following are some of the things that may be done:

Drawing and coloring with pencil, brush or crayons.

Paper cutting and folding.

Cutting out pictures and pasting them.

Making scrap books.

Bead work.

Passepartouting.

Simple spinning and weaving.

Plain sewing.

Knitting and crocheting.

Reed and raffia work.

Knots, ties, splices and lashings.

Whittling.

Bent iron work.

Hammocks.

Repairs to equipment.

Covers for balls.

Making new equipment: bean bags, bean bag boards, bridges for marble games, bases for baseball, rackets, toys of various sorts, kites, nets for catching butterflies, boxes for collecting insects, etc., making and rigging little sail boats, making other kinds of boats.

Making articles of apparel: aprons, hats, bloomers, dolls' dresses.

Lessons in simple cooking, setting the table, and waiting on the table.

Collection of odds and ends of machinery, old clocks, etc., to be used for taking apart, cleaning, etc., and to be worked up into toys.

NOTE. It is not expected that all of these things will be done at any one playground. Of these activities, raffia and reed work, crocheting, sewing, and cooking are often taught systematically.

It is well to have the children do as much of the practical work about the playground as possible—to have the boys help to clear the ground and make the tennis and croquet courts, the ball diamonds and the running tracks; the girls to make the baby hammocks, the bases for baseball, covers for tether ball, bean bags and their own aprons and bloomers.

In regard to the more formal work in basketry, raffia and worsteds the following rules may be found helpful to the inexperienced:

1. The director should not give out material without instruction how to use it.

2. He should not, as a rule, give out material for the children to take home.
3. He should not give out material to be carried around the playground.
4. See that the children finish what they begin.
5. Have the children furnish the material for the larger pieces, and allow them to keep them.

NOTE. The better pieces of work find a ready sale, and in some cities there is a practice of having a fair at the end of the season and disposing of the objects made. The proceeds go either to the children, to the playground, or are divided between them.

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INDUSTRIAL WORK FOR PUBLIC SCHOOLS. Holton and Pollins. Published by Rand, McNally & Co., 166 Adams St., Chicago.

ELEMENTARY WOOD WORK. F. H. Selden. Published by Rand, McNally & Co., 166 Adams St., Chicago, Ill.

INDUSTRIAL-SOCIAL EDUCATION. Baldwin. Published by Milton Bradley & Co., Springfield, Mass.

D. Nature Study.

All phases of the nature world are interesting to children and the playground should aim to restore natural conditions and foster natural interests so far as possible.

To this end it is desirable to have as many natural features in the playground as possible and to stimulate interest both in these and in outside nature.

1. Nature study in the playground.
 - a. Some of the natural features that may be made a part of the playground are: trees, vines, grass, flowers, vegetable gardens, and animals for pets. A cage of rabbits, guinea-pigs, doves, etc., will add greatly to the interest.
 - b. In gardening, the common vegetables are usually raised. There are common plots where instruction is given and experi-

ments are tried, but the main work is done by the children on individual plots. Careful instruction should be given in the preparation of the soil, planting, weeding and watering.

c. In the conduct of the gardens, it is well:

- (1) To let each child have his own plot of ground so long as it is properly cared for.
- (2) To raise chiefly the garden vegetables.
- (3) To let the children have all they raise to use or sell.

2. Nature study outside the playground.

- a. The common flowers, grains, vegetables, trees, birds, animals, butterflies, insects and minerals may be studied and collections may be made of most of them for a playground museum. These may be collected on excursions conducted by the director or by the children individually.
- b. It is well for trips to be taken to the Zoo, to the woods if they are accessible and to other points of natural interest.
- c. The children should be encouraged to raise flowers at home in window boxes or in the yard, and to raise vegetables in the back yard, on the house tops or in the windows.

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AGRICULTURE FOR BEGINNERS. Burket, Stevens and Hill. Published by Ginn & Co., 70 Fifth Avenue, New York City.

AGRICULTURE THROUGH THE LABORATORY AND SCHOOL GARDEN. Dougherty and Jackson. Published by Judd Orange Co., 439 Lafayette Place, New York City.

BULLETINS OF DEPARTMENT OF AGRICULTURE: Bulletins 160, 195, 204, Office of Experimental Station; Farmers' Bulletins, L. C. Corbett; Beautifying the Home Grounds, L. C. Corbett; School Gardens, B. T. Galloway.

CHILDREN'S GARDENS. Louise Klein Miller. Published by D. Appleton & Co., 35 W. 32nd St., New York City.

HOW TO MAKE SCHOOL GARDENS. H. D. Hemenway. Published by Doubleday, Page & Co., 133 E. 16th St., New York City.

NATURE STUDY. Frederick L. Holtz. Published by Charles Scribner's Sons, 153 Fifth Avenue, New York City.

NATURE STUDY. Leaflets of Cornell University, Ithaca, N. Y.

NATURE STUDY AND LIFE. C. F. Hodge. Published by Ginn & Company, 70 Fifth Avenue, New York City.

NATURE STUDY AND RELATED SUBJECTS. Jackman. Published by Normal School Pub. Co., 6901 Stewart Ave., Chicago.

PUBLICATIONS: Hampton Normal and Agricultural Institute, Hampton, Va.

REPORTS: Cleveland Home Gardening Association.

E. *Storytelling.*

1. Sorts of stories—Uncle Remus, fairy tales, Greek legends, Bible stories, stories from American history, legends of localities, characters in American history, etc.
2. When told—First period, when it is hot or rainy, when the children are doing their industrial work or are tired.
3. Where—The steps of the school, in the play room, under a tree, in the sand bin, etc.
4. Difficulties—Different ages of the children, noise, interruptions.
5. Must know the story and tell it with animation.
6. The following list of books is suggested as a tentative list:

For the Younger Children

ANDERSEN'S FAIRY TALES. Translated by Mrs. E. Lucas.

- Published by E. P. Dutton & Co., 31 W. 23d St., New York City.
- DONEGAL FAIRY BOOK. Saemus MacManus. Published by Phillips Publishing Co., 341 Fifth Ave., New York City.
- ENGLISH FAIRY TALES. Joseph Jacobs. Published by G. P. Putnam's Sons, 27 W. 23d St., New York City.
- FAIRY TALES FROM THE FAR NORTH. Peter Christian Asbjornsen. Published by David Nutt, 57 Long Acre, W. C., London.
- FOR THE CHILDREN'S HOUR. Carolyn S. Bailey and Clara M. Lewis. Published by Milton Bradley & Co., Springfield, Mass.
- GRIMM'S POPULAR TALES. Edited by Edgar Taylor. Published by Chatto & Windus, Piccadilly, London.
- JUST-SO STORIES. Rudyard Kipling. Published by Doubleday, Page & Co., 133 East 16th St., New York City.
- MORE ENGLISH FAIRY TALES. Joseph Jacobs. Published by G. P. Putnam's Sons, 27 West 23d St., New York City.
- MORE MOTHER STORIES. Maud Lindsay. Published by Milton Bradley & Co., Springfield, Mass.
- MOTHER STORIES. Maud Lindsay. Published by Milton Bradley & Co., Springfield, Mass.
- PICTURE BOOKS. Randolph Caldecott. Published by Frederick Warne & Co., 36 E. 22d St., New York City.
- PICTURE BOOKS. Walter Crane. Published by John Lane Company, 110 W. 32d St., New York City.
- PICTURE BOOKS. L. Leslie Brooks. Published by Frederick Warne & Co., 36 E. 22d St., New York City.
- THE SUMMERS FIRST READER. Maud Summers. Published by Frank D. Beattys & Co., 225 Fifth Avenue, New York City.

For the Older Children

- THE ACHIEVEMENT. Forrest Crissey. Published by Harper & Brothers, 325 Pearl St., New York City.
- ALICE IN WONDERLAND. Lewis Carroll. Published by Macmillan Company, 64 Fifth Avenue, New York City.

- ALICE THROUGH THE LOOKING-GLASS. Lewis Carroll.
Published by Macmillan Company, 64 Fifth Avenue,
New York City.
- THE ARABIAN NIGHTS. Edited by Andrew Lang. Pub-
lished by Longmans, Green & Co., 91 Fifth Avenue,
New York City.
- THE BIOGRAPHY OF A GRIZZLY. Ernest Thompson-Seton.
Published by the Century Company, 38 East 17th
St., New York City.
- BOOK OF OLD ENGLISH BALLADS. Hamilton Wright Mabie.
Published by Macmillan Company, 64 Fifth Ave.,
New York City.
- CUORO: AN ITALIAN SCHOOL-BOY'S JOURNAL. Edmondo de
Amicis. Published by Crowell Publishing Co., 11 E.
24th St., New York City.
- THE DEERSLAYER. James Fenimore Cooper. Published
by Macmillan Company, 64 Fifth Ave., New York
City.
- DON QUIXOTE. Edited by Mary E. Burt and Lucy L.
Cable. Published by Charles Scribner's Sons, 153
Fifth Ave., New York City.
- FANCIFUL TALES. Frank R. Stockton. Published by
Charles Scribner's Sons, 153 Fifth Ave., New York
City.
- HANS BRINKER AND THE SILVER CUP. Mary Mapes Dodge.
Published by Charles Scribner's Sons, 153 Fifth Ave.,
New York City.
- HERAKLES, THE HERO OF THEBES. Edited by Mary E.
Burt. Published by Charles Scribner's Sons, 153
Fifth Ave., New York City.
- IN THE DAYS OF GIANTS. Abbie Farwell Brown. Pub-
lished by Houghton, Mifflin & Co., 4 Park St., Boston,
Mass.
- IVANHOE (Luxembourg Edition). Sir Walter Scott. Pub-
lished by Crowell Publishing Co., 11 E. 24th St.,
New York City.
- JUNGLE BOOKS. Rudyard Kipling. Published by the
Century Company, 33 E. 17th St., New York City.
- KING ARTHUR AND HIS KNIGHTS. Maud Radford. Pub-
lished by Rand, McNally & Co., 166 Adams St.,
Chicago, Ill.

- LAST OF THE MOHICANS. James Fenimore Cooper. Published by Macmillan Company, 64 Fifth Ave., New York City.
- LAYS OF ANCIENT ROME. Thomas Babington Macaulay. Published by Longmans, Green & Co., 91 Fifth Ave., New York City.
- LOBO, RAG AND VIXON. Ernest Thompson-Seton. Published by Charles Scribner's Sons, 153 Fifth Ave., New York City.
- THE MARVELOUS ADVENTURES OF PINOCCHIO. Carlo Lorenzini. Published by Doubleday, Page & Co., 133 E. 16th St., New York City.
- MERRY ADVENTURES OF ROBIN HOOD. Howard Pyle. Published by Charles Scribner's Sons, 153 Fifth Ave., New York City.
- NIGHTS WITH UNCLE REMUS. Joel Chandler Harris. Published by Houghton, Mifflin & Co., 4 Park St., Boston, Mass.
- NORSE STORIES AS TOLD FROM THE EDDAS. Hamilton Wright Mabie. Published by Dodd, Mead & Company, 372 Fifth Ave., New York City.
- ODYSSEUS, THE HERO OF ITHACA. Edited by Mary E. Burt. Published by Charles Scribner's Sons, 153 Fifth Ave., New York City.
- ROBIN HOOD (Poetry). Mrs. Lucy Fitch Perkins. Published by Frederick A. Stokes Co., 333 Fourth Ave., New York City.
- ROBINSON CRUSOE. Daniel Defoe. Published by E. P. Dutton & Co., 31 West 23d St., New York City.
- SONG OF HIAWATHA. Henry W. Longfellow. Published by Houghton, Mifflin & Co., 4 Park St., Boston, Mass.
- STORIES OF THE GORILLA COUNTRY. Paul Du Chaillu. Published by Harper & Brothers, 325 Pearl St., New York City.
- STORY OF KING ARTHUR AND HIS KNIGHTS. Howard Pyle. Published by Charles Scribner's Sons, 153 Fifth Avenue, New York City.
- SWISS FAMILY ROBINSON. Johann Rudolph Wyss. Published by E. P. Dutton & Co., 31 West 23d St., New York City.
- TANGLEWOOD TALES. Nathaniel Hawthorne. Published by Houghton, Mifflin & Co., 4 Park St., Boston, Mass.

- THE SPY (Mohawk Edition). James Fenimore Cooper. Published by G. P. Putnam's Sons, 27 West 23d St., New York City.
- THE STORY OF AB. Stanley Waterloo. Published by Doubleday, Page & Co., 133 E. 16th St., New York City.
- THE STORY OF ROLAND. James Baldwin. Published by Charles Scribner's Sons, 153 Fifth Avenue, New York City.
- THE STORY OF SIEGFRIED. James Baldwin. Published by Charles Scribner's Sons, 153 Fifth Avenue, New York City.
- THE TRAIL OF THE SANDHILL STAG. Ernest Thompson-Seton. Published by Charles Scribner's Sons, 153 Fifth Avenue, New York City.
- WILD ANIMALS I HAVE KNOWN. Ernest Thompson-Seton. Published by Charles Scribner's Sons, 153 Fifth Avenue, New York City.
- WONDER BOOK. Nathaniel Hawthorne. Published by Houghton, Mifflin & Co., 4 Park St., Boston, Mass.
- WONDER TALES OF WAGNER. Anna Alice Chapin. Published by Harper & Brothers, 325 Pearl St., New York City.
- WONDERFUL ADVENTURES OF NILS. Selma Lagerlof. Published by Doubleday, Page & Co., 133 E. 16th St., New York City.

Also all the novels of Sir Walter Scott, ballads such as Paul Revere by Henry W. Longfellow, and similar ballads by Oliver Wendell Holmes, John Greenleaf Whittier, and other authors.

F. *Music—Vocal and Instrumental.*

G. *Miscellaneous Activities.*

Put here anything required by local needs.

IV. ORGANIZATION AND MANAGEMENT OF ACTIVITIES.

A. *Criteria of Success.*

1. The attendance of the children.
2. The extent to which the activities are organized.
3. The loyalty and general spirit of the ground.
4. In general, the degree to which all the ends heretofore enumerated are secured.

B. *Enrollment.*

1. In some cities all the children are enrolled and there is an attempt to keep the attendance of individuals. In most cities there is no enrollment. It takes time, but it is an aid in discipline and in getting acquainted. It is often necessary to know the addresses of members of playground teams and at least this much enrollment should be insisted upon.
2. Nearly all cities make some attempt to keep the attendance. This is usually done by counting the children at certain fixed times or when they go off the ground at noon or night. The forenoon attendance is usually added to the afternoon attendance. In some cities the children are counted at three different times and these numbers added together. Oftentimes the figures given are mere estimates. Since there is every inducement to the director to make this estimate large, the figures for different cities have at present little comparative value. If the purpose is to find how many different children make use of the playgrounds which are open all day, it is not likely that addition of the forenoon and afternoon attendance will give an exaggerated total. If the purpose is to find the average number of children on the ground at all hours of the day, the children should be counted at several different times and an average secured from these.

C. *Selection of Activities.*

1. Work must be adapted to the age and sex of the children, the season of the year, and the size and shape of the ground.
2. Those activities should be chosen in which the most children can take part with pleasure.
3. Avoid those activities that involve much standing still for the crowd while the few are active.

D. *General Organization of Activities.*

1. Programs.

a. General programs.

The director should have a general program which will provide a place for all that he is supposed to do, as gymnastics, athletics, storytelling, industrial work, etc. In general he should have these things at the same time each day, though his program must be plastic. It is customary in many cities to have some sort of opening and closing exercises, consisting, as a rule, of singing, marching and a flag salute. These are usually popular with girls and unpopular with boys.

b. Special programs.

Of more importance than a general program is the special program which is made up each day to cover the special work of the day in organization and coaching of teams and the like. It is necessary to have a schedule for all regular teams so that they may know when they are to play.

c. Exhibitions.

It is very desirable to have exhibition programs every week or so to which the parents should be invited. This increases the interest for the children, gives an entertainment to the neighborhood, creates loyalty, and arouses general interest in the playground. Some of the most successful exhibits of this kind are: an athletic contest, a gymnastic and calisthenic drill, games of the small children, the industrial work, dramatics, singing, a baby show, etc. Get the parents to judge, where they are likely to be impartial.

d. Excursions.

It may be desirable at times to suspend the regular activities of the playground entirely and take the children off to a picnic or on a walk or run or a swim.

2. Aids in organizing activities.

The director will find it a great help in his work if he will select a few of the stronger and more reliable members of the playground as volunteer assistants. It is well to provide these with some special badge or insignia and to give them special privileges. Only those whose personal example will not be harmful should be selected.

3. Use of the apparatus.

a. The swings.

(1) Rules in using.

(a) Little children should use the little swings.

(b) Children should swing themselves.

(c) Girls, at least, should not stand up.

(d) Should not swing high.

(e) Men and boys must be kept away from the girls' swings.

(f) The little children must be kept away from the large swings.

(g) The children may be changed by monitors, by whistle, or by issuing tickets.

NOTE. The swing is one of the most dangerous pieces of apparatus physically and socially in a crowded playground and requires constant watchfulness on the part of the director.

(2) Inspection and repairs.

Necessary to test framework occasionally, and the hooks and splices should be examined every day.

NOTE. In fenced playgrounds, it is customary to leave the swings up at night. In unfenced playgrounds, it is necessary to take them down for the protection of the swings and the neighborhood from annoyance. They are often dragged by the ropes in

taking them to and from the store room, but this soon destroys them. The rope should be wrapped around the board and the swing carried. It is well to have a hook on the end of a pole for putting them up. Where there is a janitor or watchman, he usually does this; where there is none, they are put up by the director or the children.

b. The see-saws.

Rules in using.

- (1) A child must not jump or slide off when the other child is up in the air.
- (2) Must not stand up on.
- (3) Must not bump down so as to make a noise.

NOTE. Children are sometimes hurt by one child jumping or sliding off when the other child is up in the air, or by standing up on and falling off. The people of the neighborhood are sometimes annoyed by a child standing on the see-saw and bumping down first one end and then the other.

c. The teeter ladders.

The children should be instructed in regard to:

- (1) Getting on and off.
- (2) Not sitting on the ladders.
- (3) Girls pinning or fastening their dresses.

NOTE. Unless a child knows when his companion is going to get off the teeter ladder he is apt to get hurt. The ladder should first be brought to a horizontal position. If children sit on teeter ladders, as they will do unless cautioned repeatedly, and the ladder is brought down hard, the child who is up is apt to be thrown off upon his head with serious results. Teeter ladders should not be used in grounds where the girls and boys play together.

There are more accidents from the teeter ladder than from any other single piece of apparatus and it is open to grave social objections. The exercise is good, but it may be a question if it is worth while. Sand, placed beneath, makes it less dangerous.

d. The sand bin.

Rules in using.

PLAYGROUNDS

- (1) Sand must not be thrown.
 - (2) Lunch must not be eaten in the bin.
 - (3) It should be kept free of paper, lunch, etc.
 - (4) The sand should be sprinkled in dry weather.
 - (5) The sand should be changed occasionally; the old sand may be used for jumping pits, etc.
 - (6) The children love to draw and make designs in the sand. The stories that are told may be illustrated in this way.
- e. The giant stride.
- (1) Rules in using.
 - (a) Small children must be kept away from it.
 - (b) The children must be instructed in getting off.
 - (2) Care of.
 - (a) The director must watch the attachments and splices.
 - (b) The director must chain up at night in unfenced playgrounds.
- f. The slide.
- (1) Rules in using.

The director should not allow:

 - (a) Children to come down standing up, or to run up.
 - (b) Small children to go up alone or with other small children.
 - (2) Care of.
 - (a) The director must keep sand at the foot of.
 - (b) Watch for splinters, nails, or screws.
 - (c) See that the steps are safe.
 - (d) Oil with raw linseed oil or wax occasionally.

g. The tether pole.

- (1) The director should make and post up a digest of the rules for the children.
- (2) Have teams of three or five.

NOTE. Only two children can play at once. Number one of one team will play against number one of the other, number two against number two etc.

- (3) Have a good concrete or brick ring around the pole to mark the circle and courts.

NOTE. Tether ball is excellent exercise, but is rather expensive on account of the breaking of the rackets and wearing out of the balls. A permanent ring prevents the breaking of the rackets very largely and makes the game much less expensive.

4. Organization of team games.

a. Aims in organizing teams.

- (1) Work for the team spirit.
- (2) Every child on the playground should be organized into as many different teams as possible. If the same children are on several different teams together, as baseball and basketball, it increases loyalty.
- (3) The ground will reach its maximum of efficiency when all team space is occupied all the time by regular teams, and the free space by others playing other games.
- (4) It is well to make the members of the first teams coaches and umpires for new teams.

b. Advantages of regular teams.

- (1) They become responsible for property, etc.
- (2) They are usable units for playground needs.
- (3) Loyalties are formed.

- (4) They master the games and the best boys coach the poorer ones.
- (5) They practice regularly.
- c. Aids in organizing permanent teams.
 - (1) A team should have a name, and develop pride in its appearance, conduct, and record. It is well to pick out a leader and get him to organize his friends, his block, his school, his club, or anything he is connected with.
 - (2) To get them to practice at some regular time and if possible start a tournament on the ground.
 - (3) A uniform, a yell, a pin, or a badge will help.
 - (4) Regular teams should be given certain privileges.
 - (5) An advisory council of captains is an advantage.
 - (6) The captains should be encouraged to master the rules.
 - (7) The captains should be made responsible for the eligibility of their teams.
 - (8) It will be a help if you will furnish the members of regular teams with a button with the name of the club on it. It is still better to have the club do it. These will cost four or five cents apiece.

5. Tournaments and contests.

The value of the tournament may be well measured by the percentage of children who are drawn into the contests. The danger is that the director will give his time to the training of a few children who are already proficient, and who may become prize-winners. In order to avoid this, it is best to make use of some form of athletic test such as that of the Public Schools Athletic League of the City of New York, where the award is not competitive, but

depends on the child acquiring a certain degree of proficiency, each child passing this test being counted in the score of the ground. Tournaments are valuable just in proportion as they secure training. They have no value to the children as tests of ability. In order to secure training the tournaments should be arranged at the beginning of the season and training begun immediately. Every child should be required to make a certain number of points in preliminary contests before he is allowed to compete in a final. These preliminaries should be so arranged that the child must begin to train early in the season.

a. Objects.

To secure vigorous training, create permanent interests and loyalty to the playground, increase the attendance, interest the parents, give publicity to the movement, get the children to coöperate with each other and compete with others without quarreling, and *teach the laws of clean sport.*

b. Tournaments on the home ground.

These should be conducted in as great a variety of events as possible and the score from week to week should be kept.

c. Eligibility of contestants.

- (1) Age, height and weight limits.
- (2) Amateurs, novices, juniors and seniors.
- (3) Penalty for false registration—disqualification for the season if intentional. Team disqualified if a single contestant is not eligible.

d. Treatment of opponents.

- (1) The director should talk with the children and especially with the team members about the *treatment of visiting teams* and their conduct on other grounds.

- (2) They must not *dispute decisions* or be impudent to umpires.
- (3) Must not cheer *opponent's mistakes*.
- (4) Must not try to *annoy* the other side in any way.
- (5) *Give cheers for each other* at the end of the game.
- (6) The directors must themselves be very careful about all these things.

e. Preliminaries.

- (1) The parents should be invited to attend through the papers and the children, and should be cautioned about setting a good example in deportment.
- (2) The press should be invited to send representatives.
- (3) The attendance of one or more policemen should be secured. This is necessary both for the sake of keeping the crowd back and to quell disorder if any should arise.

f. Organization and management of contests.

- (1) The director of the home ground must see that everything is in readiness for all events before the visitors arrive.
- (2) He must take such measures as are necessary to see that spectators do not crowd in on contestants.
- (3) He must furnish a sufficient number of helpers to insure the proper conduct of the meet. (Parents love to assist in minor positions.)
- (4) Officials must watch the starts, especially of the relays, and see that no one gets off before the time.
- (5) The playground banner should be taken to all tournaments.
- (6) Every event should be begun on time whether the children are there or not.

- (7) Lateness should be deducted from the score.
- (8) If there are contests for boys and girls, these should go on simultaneously.
- (9) Enough events should be carried on simultaneously so that the tournament can be finished in good season. If the children are kept until dark, trouble is always probable.
- (10) Prizes should not be awarded at preliminary tournaments. Wait and see if there are protests. Make an occasion of giving out prizes.
- (11) Full reports of meets should be sent to the playground office.
- (12) The scores should be sent to the papers and posted up on the playground.
- (13) The playground should be kept open while the director is away at the meet by the janitor, volunteer or other worker.

g. Rewards.

There is thus far so little interest in individual athletic achievement that it is usually necessary to offer a series of prizes as rewards. These may be:

- (1) Ribbons, to be competed for in home grounds.
- (2) Buttons to be competed for in preliminary meets.
- (3) Medals and banners to be competed for in final meets.
- (4) Money prizes or valuable gifts (very objectionable).
- (5) The oak crown and embossed diploma, as in Germany.
- (6) Honor.

Better than a contest for a prize is a contest for honor. The playground director should seek

constantly to make the real prize the honor of winning. In order to do this an appreciation of the value of athletics must be created in the community and among the children. This can be done:

- (a) By showing the athlete a certain respect in the playground.
- (b) By printing an account of all contests in the papers and giving the names of all winners.
- (c) By taking the pictures of successful athletes and putting them in the papers and displaying them in the field house. This is easily overdone, and care is necessary.

In order to facilitate entries, score keeping and making reports, it is wise to have regular forms printed for these purposes. To secure good conduct at meets, make conduct count in the score. (See Appendix to Syllabus.)

h. Forms of tournaments and contests.

- (1) Badge test. (Public Schools Athletic League of the City of New York.) A test adopted in many school and playground systems.

1st Class—Boys 95 lbs. or under (or under thirteen years): Chin-ning, 4 times; broad jump, 5 feet 9 inches; 60-yard run, 8 $\frac{3}{4}$ seconds.

2d Class—Boys 115 lbs. or under (or under fifteen years): Chin-ning, 6 times; broad jump, 6 feet 6 inches; 60-yard run, 8 seconds, or 100-yard run, 14 seconds.

3d Class—Boys of unlimited weight (or over fifteen years): Chin-ning, 9 times; high jump, 4

feet 4 inches; 220-yard run,
28 seconds.

A boy accomplishing the standards set for all three events in his class receives a badge or other emblem indicative of this achievement.

Groups compete against each other by comparing the percentage of the membership of each group able to accomplish the standards set in any given class.

(See Appendix to Syllabus.)

- (2) Group or class athletics. (According to practice of W. J. Ballard of New York Public Schools.)

With several teams or groups within a playground, each endeavors to establish a better record than the other in any given event.

One playground competes against another in some manner, the number of participants being a given proportion of the total number enrolled.

(See Appendix to Syllabus.)

- (3) Group tournament.

Within a playground are organized two or more groups including, if possible, every boy.

Three or more events, as playground ball, volley ball, quoits, athletic events.

Each group competes against each other group in each event. Points are awarded for various events in proportion to number on a team and the skill and work involved. A group score is the sum of all the points made by all its teams.

(See Appendix to Syllabus.)

- (4) Track and field meet.

Divide boys roughly by age—
Juniors under sixteen, seniors over sixteen. Subdivide by weight—
Juniors: 80 lbs. or under, 95 lbs. or under, 115 lbs. or under, unlimited. Seniors: 115 lbs. or under, 135 lbs. or under, unlimited.

Give each class events suited to its age and weight.

Limit juniors to one event, seniors to two.

Score points in order of finish in the various events—5 for first, 3 for second, 2 for third, 1 for fourth. Give double points for relays.

4. Games for adults.

Whenever it is possible there should be some part of the ground set aside especially for adults.

There should be provision in this space for quoits, hand ball, long ball, indoor baseball, volley ball and tennis.

V. CARE OF SUPPLIES AND GROUND.

A. *Supplies.*

1. Supplies should be kept under lock and key, either in a box or store room.
2. Children should not be sent for supplies unless very well known.
3. It is necessary to prevent things from being stolen, both for the sake of the things and the children.
4. An account should be made to the office of all supplies received and what happens to them. Worn out material should be returned with the request for new supplies.
5. It is best to have the children repair what is broken and replace what is lost.
6. More supplies should not be given out until a lost article is found.

B. *The Ground.*

Everything about the buildings and grounds should be kept as clean and neat as possible. Especial care should be taken about writing in toilets and playground buildings. It is sometimes well to have a sanitary squad to look after these things.

VI. DISCIPLINE.

Absolutely necessary if the playground is to be a good rather than an evil influence. The director must insist on being obeyed.

A. *Fundamental Considerations.*

1. Smoking, swearing, yelling, using insulting language, disobedience, obscenity, destructiveness, stealing, and improprieties between sexes are the chief forms of misconduct.
2. Undoubtedly all these evils tend to increase in an unsupervised playground that calls together large numbers of children. Likewise they tend to diminish rapidly with a playground that has the right spirit and direction.
3. There are more of these evils ordinarily in the lives of children than most people realize, and the playgrounds are sometimes held to be responsible for street conduct and language which they are decreasing but have not yet eliminated.
4. There is especial need of watchfulness in the relations of the sexes; the undercurrent of sex feeling is stronger with children than adults usually realize and the number of children in the congested parts of a great city who grow up in pristine ignorance and innocence in these matters is small. Yet any slip in language, gesture, or conduct is sure to be charged to the playground. The only preventive for much of it is to keep a high tone to the whole ground and trust that this general spirit will sooner or later leaven the playground and the neighborhood.

B. *Opening of a New Playground.*

1. All problems of discipline are more serious in the beginning.
2. It is often necessary to have a policeman stationed at the playground at first.
3. The difference between the conduct on a new and an old playground is the best index of the success of the system.

C. *Helps in Discipline.*

1. The spirit of the ground and the organized teams.
2. The office, in case of a chronic condition.
3. The janitor or watchman.
4. The passing or regular policeman.
5. Sometimes a system of self-government.
6. The police station, in case of unruly gangs.

D. *Forms of Punishment.*

1. Excluding from games or teams.
2. Notifying parents.
3. Arrest, in case of vicious misconduct.
4. Excluding from the ground permanently in case of loose girls or boys.

E. *Methods.*

The disciplinarian is born not made, but the secret in the playground lies largely in an attitude of firmness and expectation of being obeyed. The director must check the disorder the moment it appears, keep the children too busy for mischief, create personal regard for himself, remember he has law and order behind him and be absolutely fearless. Often the most effective method is to get such a spirit in the ground that misconduct meets with social reprobation.

VII. DEALING WITH PARENTS.***General Considerations.***

1. It is well to try to get the parents and the whole community interested in the playground and its activities. The presence of some of the mothers on the playground is a great social safeguard.

- a. Get the parents to assist in the improvements going on.
 - b. Get them to serve as officials and judges in minor matters.
 - c. Refer cases of discipline to them occasionally.
 - d. Take pains to be courteous to them and explain the purposes of the playground.
2. There are apt to be sick or nervous people who resent the noises, or perhaps balls, from the playground. The director should try to keep these disturbances at the minimum and do what he can to pacify any such person. In case of sickness in the neighborhood, noisy games should be stopped.

APPENDIX TO SYLLABUS

- I. Class Athletics.
- II. Group Athletics.
- III. Track and Field Meets.

(*From Rules of Public Athletic League, Baltimore*)

I. CLASS ATHLETICS.

- A. For *Group Competition* the following is a sample:

Chinning	} One or two events a month.
Standing Broad Jump	
Running High Jump	
Running—60 yards—juniors	
75 yards—seniors	
Potato Race—2 potatoes—juniors	}
4 potatoes—seniors	

- B. To determine the *Group Record*, the total elapsed time in running, or the sum of all the individual records in jumping, shall be divided by the number of required participants, and the average found will constitute the record for that group.

To establish a group record in any *running* event, not less than 75 per cent. of the enrolled members of the group must participate. No running record can be made by a less number of participants.

In *chinning and jumping* less than 75 per cent. may actually participate, but in such case the aggregate records of the participants shall be divided by a number corresponding to 75 per cent. of the enrolled membership.

- C. In the *Conduct of Group Competitions* the regular rules for the chinning and jumping events shall be followed, except that there shall be no finals nor jumping off of ties. In running (60 and 75 yards) the events may be conducted as a "Shuttle Relay", or as follows:

The contestants are lined up at the scratch in the order they are to run, with a judge in charge to supervise the starting. The starter, who may also act as timer, shall stand at the finish line. He shall start the runner by waving a flag or similar object. As the runner approaches within five yards of the finish line the starter shall raise his flag, which will be the signal for the next runner to "set", and as the runner comes abreast the finish line the starter shall swing his flag downward as a signal to the next runner to start, and so with each runner. The time shall be taken as the last runner crosses the line. The time may be taken with an ordinary watch, in which case the start should be made when the second hand is at the 60 mark. Official records must be taken with a stop watch.

- D. In *Determining Championships* in any group competitions, the test shall be made by each playground director and reports shall be made to the supervisor on blanks provided by him.

The playground reporting the best record in a group competition shall be officially tested, and if the record obtained at the official test is better than any other reported test, the championship in the event tested shall be awarded to that playground. If, however, in the official test it falls below other reported tests, it will be tested in the order of their reported standings until a playground is found official record of which is higher than any other reported or official record.

A trophy may be awarded to the successful playground and badges to the members participating in the test.

II. GROUP ATHLETICS.

Sample Program for a "Team Game" Tournament

A. *Classes and Events.* Open to all registered on or before August 6th.

80 lbs. and under.	95 lbs. and under.	Jr. Unlimited.	Sr. Unlimited.
Long Ball	Playground Ball	Playground Ball	Playground Ball.
Volley Ball	Volley Ball	Volley Ball	Volley Ball
Dodge Ball	Dodge Ball	Dodge Ball	Dodge Ball
Relay Race—	Relay Race—	Relay Race—	Relay Race—
Each boy to run 40 yds.	Each boy to run 50 yds.	Each boy to run 75 yds.	Each boy to run 100 yds.

Teams: Teams shall consist of 10 regulars and 2 substitutes in long ball and playground ball and 6 or 8 men in volley ball.

No boy may play on more than one of the above named teams. The combined long and volley ball teams in the 80 lb. class, and the combined playground ball and volley ball teams in the 95 lb. and the senior and junior unlimited teams, shall constitute the dodge ball and relay teams of their respective classes.

B. *Group Athletic Badge Test.*

On the final date will be held the Badge Test, open to all members of the Outdoor Section (boys who have registered an attendance of not less than 12 times and received the button of their playgrounds).

The classes and events are:

1st Class—Boys 95 lbs. and under.

Chinning the Bar.....4 times

Standing Broad Jump...5 ft. 9 in.

Running 60 yards.....8½ sec.

2d Class—Boys 115 lbs. and under.

Chinning the Bar.....6 times

Standing Broad Jump...6 ft. 6 in.

Running 100 Yards.....14 sec.

3d Class—Unlimited weight.

Chinning the Bar.....	9 times
Running High Jump.....	4 ft. 4 in.
Running 220 Yards.....	28 sec.

C. Scoring.

Points will be awarded the winning teams in each "game" as follows:

Playground Ball	20
Long Ball.....	20
Volley Ball.....	20
Dodge Ball.....	10
Relay Race.....	10

Ten (10) additional points will be added to the total score of a playground after each day's play if the conduct of its members has been satisfactory. The home teams are responsible for the conduct of spectators.

Ten (10) points shall be deducted from the total score of a playground for each game lost by default.

The playground qualifying the largest percentage of its button men in any one event of the Badge Test will score 50 points; second, 30; third, 20; fourth, 10.

The playground qualifying the largest percentage of its button men in all three events will score an additional 100 points; second, 60; third, 40; fourth, 20.

Maximum points possible in Badge Test equals 250 points.

These points will be added to those gained in the team games, the total number to determine the winner of the outdoor P. A. L. championship trophy.

D. Team Trophies.

A championship trophy should be awarded the playground whose teams win the largest total number of points during the tournament.

A championship pennant should be awarded to the championship team in each event.

E. Individual Trophies.

To the members of the championship team in each class in long ball, playground ball and volley ball, a P. A. L. championship die medal should be awarded.

To the members of the championship dodge ball and relay teams, trophies emblematic of the championship should be given.

For the Badge Test—Those qualifying in all three points of their class should receive the P. A. L. die badge test button.

III. TRACK AND FIELD MEETS.

A. Athletes shall be classified generally as juniors and seniors. Juniors are those enrolled in junior classes or clubs, and seniors in the senior classes or clubs, under the direction of the Public Athletic League of Baltimore.

B. Juniors shall be classified by weights as follows:

Special.....	not over 70 lbs.
Midget.....	80 "
Light weight.....	95 "
Middle weight.....	115 "
Unlimited.....	any weight.

Seniors shall be classified by weight as follows:

Light weight	not over 115 lbs.
Middle.....	135 "
Unlimited.....	any weight.

C. An athlete will be weighed in athletic costume, minus shoes. One shall be allowed to weigh in a second time in any set of games in case he is found to be over weight at the first weighing. The scales will be set at the weight specified for each class, and any competitor raising the beam so that it touches above shall be ineligible to compete. The average weight of teams will not be taken for teams. Athletes found to be too heavy for the class in which they enter will not be allowed to compete in any other class.

SYLLABUS SEVEN

ORGANIZATION AND ADMINISTRATION OF PLAY-
GROUNDS

CONTENTS

Introduction.

- 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. Conduct of the Playground Office.
- IX. The Training of Teachers.
- X. Selection of Teachers and Planning of Work to be Under-
taken.
- XI. Tramps and Excursions.
- XII. Relations with Parents and Other Departments.
- XIII. Promotion of the Movement.
- XIV. Securing the Funds.

INTRODUCTION TO SYLLABUS

This syllabus is intended to give a comprehensive view of the problems involved in the construction, organization, development and conduct of a system of playgrounds. It seeks to indicate the solution of the various problems as suggested by the experience of supervisors and playground officials throughout the country. It is the work of the playground supervisor and the most advanced course offered. A part of it is intended for individual study in the preparation of theses, etc.

I. PERSONAL RECREATION.

The education of every person should include some preparation for the right use of his leisure, and some instruction in ways of throwing off worries and recovery from fatigue. On this will largely depend both personal happiness and personal efficiency.

For the teacher, some rational plan of recreation is especially desirable, in order that he may recover from the worries and strains of the schoolroom and become a strong personal influence in the community by entering into the sports both of the children and the adults.

The following are submitted as tentative principles to be regarded in personal recreation:

1. Every one will achieve more in the work of life, will do work of a higher character, will be a better companion and friend, if a part of his time is devoted to leisure, than he will if it is all devoted to work.
2. The amount of recreation required depends on the strenuousness, monotony and length of hours of labor, with accompanying mental strains and worries on the one hand, and the strength and recuperative powers of the individual on the other.
3. Recreation should be so engrossing as to lead to complete forgetfulness of past or future tasks and worries.
4. Where the work is very hard, but reasonably varied and interesting, the recreation needed will be of a very quiet kind, if it is not absolute rest.
5. Where the work is light but uninteresting and monotonous, the recreation should be of a vigorous kind and such as to suggest new thoughts. It may take the form of a new kind of work.
6. In order to resist the insistent demands of work, every man should acquire during his education an enthusiastic interest in some sport.
7. In order to keep the mental and bodily life fresh and vigorous, and the joy of life as an abiding presence, every one needs:
 - a. One or two hours of recreation every day.
 - b. A half-holiday every week.
 - c. One or more longer vacations during the year.
8. The long vacation should be planned to supplement the weaknesses and deficiencies in exercise and experience of the remainder of the year.
9. The recreation system of any city or country should be planned so as to give its people adequate relief and refreshment from the strain of their daily occupations.

NOTE. It is suggested that this subject be given out to the students for personal study; that each one be asked to bring in an account of his own recreations as a child and as an adult, and that these be studied in regard to their adequacy and appropriateness for personal needs; also that each student be asked to devise:

1. A model program lying within the range of his means for a working day, a week, a year.
2. Also model programs of recreation for a physical trainer, a teacher, a doctor, a clergyman, a farmer.

II. A STUDY OF GENERAL RECREATIONAL FACILITIES.

The first step in the organization of a system of playgrounds should be a study of the recreational facilities which the country or city already affords. Where and under what physical and social conditions are the children and adults getting their recreation? The study should include conditions in every section of the city day and night and during all seasons of the year.

A. *Reasons for the Study.*

1. To determine the results of these conditions upon the children and the community, thus showing the actual needs of different sections.
2. To determine what sort of a system must be planned to counteract the bad and supplement the good features already present.
3. To determine places of greatest need and hence the location of the playgrounds.
4. To know with just what outside facilities each playground will have to compete.
5. To know which forms of recreation outside the playground should be promoted and which discouraged.

B. *The Play of the Children Outside the Playgrounds.*

1. In the dooryards.

Are the dooryards suitable in surface and shade and size for the play of the children? Are they equipped with the necessary apparatus? Is the play of the children encouraged, and what do they play?

2. In the streets.

What are the surfacing, heat in summer,

dust, cleanliness of streets? What are the tendencies to theft or disorder, physical dangers, obstruction to traffic, annoyance to passers-by and neighbors? What games are played and can games be played properly in them?

3. In vacant lots.

What are their frequency and size, condition, attitude of the neighbors, annoyance by rowdies? What are the tendencies to smoking, gambling, telling smutty stories, loafing? Are they used by small children, older boys and girls? What games are being played?

4. In alleys, barns and stables.

What such places are there? Who make use of them? Tendencies to smoking, gambling, telling and hearing obscene stories, pilfering, etc.? What do they play? These play places are always dangerous morally.

5. In the railroad yards, cars, etc.

Are there complaints from the authorities, accidents, stealing, association with undesirables? What do the children do?

C. Other Recreational Facilities.

1. Baseball, football, skating, tennis and croquet.

What opportunities are there for these in each neighborhood?

2. Swimming.

What opportunities are there, annoyances, danger of drowning, distance from children, obscene exposure, etc.?

3. Dance halls.

Where situated, connected with saloons or cheap hotels?

4. Theatres.

Who attend, character of plays and pictures given?

D. Children's Organizations.

1. Gangs.

Are there gangs of street boys? Size?

Nationality? What do they do? Is the gang seemingly permanent?

2. Race groups.

Do children of one race combine for various defensive and offensive purposes against children of another race or races? What is done? What seems to be the nature of the prejudice or feeling? Do the children attend the same schools?

3. Boys' and girls' clubs.

What such organizations are there? Where do they meet? Under what social conditions? What do they do?

E. *The Listing of the Features.*

1. That are to be encouraged and developed.
2. That are to be discouraged and eliminated if possible.

F. *Improving Facilities.*

It may be assumed that the facilities are not adequate any more than the facilities for any other form of education would be adequate without any organized provision for it, that they lack the organization essential to make them highly interesting, and that many of them are morally dangerous. The plan of improvement should include the following items.

1. The dooryards.

- a. The best place for the play of the small children, and in general for the girls.
- b. In village and city houses with dooryards, these should be provided with a sand bin, one or more swings, a tether pole, a simple play-house, pets, flower beds, and a place for quoits and croquet.
- c. In tenement blocks, interior fences and buildings should be prohibited and a place left for the play of the children.

2. The roofs.

In congested sections, roof playgrounds should be required on the schools, libraries,

apartment houses, tenement houses, armories, etc.

3. The streets.

Streets in residence sections should be surfaced with macadam or asphalt; should be kept clean and free from dust; should be shaded with trees; and closed to traffic at certain hours, if possible, so as to make them safe for play.

Streets usually permit of running and dancing games, and roller skating and bicycling.

4. Vacant spaces.

Such permits as are necessary for their use should be secured; they should be improved if necessary and left open enough so as to be available physically and not over dangerous morally.

These will do in place of dooryards for the children of the immediate neighborhood.

5. The parks.

Their social use for the recreation of the people should be promoted. Music and cheap refreshments tend to draw the people to the parks.

6. Lakes, ponds and streams.

These should be carefully studied for their recreational facilities both for children and adults. Every city should have a park and picnic grove at the water side if possible.

There should be a place for wading and swimming, for boating and fishing usually, and for skating, curling and ice hockey in winter in the colder cities.

7. Baseball, football, skating, tennis and croquet.

Provision for these should be furnished in each section so far as possible.

8. The country roads (for village and suburban sections).

These should be used for foot races, hare and hounds, playground ball, bicycling and tramps.

9. The surrounding forest (for village and suburban sections).

This should be used for hunting, climbing trees, playing Indian, building houses, gathering nuts, picking flowers, etc.

10. Hills for coasting (for village and suburban sections).
11. The success of the plan.

This will depend chiefly on the organization of the community to make use of these facilities, which should include:

- a. Tournaments in different games.
- b. Play festivals and field days.
- c. Picnics.
- d. Tramps into the country.

NOTE. In Germany the play inspector has charge of organizing and promoting these things.

G. *Eliminating Evil Conditions.*

1. In some quarters the section should be demolished and a playground or park be made in its place; as was done at Mulberry Bend, New York.
2. Field houses should be so located as to compete with evil dance halls and theatres.
3. Playgrounds should be placed so as to keep the children off the railroad tracks and out of evil alleys and resorts.
4. The success will depend chiefly on organizing the good facilities so that they will be more attractive than the evil ones.

III. PLANNING A PLAYGROUNDS SYSTEM.

The effective range of a playground for small children is not more than a quarter of a mile, for larger children not more than a half mile; hence the necessity of locating playgrounds systematically within reasonable distance of all the children.

The construction of playgrounds by the destruction

of blocks of buildings is exceedingly expensive, hence the first step should always be the taking of an inventory of all the sites more or less available, so that the number of expensive sites to be purchased may be reduced to a minimum.

A. Making an Inventory and Plan of Sites more or less Available.

1. Grounds belonging to the board of education.
 - a. Classes of grounds.
 - (1) School playgrounds.
 - (2) Athletic fields.
 - (3) Sites purchased for schools, but not built upon.
 - b. What the plan should contain.
 - (1) General plan of the ground showing shape and dimensions.
 - (2) Nature of the surface.
 - (3) Enrollment of the schools, public and parochial.
 - (4) Location of trees or shade.
 - (5) Nature of the fences.
 - c. Method of securing the plan.
 - (1) Have it done for school playgrounds and athletic fields as a lesson in mechanical drawing in the upper grades.
 - (2) Furnish the paper in order that the plans may be uniform.
 - (3) For sites purchased, but unused, get the plan from the surveyor.
2. Sites in parks.
 - a. Undeveloped parks.
 - b. Large city parks.
 - c. Small parks in congested sections.
3. Other real estate belonging to the city.
 - a. Sites purchased by the city for the erection of public buildings or other purposes, which are unused.
 - b. Land taken by the city for the non-payment of taxes.

NOTE. A full account of this property is difficult to obtain. In some cities it is a large amount. The assessors' lists of property exempt from taxation is usually helpful

4. Marshes, ponds or shallow streams.

A careful examination of all such places should be made. They can usually be filled in with ashes or dirt from cellars without expense, and often furnish excellent sites.

5. Abandoned cemeteries.

The number of such places in all of our older cities is more numerous than anyone thinks who has not made a careful examination. These cemeteries can be located from the burial permits of the board of health in past years.

6. Vacant spaces of half an acre or more in size.

These can be located from Baist's Plat books.

NOTE. These books may be consulted in real estate offices in the larger cities.

The plans should include: title holders in the case of cemeteries, estimated cost in case of private property, etc.

B. Making the Plan.

1. When all the necessary information has been collected, it should all be put on an outline map of the city in such colors that the different kinds of sites will be indicated.
2. The plan should include the suburbs as well as the city. The sites are not as much needed, but they are proportionally cheaper.

C. The Selection of Sites.

IV. SECURING THE PLAYGROUNDS (Consult "Washington Finding Playgrounds", by Henry S. Curtis. Charities and the Commons, March 7, 1908).

A. Securing Concessions of Public Property.

Influence should be brought to bear upon the proper city departments to secure the turning over of available property for permanent playgrounds, if

possible. If this is not possible, some workable understanding for the use and control of the grounds as playgrounds.

NOTE. The conflict of authority in these cases may be serious and should be safeguarded in every possible way.

B. *Securing the Loan or Lease of Private Property Temporarily for Playground Purposes.*

1. Any temporary ground is open to objection. It is expensive to fence, to put in toilets and baths, or permanent apparatus, and the playground needs all these things; but often this is the only thing to do, because no other ground is available in the particular section, and there is no money to purchase a permanent ground.
2. It is best to have a written agreement with the owner. It is not usually necessary to pay rent.

C. *Purchase of Sites.*

1. In the case of cemeteries, it is necessary to be careful as to the conditions under which the ground was set aside for this purpose.
2. In the case of large tracts, there often has to be a special act closing projected streets.

V. THE CONSTRUCTION OF PLAYGROUNDS.

A. *Preparing the Ground.*

1. Demolishing existing structures.
2. Grading and leveling.
3. Underdraining.
 - a. Filling with broken stone.
 - b. Catch basins.
 - c. Retaining a slope.
 - d. Using a very porous material for the surface.
4. Surfacing.
 - a. Natural sod, 'wherever it will grow, and the use is not too great.
 - b. Cinders.
 - c. Loam.Advantages of the different kinds of surfacing.

B. Landscape Gardening.

1. Trees.

- a. Maples or elms are good. Should be planted in a double row entirely around the playground; one row at the curb and one row just inside the fence.
- b. Trees necessary for shade as well as beauty.
- c. Should surround also each separate section of the playground.
- d. In Germany they surround the larger playgrounds with several rows of trees, thus making it in effect a glade in a forest.

2. Grass.

- a. Grass should be encouraged wherever possible.
- b. In the larger playgrounds all the chief fields should be covered with grass.
- c. Even in the smallest grounds, there is usually some strip or border where grass can be encouraged.

3. Flowers.

- a. The larger grounds have the same possibilities as the parks, though the flowers must be placed so as not to interfere with the activities.
- b. In smaller grounds, flowers may be put around the flag pole and about the buildings and fences. The children may be encouraged to tend them.

4. Vines.

- a. The use of vines will be determined by the nature of the fences and buildings.
- b. A wire fence can be made beautiful with morning-glory, honeysuckle, cypress or thunburgia, climbing pea or scarlet runner vines.
- c. Virginia creeper will cover an ugly board fence so as to make it presentable.
- d. Wisteria, the Kudzu vine, and ivy will cover the playground buildings if desired. The Kudzu vine grows rapidly from seed.

- e.* Morning-glory and moonflower will cover the trellises at the toilets or the frame over the sand bin.
- 5. Shrubbery.
 - a.* Great possibilities in the use of it in large grounds.
 - b.* Very restricted use in small grounds.
 - c.* It is very desirable that the girls' playground, especially, should be screened from public gaze. If there is an iron picket fence, a few feet of shrubbery just inside it will serve to make the playground exclusive.
 - d.* A border of shrubbery can often be used effectively also immediately about the building.
- 6. Hedges.
 - a.* In general, hedges are very much cheaper, harder to climb, and much more beautiful than picket fences, and shut out the gaze of undesirable spectators.
 - b.* They will need to be reinforced by a wire fence at the beginning.
 - c.* Some form of evergreen privet seems to serve the purpose best in the North.
 - d.* Prickly barberries make a good low hedge to protect grass areas and keep the children in the path.
- 7. The use of water.
 - a.* There is an abundance of opportunity for water landscape effect in the large playgrounds through the use of lagoons and lakes.
 - b.* There are usually some possibilities from the wading pool and swimming pool in the smaller playgrounds.
- 8. Unsightly structures.

These should be either demolished, shielded with shrubbery or covered with vines.
- 9. Care of the ground.

There must be sufficient provision for the care of the ground, so that everything can be kept in condition and litter picked up.

D. *Fencing.*

1. Reasons for fencing playgrounds.

- a. The fence gives the playground individuality which separates it from the street in the child's mind, suggesting different conduct. It greatly strengthens the feeling of loyalty.
- b. It makes all discipline much easier.
- c. It protects the trees, flowers and shrubbery.
- d. It keeps out lawless gangs and toughs.
- e. It protects the girls and little children from annoyance.
- f. It protects the apparatus and prevents the congregation of undesirables on the playgrounds at night.

2. Kinds of fencing.

- a. The steel picket is the most common. It is very expensive.
- b. A wire fence covered with vines is much cheaper and more beautiful, but is less durable and easier to climb.
- c. Evergreen hedge or privet, reinforced with wire, makes an excellent fence.

3. The gates.

The gates should be of a kind that cannot be easily climbed over and should be closed at a certain hour every night.

VI. THE EQUIPMENT OF PLAYGROUNDS.

A. *Of What It Consists.*

1. An outdoor gymnasium for men.
 2. An outdoor gymnasium for women.
 3. Equipment for the play of the little children.
 4. A swimming pool.
 5. A wading pool.
 6. An athletic field with running tracks and places for athletic events.
 7. A field for tennis, baseball, football, etc.
- Some of these items are often lacking.

B. How Secured or Constructed.

1. Gymnasium and general equipment.

This may be purchased of A. G. Spalding & Bros., 126 Nassau Street, New York; Narragansett Machine Co., Providence, R. I.; Robert Reach & Co., 20 Arch Street, Philadelphia; T. S. Tothill, 122 Webster Avenue, Chicago; Fred Medart, 3535 De Kalb Street, St. Louis; Arthur Leland, Templeton, Mass.

a. Drawings may be secured from these companies, or drawn up by local people and the work be done by local iron workers or contractors. This is much the cheapest way. It is customary to purchase the fittings from the companies, though it is not necessary, as these can be made by local people, and some of them can be made in the shops of the manual training schools.

b. Much of the equipment may be made by the children.

2. The wading and swimming pools.

These are usually made by local people accustomed to concrete work.

It is necessary to provide for frequent changes of the water, every day or two,—and generally the water in the pool needs to be heated part of the time.

3. The running track.

a. Construction of.

Cinders will often be hauled to the ground in the winter for nothing and dumped in place. Get these from hotels, factories, lighting plants. They are often used for concrete in the building season, hence expensive.

b. Care of.

Rolling, sprinkling, leveling.

C. The Care of Equipment.

1. Painting once a year.

2. Testing all parts frequently for safety.
3. Repairing anything that is out of order. Usually necessary to keep one or more men for this purpose in the larger cities.

D. *Employment of Laborers.*

In connection with the construction and equipment it is often necessary to employ numbers of laborers. This involves:

1. The securing of a competent foreman for larger gangs.
2. The employment of high grade men who can be trusted to work without supervision where a small amount of work is distributed over a large area

VII. THE PURCHASE AND CARE OF SUPPLIES.

A. *Purchase of Supplies.*

It is customary to make up an estimate of the quantity of supplies of each kind needed, and send to all companies dealing in these supplies and ask for bids.

B. *Distribution of Supplies.*

1. Distribution from merchants directly.
 - a. Very much the cheapest way, as it saves the cost of delivery.
 - b. Best to furnish the merchants with a printed form which the director may sign and return to the office.
2. Distribution from a central office.

It involves the rent of an office, paying for delivery and the danger of injury to supplies from remaining in the store room, but gives a better opportunity to check up.

NOTE. If there is a safe place to store supplies it is best to furnish enough to each playground to last two or three months at least.

C. *Care of Supplies.*

Supplies are costly and are used up rapidly unless great care is used. Small supplies are easily

stolen, and it may be questioned, if much should be furnished to children which is likely to be carried off.

a. Protection from wear.

Supplies must be kept where they are safe from the weather.

b. Protection from stealing.

1. Supplies should not be given out to unknown children. When anything is given out, the child's name and address should be taken and he should understand that he will be held responsible for its return.
2. All supplies should be kept under lock and key. Only children who are well known and trusted should be sent to this room.
3. Care should be taken in putting things away to see that they are all there. If there are places arranged for each grade of supplies, this will help matters greatly.
4. If the playgrounds are closed for a part of the year, there is need of care in putting them away so that they will be safe from the weather and from thieves.

D. *Accounting for the Supplies.*

1. Furnish directors with a blank form on which to keep record of all supplies received and what becomes of them.
2. If the director wishes new supplies before the end of period for which supplies were furnished, he should show from his record and by bringing in the old supplies what has become of those previously furnished.
3. At the end of the season, an inventory of all supplies on hand should be taken and this compared with the supplies received and used up.

NOTE. It is necessary to be careful of supplies in this way as much for the sake of the lessons taught as for the sake of the supplies.

VIII. CONDUCT OF THE PLAYGROUND OFFICE.

A. *Records Which Should Be Kept.*

1. Plans.
 - a. A plan of every school playground in the city.
 - b. A plan of every playground in operation of whatever kind it may be.
 - c. A plan of every projected playground about to be used.
 - d. A plan showing the equipment of each ground.
 - e. A plan of each field house or building on the grounds.
 - f. A comprehensive plan of the whole city showing the location of present and proposed playgrounds.
2. Cost, dates and conditions of sites purchased.
3. Inventories of all supplies and their condition at the beginning and end of the season.
4. An itemized account of all moneys received, showing the source.
5. An itemized account of all funds disbursed, with all the bills, vouchers and pay rolls on which the money was expended.
6. A card list of all contributors to the playgrounds, with the amount.
7. A card list of all workers, regular and volunteer, with dates and addresses.
8. List of applications, with letters of recommendation, from prospective directors.
9. Ordered files of all important letters.
10. List of instructions given out to playground directors each year.
11. Programs of tournaments, entertainments, banquets, etc.
12. A record of the daily attendance and events at each ground.
13. A supply book for keeping account of all supplies received and given out, labor done, etc.

14. A scrap book of newspaper clippings on playgrounds.
15. A photograph album containing pictures of playgrounds, buildings and activities.
16. A small museum of best work done.
17. A library of books, magazines, articles, and reports on playgrounds.

NOTE. A number of these headings will only apply to an office under a voluntary organization.

B. *Storeroom.*

It is usually necessary to have in connection with a playground office some sort of a storeroom where emergency supplies can be kept. This should be dry but not warm.

C. *Office Force.*

Must consist of one or more stenographers. At least one must have some knowledge of keeping accounts.

D. *Meeting of Playground Directors and Board of Control.*

These are not always held in the playground office, but they often are. This naturally will depend on the attractiveness and adequacy of the offices.

E. *The Executive Office of the Supervising Director.*

IX. THE TRAINING OF TEACHERS.

A. *Securing Special Training Teachers.*

Usually special teachers of folk dancing, industrial work, and games for little children will be found necessary.

B. *Training Courses.*

1. Given during the winter, advantages and disadvantages.
 - a. The teachers think about it beforehand.
 - b. Teachers are secured in time.
 - c. Much of the work will be forgotten before it can be used.

2. A course just before the opening of the playgrounds.
 - a. The work is less likely to be forgotten.
 - b. It may be at a time when the teachers can ill spare the time and effort for the work.
3. Two weeks of institute work on part salary may be a good solution.

C. Instruction by the Supervisor During the Time of Service.

1. The most technical points in regard to the work will have to be given after the directors have had some experience in the playgrounds.
2. A good solution is a weekly meeting of one or two hours, devoted to the discussion of technical points as they come up.

D. Individual Criticism.

1. The last stage in the training of all teachers must be secured through the criticism of the work of each teacher on his or her playground with suggestions for improvement by the supervisor.
2. This will often consist in the analyzing of the difficulties at a particular playground and prescribing remedies.

X. SELECTION OF TEACHERS AND PLANNING OF WORK TO BE UNDERTAKEN.

A. Selection of Teachers.

Classes of teachers:

1. Teachers who have served in previous years should be reappointed on the recommendation of the supervising director.
2. Teachers of experience from other cities should be appointed on the recommendation of supervising officers, after a personal interview, if possible.
3. Teachers who have taken a course of training for the work in some approved school should be appointed on record, after an interview, if possible.

NOTE. Kindergarten teachers for small children may be regarded as trained teachers.

4. Teachers without experience or regular training in a school where playground training is given should be required to take a course of training, to be given under the auspices of the supervisor, herein outlined. They should be appointed on the basis of:
 - a. Knowledge.
 - b. Skill.
 - c. Personality.

B. *Planning the Work to be Undertaken.*

The most important work of the playground administrator.

1. Choosing work to be undertaken, as athletics, storytelling, industrial work, games, etc.
2. Planning tournaments between grounds.

Very careful consideration must be given to:

 - a. The events in which contests are to take place with age limits for each.
 - b. What events, if any, for girls, are to be included.
 - c. The determining of the physical fitness of the children to take part in the more strenuous events.
 - d. Rules of eligibility.
 - e. Whether the contests are to be primarily between grounds or between individuals; and whether the resulting championship is to be awarded to the playground, which will be known as the champion playground, or to individual champions in the different events, or both.
 - f. The nature of the prize to be awarded.
 - g. The conduct of the children. It is often a serious thing to have children compete with children from another part of the city, and the tournament should teach courtesy.
 - h. The securing of competent officials who will be strict in enforcing the rules.
3. Planning the opening of new grounds.

The opening of a new ground gives an opportunity to advertise the movement and the new playground that should not be neglected. The mayor loves to speak, the papers will write it up, and the parents attend.

4. Planning picnics, tramps and excursions.

The school journey as carried on in Germany and England seems well adapted to playground conditions.

XI. TRAMPS AND EXCURSIONS.

A. *Value of.*

The purposes for which tramps and excursions may be undertaken are almost as many as the purposes of life itself. Some of the commonest are: picnics, outings, visiting interesting places, making collections, taking photographs, seeing the country, going swimming, fishing, etc.

B. *What Is Being Done?*

1. In Germany, the school journey is a feature in many elementary schools. The children go on tramps, lasting from half a day to two or three weeks. They are managed so as to be very inexpensive.
2. In England, many of the preparatory schools and some of the board schools (public schools) make a practice of visiting on foot the surrounding points of interest on tramps of one or two days' duration. The People's Palace sends out hundreds from London every summer who tramp over England, and other hundreds who tramp through Switzerland.
3. In the United States, it is customary in most playground systems to have one or more excursions of one kind or another during the summer.

C. *Forms of Excursions.*

1. Tramps.

There are usually many points of interest and many opportunities to have a good time within walking distance of any playground. The essential thing is to have some one who knows what to do and can organize a party and get up interest in the trip. Some account of it in the papers will create interest for the next one.

a. Short trips.

Some of these that are worth while are:

- (1) To points of historic or literary interest.
- (2) To natural history or art museums.
- (3) To factories or industries of different kinds.
- (4) To swimming places, or woods, or fields for ball games.

b. Longer trips.

- (1) Where trips occupying more than one day are taken, it is usually necessary to have a wagon follow the party, which will carry one or more tents, cooking utensils and other necessities.
- (2) It is best to organize the company with lookouts to locate points of interest and things to do, a rear guard to keep up the stragglers, a sports committee to look out for amusements, etc.
- (3) There must be a variety of activities, as study of birds and animals, observation of crops, swimming, games, camp fires and stories to prevent weariness.
- (4) In most cases eggs, milk and vegetables can be purchased reasonably of the farmers and camping places can be found by the side of the road.
- (5) Each child will, of course, need some money, which is best placed in the

director's hands before the beginning of the trip.

2. Bicycle trips.

There are great possibilities in excursions of this kind, but it is usually only a small selected company who can go. Every point of interest within fifteen or twenty miles can easily be visited where there are good roads. The director should be able to locate points of interest along the way, and should prevent racing and arrange for stops every few miles so that no one may get unduly tired. He should have a definite plan of what is to be seen and done when the destination of the trip is reached.

The following is a sample program for a bicycle trip:

a. Gather at the school or the playground at nine in the forenoon.

b. Count and size up the party.

c. Take north road four miles to Old Stone Mill (used as a block house during the Revolution).

Tell the story of the attack.

See the water wheel and how the water is conducted into it.

d. Take road to the left two miles to the river.

Go in swimming, or fishing.

Play prisoner's base.

Build a camp fire and have lunch.

Gather flowers.

e. Return to town by south road.

Point out the houses of people of note.

Notice the different kinds of crops and how the farmers are doing their work.

3. Trips by trolley.

The extension of the trolley lines into the country often makes it possible for children

to spend a day in some beautiful country section at very slight expense.

If boys and girls both are taken, there must be some one to look after each, and the day should be planned for each separately.

Some of the things that may be done are: swimming, ball games, athletic events, building houses, climbing trees, gathering flowers and making collections of various kinds for the playground museums. It will add greatly to the interest if a camp fire can be built when all assemble for lunch.

4. Trips by railroad.

The railroads have sometimes taken the children to some pleasure grounds free. If they will not do this, they usually offer a very much reduced fare or special cars at reduced rates.

5. Trips by steamer.

The use of the boat is often contributed for such trips.

D. Organization of Excursions.

1. Securing boat, train, or trolley.
2. Securing the use of facilities at destination.
3. Publishing an account of the trip in the papers.
4. Having directors tell the children about it—cost if any, times of starting, arrangements for lunch, etc.
5. Securing teachers or others to look after the children.
6. Closing the playgrounds, if all or a majority of the children are taken.
7. Issuing and giving out before the trip a small inexpensive program of the day. This might be something like the following:
 - a. Meet at the foot of East Third Street at 9 in the morning.
 - b. Teachers will go with the children and playgrounds will be closed.
 - c. Each child bring his own lunch.
 - d. Boat will start at 9:30.

The boat will pass down East River, under the Manhattan and Brooklyn bridges. At the right will be seen Governors Island, a military post of the United States; and further over the Statue of Liberty by Bartholdi, and Ellis Island (large building with four towers) where the immigrants land. The boat enters New York Bay below the Brooklyn Bridge. Further down it passes through the Narrows, where Fort Wadsworth will be seen on the right and Fort Hamilton on the left, etc.

- e.* Boat will reach Richmond Beach at 11 o'clock.
- f.* Children will be provided with free bathing suits and may go in bathing and play in the sand until 12:30.
- g.* Those who do not wish to bathe may use the playground or play ball meanwhile.
- h.* At 12:30 all will assemble in the large pavilion for lunch.
- i.* At 2:30 there will be a series of matched games, which will include basket ball games between schools Nos. 8 and 10, 5 and 6, and the winners; volley ball between the boys of schools Nos. 3 and 4, 9 and 11, and the winners; indoor baseball between the girls of schools Nos. 1 and 2, 3 and 4, and the winners, etc.
- j.* The whistle will blow at 3:45 and all the children and the directors must proceed at once to the boat.
- k.* The boat will start at 4 and reach its pier at 5:30.

NOTE. All excursions should be so planned that the children can get home before dark

XII. RELATIONS WITH PARENTS AND OTHER DEPARTMENTS.

The position of the supervisor of playgrounds is often rendered delicate by the number of the departments with which he has to deal and the conflict of authority in regard to the control of the ground. It is important that he should have a good general idea of the work and scope of the departments. Heads of departments should be shown around to the different playgrounds. Much diplomacy is required.

A. *The Park Department.*

If the park department contents itself with the construction and repair of the grounds themselves and does not attempt to supervise the nature of the work, it is well. There are many occasions that require diplomacy.

B. *The Board of Education.*

1. They are almost uniformly jealous of the use of the school grounds by outside organizations. The interest and coöperation of the principal should be secured whenever possible.
2. There is always danger of the breaking of windows, or injury to the school buildings in other ways.
3. The school janitors often do not like to serve, and so cause trouble. They should receive extra pay.

C. *The Police Department.*

It is often necessary to have officers present at the opening of a new ground and at playground meets and festivals. It is very important that the coöperation of the police department be secured.

D. *Juvenile Court.*

There are apt to be cases of discipline that bring boys to the juvenile court occasionally, and it is necessary to have coöperation between the court and the playgrounds. It is sometimes helpful to have the director a special probation officer.

E. *The Water Department, the Lighting Department, the Bath Department, and the Public Library.*

F. Dealing with Parents.

When playgrounds are first established, more or less complaint from people who are annoyed by balls, the noise, or other features, is to be anticipated. There are certain people who always object to the establishment of a school in the neighborhood, or to anything that calls the children together. This is especially true of a playground for colored children in a location where the people are mostly white.

It is necessary to be tactful in dealing with these people, or the complaint will grow into a petition and undesirable publicity.

XIII. PROMOTION OF THE MOVEMENT.

In most cities at present the supervisor is quite as much a promoter as a playground administrator. There is a beginning that must grow into a system covering the city.

A. Why Necessary.

1. In general, to educate the public to the aims of the playground, secure better equipment, swimming pools, field houses, lighting at night, permanent directors, the coöperation of parents and the attendance of the children.
2. In order to raise money by voluntary contributions.
3. In order to secure appropriations.
4. In order to secure new playgrounds.

B. Occasions for Propaganda.

1. There are often opportunities to speak before women's clubs, civic clubs, or at the afternoon or evening sessions of the churches.
2. A playground banquet offers a good opportunity for speeches that will be reported.
3. Opening of new playgrounds.

C. Through Public Meetings.

1. The supervisor should have a set of lantern slides illustrating the work done in the local

playgrounds and the new features from other cities that he wishes to have introduced. Slides illustrating all the main features can be obtained from the Playground Association of America, 1 Madison Avenue, New York, at 22 cents each.

2. Local officials. It is often wise to get public officials to speak. It keeps them interested.
3. Authorities. If there is special need of agitation it is usually possible to get from out of town a speaker of national repute who will draw a crowd.

NOTE. For fuller outline see "Making a Meeting Effective" by Luther Halsey Gulick, in No. 24 of "The Playground".

D. *Through the Press.*

1. Methods.

- a. The supervisor should see that every event of public interest reaches the press in some way. Often he must write it up himself.
- b. A press committee is often helpful. If the editors of all the papers can be formed into a press committee, it is an admirable way to secure space and keep out adverse criticism even if it produces nothing positive.
- c. The most efficient service is often secured by employing a press agent who is paid for the work.

2. Occasions for publicity through the press.

Agitation for the extension of the work, the planning of a new playground, securing appropriations, raising funds, public addresses or exhibitions, tournaments and play festivals.

3. Helps for publicity.

a. Pictures.

It is of great assistance to have a good set of pictures of the playgrounds. The pictures should show the various games and activities going on, the attend-

ance of the children, deficiencies that are to be remedied, and the play of the children in the streets and alleys.

These pictures can be used effectively in the playground office, in the papers, for lantern slides, in illustrating the annual report. Illustrations of special features which it is sought to introduce can be obtained from the office of the Playground Association of America.

- b. Plans of the playgrounds and models of certain ones, or of certain features of playground work, are also an advantage.

E. *Exhibitions, Tournaments and Play Festivals.*

1. At conventions in the public library or at the board of education it is often wise to have an exhibition of models or of industrial or other work done in the playgrounds.
2. At tournaments and play festivals there should be an effort to get as many parents to attend as possible. Public officials should be especially invited.

F. *The Operation of the Playgrounds.*

The most successful way to promote the playground movement in any city is to operate the existing playgrounds successfully so that parents will demand them.

G. *The Most Effective Means.*

The most effective means of promotion is usually the formation of a playground association with a strong board of directors which will hold monthly meetings and use the influence of its members to secure the funds, legislation and other requirements.

NOTE. Beside this general promotion in the community it is necessary to promote the work directly with the city council, the park board, the board of education, and the trustees of the various institutions for children.

XIV. SECURING THE FUNDS.

This is not properly the work of a supervisor of playgrounds, but very often he may have to do it. In general, all the considerations presented under "Promotion" may be considered as means to this end.

A. *Securing Funds from the City.*

The best material to present is:

1. An account of what has been accomplished and the attendance of the children.
2. An account of what has been done by other cities of similar size and conditions.
3. A clear presentation of how the money will be expended and what will be accomplished.

B. *Raising Funds from Private Sources.*

1. Letters of appeal.

A method almost universally used. It serves as a good means for the promotion of the movement, as one is more interested in what he gives to, and is more likely to become active in securing public appropriations also.

- a. The method is to first make up from charity and other lists a considerable number of the best names and send to each person a typewritten letter with an account of the work done and the real need.
 - b. This is often followed up with two or more letters, each more personal than the preceding one.
 - c. Where there is a playground association, this appeal takes the nature of a request for dues.
 - d. There is a growing tendency for a combination of charities whereby one appeal does for all.
2. Lawn fetes, teas, luncheons, festivals, theatricals, etc.

These and many other methods have been tried in different cities. They are mostly subject to the criticism that the cost of securing

the money is very great in proportion to the amount secured; but a school can easily equip its own playground in this way.

3. Employing a financial agent or solicitor.

Competent people of this kind are hard to get, but it is a very effective method where the person can be found.

4. Tag day.

This has proved a very effective means of raising money, but is often objected to. The chief criticisms will be obviated by the following precautions:

- a. Using only adults or older boys who have been selected for their reliability, to handle the tags.
- b. Providing each boy with a bank in which the money may be placed.
- c. Having every authorized salesman wear a conspicuous label so that the public will not buy from others.
- d. Having two children work together.
- e. Having each squad of children in charge of a teacher.

NOTE. To tag a house or a store is quite as effective as to tag an individual, and is less subject to criticism. The expense of a tag day is very slight.

AN INSTITUTE COURSE IN PLAY

CONTENTS

Introduction.

Syllabus One. This is a digest of the material given under Child Nature, Nature and Function of Play, Hygiene and First Aid, and Social Conditions of the Neighborhood in the Course for Professional Directors.

Syllabus Two. The Practical Conduct of Playgrounds.

INTRODUCTION

This course is especially designed for the assistance of the playground supervisor in training the teachers whom he already has, or applicants who desire to take positions for a brief period only; also for use in summer institutes.

In order to meet this need the Committee has selected from the Course for Professional Directors that material which is most constantly needed in the conduct of playgrounds, and has sought to give a general view through a brief summary of the other material found in the longer course.

It is hoped that Syllabus One will give a broad view of the whole field; that Syllabus Two will give the requisite knowledge; and that skill in the conduct of play activity will be acquired through practice.

This course may be given either by the playground supervisor or by specialists who are brought in for the purpose.

SYLLABUS ONE

The material of Syllabus One is essentially the same as that which will be found in the introductions to Syllabi One, Two, Three, and Four of the Course for Professional Directors.

SYLLABUS TWO

Syllabus Two is the same as Syllabus Six of the Course for Professional Directors.

NOTE. This material referred to above is published as a separate pamphlet, and may be obtained on application to the Playground Association of America, 1 Madison Avenue, New York.

A COURSE IN PLAY FOR GRADE TEACHERS

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Introduction.

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INTRODUCTION

It is the unanimous sentiment of the Committee that some minimum requirement in the organization and conduct of play should be a part of the training of every teacher.

This opinion is based on the following considerations:

- I. That play is the most fundamental activity of childhood and a knowledge of it is essential to an understanding of the child.

2. That it is only through play relationships that the teacher enters into such an intimate touch with the child as to secure strong personal influence over him.
3. That children get their physical, social, and moral education largely through play, and derive from it their most fundamental interests, on which education must largely depend. Consequently, the conduct of play is becoming more and more a part of the regular work of teachers throughout the world—in Germany, through the conduct of play afternoons, school recesses and the school journey; in England, through the coaching and participation in the games of the children by the teachers; and in America, through the increasing direction of play in recess periods, after school and on Saturdays.
4. That playgrounds, equipped with apparatus, are being provided for many schools and that there is a very general demand for teachers to take charge of these and other playgrounds during the summer vacation.

On the basis of these considerations, we have outlined a minimum course, covering that fundamental training which it has seemed to us every grade teacher should receive.

The emphasis should be on play rather than on playgrounds, and on such activities as the teacher can organize for her class in the absence of playground facilities, rather than on these facilities themselves.

The Committee considers that an amount of work equal to three hours a week for one semester should be devoted to lectures and recitations on play, but if only one hour a week for a semester, or ten or twenty consecutive lectures can be taken, it will still be well worth while.

Whilst the material of this course seems to be considerable, it is not necessary that it should add greatly to the work already being given by the school, as much of it can be given in connection with other courses.

Whilst the syllabi on the "Playground Movement" and "The Practical Conduct of Playgrounds" are given in full, it is not necessary that all parts of these syllabi should be given in every course. Subjects VIII, IX, XI and XII of the "Playground Movement" are regarded as less important for grade teachers than the other

subjects, and may either be omitted or briefly summarized, if desired.

The part of the general material that deals with "Child Nature" and "Nature and Function of Play" may well be taken in connection with the course in psychology or child study.

The part on "Hygiene and First Aid" may be considered in connection with the regular work in physiology and hygiene.

The part on "Social Conditions of the Neighborhood", also "Personal Recreation" and a "Study of General Recreational Facilities" (in the Appendix) may be covered in the form of personal studies by the students, either in connection with the work in child study or with composition work or original studies for theses and seminars.

The part of the syllabus that has to do with learning of games should be distributed over the whole normal course, taking the place of certain periods of physical training. There should be a playground in connection with the practice school, and the students should acquire proficiency and skill in the conduct of play through practising the games under playground conditions.

The various technical features dealt with in the syllabus on "The Practical Conduct of Playgrounds" should naturally be given a different emphasis in country sections from what they would receive in city normals.

The more detailed instructions in regard to tournaments, with sample programs which are found in the Appendix, may be used as a guide in the organization and conduct of these activities.

The material of this course may be given in institutes as well as normal schools.

SYLLABUS ONE

The contents of this Syllabus is essentially the same as that found in the introductions to Syllabi One, Two, Three and Four of the Course for Professional Directors.

SYLLABUS TWO .

This Syllabus is the same as Syllabus Five of the Course for Professional Directors.

SYLLABUS THREE

This Syllabus is nearly the same as Syllabus Six of the Course for Professional Directors.

APPENDIX TO COURSE

I. SAMPLE ATHLETIC COMPETITION BLANKS.

ATHLETIC BADGE COMPETITION

Pupil	W'gt.	Age:	Yr.	Mo.	Da.	School
EVENTS	Required Standard	Actual Record	Date	REGULATIONS		
BOYS UNDER 13				This competition is to take place at each school under the direction of the teacher and a representative of the central committee Only those whose deportment and scholarship are satisfactory may compete. ONLY WINNERS OF AN ATHLETIC BADGE OR BUTTON ARE ELIGIBLE to enter the FIELD DAY CHAMPIONSHIP EVENTS. There shall be but TWO TRIALS in chinning, TWO in the dashes, and THREE in the jumps. CHINNING:—The boy must extend himself full length, arms straight, before and after each pull up: he must bring his chin fairly over the bar each time. The feet must not touch the floor or ground. JUMPING:—(See rules XXV. and XXVII. Official Handbook, P.S.A.L.) RUNNING:—(See rule VIII. Official Handbook, P.S.A.L.)		
chinning	4 times					
stand'g broad jump	5 ft. 9 in.					
60 yards dash	8 3-5 sec.					
BOYS UNDER 15						
chinning	6 times					
stand'g broad jump	6 ft. 6 in.					
100 yard dash	14 sec.					
BOYS UNDER 21						
chinning	9 times					
running high jump	4 ft. 4 in.					
220 yard dash	28 sec.					
				Teacher		
				For Central Committee		

ENTRANCE BLANK

SCHOOL..... PUPIL'S NAME.....

PUPIL'S AGE LAST SEPT. 1ST..... YRS..... MOS..... DAYS PUPIL'S PRESENT WEIGHT*

Check in this Column	80 lbs. Class (80 lbs. or less)	Check in this Column	95 lbs. Class (not to exceed 95 lbs.)
	50 yards dash		60 yards dash
	Running broad jump		Running high jump
	360 yards relay race		440 yards relay race
	115 lbs. Class (not to exceed 115 lbs.)		All over 115 lbs. Class
	70 yards dash		100 yards dash
	8 lbs. shot put		220 yards dash
	Running broad jump		12 lbs. shot put
	880 yards relay race		Running high jump
			880 yards relay race

I also certify that this pupil's average in both scholarship and deportment is passing for the last quarter, or since Easter.

Date of filling this blank..... 190..... Principal

Check each event in which pupil wishes to enter. No pupil may enter in more than one (1) class, but may enter all events in that class. Pupil may not enter in any class if his weight is in excess of the weight given for that class. ALL BLANKS MUST BE IN BY JUNE 1.

* PUPIL SHOULD BE WEIGHED IN THE LIGHT CLOTHING IN WHICH HE IS TO COMPETE.

ATHLETIC BADGE COMPETITION FOR GIRLS

ELEMENTARY BADGE

(Girls from 4th to 8th grades inclusive, or girls from 10 to 13 years inclusive)

GROUP II.

Pupil	Age	Yr.	Mo.	Da.	School	In date column indicate the day, month, and year in which the girl was scored as successful in any given game.		REQUIRED STANDARDS	
						CLASS 1	CLASS 2	CLASS 3	CLASS 4
Beetle or Whip Tag							Bean Bag Toss		Archery
Bull in the Ring							Boundary Ball		Bicycling
Catch of Fish							Dodge Ball		Climbing { ropes trees poles ladders
Center Base							Duck on a Rock		
Day and Night							Horseshoe Quoits		
Fox and Chickens							Lawn Bowls		
Ham, Ham, Chicken Ham, Bacon							Ring Base		Horseback Riding
King's Run							Ring Toss		Swimming
Least Pair Pass							Ten Pins		
Link Choose								CLASS 5	
London Loo							Tennis		Balancing
Pom, Pom, Pull Away							Tether Tennis		Dramatic and Rhythmic Ex's
Prisoner's Base							Volley Ball		Folk Dances
Red Lion							Croquet		Singing Games
Robber Barons							Driving the Pig to Market		
Sheepfold							One Old Cat		
Single Relay Race							Two Old Cat		
Three Deep							Shinny		
Wolf									
Yards Off									

This competition is to take place at each school under the direction of the teacher and a representative of the central committee. Only those whose deportment and scholarship are satisfactory may compete. Any girl of this class may be a badge winner upon (a) maintaining satisfactory attendance, scholarship and deportment in school, (b) by showing ability to play FOUR running games (Class 1) TWO throwing games (Class 2), TWO striking games (Class 3), and to show skill in the practice of ONE outdoor sport and ONE of the exercises mentioned in Class 5.

In their selection of games girls must include the Single Relay Race and Bean Bag Toss. In the Single Relay each contestant must run 50 yards, i. e., the goal must be 25 yards from the start. The average for the class must not exceed nine seconds.

For the Bean Bag Toss the bag must weigh not less than 2 lbs., and a circle 8 ft. in diameter must be drawn. The throw is made from a line 20 ft. from the circle. Each contestant has two throws. A ball falling within the circle counts one point. The group must make a record of at least 75%.

A statement from the teacher declaring the pupil's proficiency in any one sport selected from Class 4 will be accepted

HIGH SCHOOL BADGE

GROUP III.

(Girls from the High School, or girls from 14 years old and upwards)

19

Pupil	Age	Yr.	Mo.	School
In date column indicate the day, month, and year in which the girl was scored as successful in any given game.				

REQUIRED STANDARDS	
This competition is to take place at each school under the direction of the teacher and a representative of the central committee. Only those whose department and scholarship are satisfactory may compete. Any girl of this class may be badge winner upon (a) maintaining satisfactory attendance, scholarship and deportment in school, (b) by showing ability to play two running games (Class 1), two throwing games (Class 2), two striking games (Class 3), one outdoor sport and two of the exercises mentioned in Class 5. In their selection of games girls must include the Shuttle Relay Race and Basket Ball Throwing. In the Shuttle Relay Race each contestant must run 60 yards. The class average must not exceed 10 seconds. For the basket ball throw a six-foot circle, with a heavy line across its center, is drawn at one end of the throwing space. The thrower tosses this line and in completing her throw she must not fall or step over the line in front of her. If this is done, it constitutes a foul and a second trial is given. Fouling in the second trial excludes the contestant from the competition. The throwing space shall be divided by three cross lines measuring	Each school under the direction of the teacher and a representative of the central committee. Only those whose department and scholarship are satisfactory may compete. Any girl of this class may be badge winner upon (a) maintaining satisfactory attendance, scholarship and deportment in school, (b) by showing ability to play two running games (Class 1), two throwing games (Class 2), two striking games (Class 3), one outdoor sport and two of the exercises mentioned in Class 5. In their selection of games girls must include the Shuttle Relay Race and Basket Ball Throwing. In the Shuttle Relay Race each contestant must run 60 yards. The class average must not exceed 10 seconds. For the basket ball throw a six-foot circle, with a heavy line across its center, is drawn at one end of the throwing space. The thrower tosses this line and in completing her throw she must not fall or step over the line in front of her. If this is done, it constitutes a foul and a second trial is given. Fouling in the second trial excludes the contestant from the competition. The throwing space shall be divided by three cross lines measuring
CLASS 1 Cross Tag Follow Tag Hockey Prisoner's Base Racing Tag Robber Barons Shuttle Relay Race Yards off	CLASS 2 Basket Ball Basket Ball Throwing Battle Ball Captain Ball Corner Ball Duck on a Rock
CLASS 3 Croquet Hand Ball Playground Ball Tennis Tether Tennis Volley Ball	CLASS 4 Bicycling Canoing Horseback Riding Rowing Sailing Skating Skeeet Snow Shoeing Swimming
CLASS 5 Balancing Rhythmic Exercises Folk Dances Singing Games	
Date	Date

A statement from the teacher declaring the pupil's proficiency in any one sport selected from Class 4 will be accepted

UNGRADED
GRADE_____[illegible]

CLASS OR GROUP ATHLETICS

After the plan of

W. J. Ballard, Ass't Director Physical Training, N. Y. City

CLASS OR GROUP ATHLETICS is a device by which every boy may enter the athletic events prescribed, viz., chinning, jumping and running, and, if he does his best, feel that he is helping his class to win.

In this form of athletics, a trophy is won or a record is made not by the individual record of a boy but by the **AVERAGE** of the individual records of the boys in a class or group.

The records are obtained as follows:

CHINNING OR PULL UP. An inclined ladder is an ideal piece of apparatus for this, or a bar may be fitted into a door-way or on the school grounds. The boy must pull himself up until his chin is over the bar, and then lower himself the full length of his arms. This he does as many times as he can. He must not touch the floor with his feet when he lowers himself. The number of times he pulls himself up is his record. The class or group record is found by adding the individual records, and dividing by the number of boys entered.

JUMPING. The boys are taken to a suitable place, and lined up in the order in which they are to jump. Each boy jumps, having three trials if he wishes, and his best jump is recorded. The class or group record is found as above.

RUNNING. The distances for graded schools are: 5th yr. 40 yds; 6th yr. 50 yds; 7th yr. 60 yds; 8th yr. 80 yds; For ungraded schools the distance will be 50 yds.

In some schools a large number of boys will run. Long before the records of any such number of boys can be taken, most stop-watches will give out. On this account the following method has been adopted:

The boys are lined up in the order in which they are to run. The timer, who acts also as starter, stands by the finishing line, his watch in his left hand and his handkerchief in his right hand. When ready, he slowly raises his handkerchief, then waves it downward with a quick movement, at the same time starting his watch; this is the signal for Boy No. 1 to start and for No. 2 to step up to the starting line. As Boy No. 1 nears the finishing line, the timer raises the handkerchief slowly as a warning to No. 2, and at the instant No. 1 crosses the finishing line, the handkerchief is again quickly waved downward, No. 2 starts and No. 3 steps to the starting line. In the same way every boy is started, and as the last boy crosses the finishing line the watch is stopped. The record is found by dividing the elapsed time as shown by the watch by the number of boys that race.

If an ordinary watch is used, start the first boy when the second hand is over the sixty mark and proceed as before.

TROPHIES will be awarded by the Athletic League for the best records, and for the best group record, in chinning, jumping, and running. Souvenirs will be given to each member of the winning group.

REGULATIONS

In ungraded schools all boys above 10 years old are included as eligibles. In graded schools those in the fifth grade and above are eligible.

For any class or school to enter for a trophy, not less than 75% of the boys enrolled for the month in which the record is taken, must take part. The number taking part must not be less than 8.

Schools so small that each grade does not contain as many as 8 boys compete as ungraded schools: i. e., the school as a whole, including all boys above 10 years old, form a single competing group.

Events will occur as follows:

Standing broad jump, in the fall.

Chinning in the winter.

Running, in the spring.

Records are to be sent in to the chairman of the central committee of the Country School Athletic League, care of State Normal School, New Paltz, N. Y. as follows:

Standing broad jump, not later than December 1st.

Chinning, not later than March 1st.

Running, not later than June 1st.

SUGGESTIONS

Have class trials occasionally before taking final records. They will arouse interest in the contests.

Encourage the boys to practice by themselves in the yard, on the street, at home, or elsewhere. Write the boys' names upon the blackboard, if you have the space; if not write the names upon a sheet of paper and pin it up. Enter the boys' records as they bring them to you.

A woman should not be afraid to take hold of this form of athletics. It is not how far the boys can jump; it is getting them to want to jump. This a woman can do as well as a man, perhaps better.

II. ORGANIZING FIELD DAYS; PLAY FESTIVALS.

Arranged with special reference to country school conditions.

A. *Preliminaries.*

1. Securing a representative committee of patrons or board of managers.
2. Securing coöperation of school officers, teachers, social workers, pastors, etc.
3. Circulating important books on athletics, plays and games.
4. Use of newspapers, especially in the country, as a medium for teaching a considerable number of plays and games.
5. Modes of advertising.
6. Providing badges, banners, emblems.
7. Estimating expenses.
8. Methods of raising money.
9. Formulating regulations for conducting the exercises of the day.
10. Securing referees, timekeepers, etc.
11. Notice of postponement in case of rain.
12. Provision for play and athletic activities for all who may wish to participate, of whatever sex or age.

B. *Details of Arrangement.*

1. Arrangement of the grounds, courts, and apparatus.
2. Seating arrangements.
3. Tents.
4. Booths.
5. Lunch facilities.
6. Large boxes for keeping materials under lock when not in use.
7. Provision for checking clothing, lunches and other packages.
8. Toilet accommodations.
9. Drinking facilities, *e. g.*, a long pipe with several ten-cent funnels soldered at two feet intervals, all placed three feet from the ground over a trough and connected with the water main,

- a spring, or barrels, thus making drinking fountains and avoiding the necessity of cups.
- 10. Day nursery for infants and very young children.
 - a. Gifts and occupations, games and sand piles.
 - b. Milk and other suitable refreshments.
- 11. Plans for disposal of crowd in case of thunder storm. (Very necessary to think this out, especially when several thousand people gather in the country.)

C. *Program.*

- 1. Patriotic songs.
- 2. Flag salute.
- 3. Athletic events, methods of keeping record.
- 4. Games for people of all ages.
- 5. Social functions for adults.
- 6. Avoidance of the spectacular and the formal—everything in the spirit of true play and of free, joyous social intercourse in the open air.
- 7. Importance of providing a large force of play directors and leaders, helpers, and other officials. It should be remembered that these, too, wish to enjoy the day and must not be overworked. Have frequent shifts and give all a chance to play unencumbered with cares and duties.

The following is a suggestive program:

ANNUAL FIELD DAY AND PLAY PICNIC PROGRAM

Flag raising, with marching, flag salute, and patriotic songs.

"My Country, 'Tis of Thee."

Flag salute: "We give our Heads and our Hearts to God and our Country; one Country; one Language; one Flag."

"Red, White and Blue."

May pole dances by different schools.

GROUP I. (11 A. M.)

- 1. *North Campus*—(a) Kindergarten children: 1. Honey Pot, and other games. 2. Folk dances.

All little children are invited to take part in these games.

Assistants will be at hand to teach the beginners.

- (b) 12 pound shot-put. All over 115 pound class.

2. *Tennis Court*—Captain ball. Eighth grade girls, New Paltz; Miss Dickinson, umpire. (Easily learned, watch it.)
3. *South Campus*—(a) Running high jump. Adults.
(b) Running broad jump. 115 pound class.
4. *Upper Road*—(a) 50 yards dash. 80 pound class. Trials.
(b) 60 yards dash. 95 pound class. Trials.

GROUP II. (11:30.)

1. *North Campus*—(a) Primary children: 1. Singing games—Open Wide the Garden Gate, The Cuckoo. Led by Miss Florence Miller and Miss Helena McGovern.
(b) 12 pound shot-put. Adults.
2. *Tennis Court*—Potato race. For girls only. (a) Girls under 10;
(b) girls over 10. (Schools may challenge one another.)
3. *South Campus*—(a) Running broad jump. 80 pound class.
(b) Running high jump. 95 pound class.
4. *Upper Road*—(a) 70 yards dash. 115 pound class. Trials.
(b) 100 yards dash. All over 115 pound class. Trials.
5. *Lower Road*—Potato spearing race on horseback. Open to all riders.

INTERMISSION

LUNCH. Opportunity for rowing on the river.

At 1 P. M., Military Drill—Knights of King Arthur, Huguenot Chapter, New Paltz, N. Y., and Delta Sigma boys.

At 1.15 P. M., Demonstration of singing games and folk dances by Normal Seniors.

GROUP III. (1:30 P. M.)

1. *North Campus*—(a) Prisoner's base. Match game between Buttrville and Ohioville schools. Other schools may challenge one another. Two halves of ten minutes each will be played.
2. *Tennis Court*—(a) Primary children. 1. Here We Come Gathering Boughs of May. 2. Three deep. Led by Miss Florence Crowther and Miss Glendora Allen. 3. Miscellaneous games by the younger children of visiting schools.
3. *South Campus*—(a) Baseball throwing (girls).
4. *Lower Road*—(a) Tug of war (adults).
5. *Upper Road*—(a) 50 yards dash. 80 pound class. Finals.
(b) 60 yards dash. 95 pound class. Finals.
(c) 220 yards dash. All over 115 pound class.

GROUP IV. (2 P. M.)

1. *North Campus*—(a) Games for little children: 1. London Bridge. 2. The Jolly Miller. 3. Fishes Swim, etc. Led by Miss Miller and Miss McGovern.
2. *Tennis Court*—Flag relay races for girls of the 7th and 8th grades of all schools. Conducted by Miss Mabel Krause and Miss Elizabeth Dee.

3. *South Campus*—Running broad jump. Adults.
4. *Upper Road*—(a) 70 yards dash. 115 pound class. Finals.
(b) 100 yards dash. All over 115 pound class. Finals.

GROUP V. (2:30 P. M.)

1. *North Campus*—(a) Prisoner's base. Match game between Highland and New Paltz girls. Two halves of ten minutes each.
(b) 8 pound shot-put. 115 pound class.
2. *Tennis Court*—(a) Basketball relay races. Fifth and sixth grade girls led by Miss Olive Rasmussen and Miss Mary Barney.
(b) Relay races by teams from visiting schools.
3. *South Campus*—Running high jump. All over 115 pound class.
4. *Upper Road*—100 yards dash. Adults.

GROUP VI. (3 P. M.)

1. *North Campus*—Miscellaneous games open to all: Volley ball, tether ball, badminton, playground ball, quoits, ring toss, archery.
2. *Lower Road*—(a) 360 yards relay race, 4 boys on a team, 80 pound class.
(b) 440 yards relay race, 4 boys on a team, 95 pound class.
(c) 880 yards relay race, 4 boys on a team, 115 pound class.
(d) 880 yards relay race, 4 boys on a team, all over 115 pound class.

GROUP VII. (3:45 P. M.)

1. *Lower Road*—(a) Bicycle race. Boys.
(b) Bicycle race. Girls.
2. *Tennis Court*—Obstacle race.

The program will be interspersed by folk dances, given by groups of girls and boys in costume, wandering as bands of merrymakers about the grounds. If time permits, impromptu games of baseball will be arranged.

Athletic badges and banners will be awarded after the obstacle race.

Winners will assemble at the tennis court for this purpose.

The above program was participated in by about 3,000 people, of whom more than one-half were school children. Where smaller numbers are expected a less elaborate program will suffice.

For each game it is well to have two or more leaders who shall superintend it, care for the apparatus, teach beginners, act as referee, etc. Each leader should have a generous corps of helpers, the latter to serve only an hour or so, for naturally everyone wants much free time on a day like this. It is absolutely essential that a large squad of helpers be trained for the work of the day. Herein lies the success of an occasion like this.

There should be one or more general supervisors, too, to whom the children may go and inquire "What can I do next?" and receive a prompt reply.

III. INDUSTRIAL WORK.

Industrial work—manual training and domestic science—are rapidly becoming regular parts of the school curriculum and find their place and function in the all round education of the child. All up to date normal schools provide good courses in these subjects. There remains, therefore, in this place, but to indicate some of the adaptations of these activities to the play conditions with which the teacher will have to deal. Such adaptations can be made valuable factors in the conduct of the school playgrounds, afford profitable alternatives to other forms of play activities, and provide, in the connection between the playground and the schoolroom, a means of introducing somewhat of the spirit of the former into the latter, giving to the formal schoolroom work a practical purpose that serves to enhance the pupil's interest therein.

The various practical things possible include among others the following:

1. Clearing ground, building running tracks, digging jumping pits, laying out baseball diamonds, etc.
2. Making play equipment—bases, tether ball covers and bats, bean bags, bean bag boards, hammocks, tennis nets, jumping stands, rope quoits, kites, etc.
3. Wearing apparel for games, festivals, tournaments, etc.—girls' bloomers, boys' running pants, school initials and pennants, sashes, caps, aprons, etc.
4. First aid material and equipment—bandages and lint cases to keep them in.

IV. NATURE STUDY.

All phases of the nature world are interesting to children and the playground should aim to restore natural conditions and foster natural interests as far as possible.

To this end it is desirable to have as many natural features in the playground as possible and to stimulate interest both in these and in outside nature.

A. Nature Study in the Playground.

Some of the natural features that may be made a part of the playground are: trees, vines, grass, flowers, vegetable gardens, and animals for pets. A cage of rabbits, guinea pigs, doves, etc., will add greatly to the interest.

In gardening, the common vegetables are usually raised. There are common plots where instruction is given and experiments are tried, but the main work is done by the children on individual plots. Careful instruction should be given in the preparation of the soil, planting, weeding and watering.

In the conduct of the gardens, it is well:

1. To let each child have his own plot of ground so long as it is properly cared for.
2. To raise chiefly the garden vegetables.
3. To let the children have all they raise to use or sell.

B. Nature Study Outside the Playground.

1. The common flowers, grains, vegetables, trees, birds, animals, butterflies, insects and minerals may be studied and collections may be made of most of them for a playground museum. These may be collected on excursions conducted by the director or by the children individually.
2. It is well for trips to be taken to the Zoo, to the woods, if they are accessible, and to other points of natural interest.
3. The children should be encouraged to raise flowers at home in window boxes or in the yard, and to raise vegetables in the back yard, on the house tops or in the windows.

V. GENERAL RECREATION.

A. *Personal Recreation.*

B. *A Study of General Recreational Facilities.*

C. *Tramps and Excursions.*

(See Syllabus Seven of the Course for Professional Directors.)

NOTE. The entire material of this course is published in a separate pamphlet, and may be obtained from the Playground Association of America, 1 Madison Avenue, New York.

THE DOCTRINE OF "HANDS OFF" IN PLAY

LUTHER HALSEY GULICK, M.D.,

President, Playground Association of America

[STENOGRAPHIC REPORT]

Within the last few years there has arisen a pernicious doctrine with reference to children—the doctrine of “hands off”. It is based on the idea that children grow up wholesomely if only they are let alone. I remember seeing a young mother who had been carefully taught that she must not interfere with her child, but allow it to unfold naturally and wholesomely, as a flower unfolds. I have seen her with tears trickling down her face, watching her baby on the floor; she wanted to take hold of the child, but she had been told “hands off”. The baby needed to be caressed and sung to as much as the mother needed to do it, but this pernicious new doctrine that children should be let alone was interfering with the fundamental instincts of motherhood and the fundamental instincts of babyhood.

Let us examine some of the facts back of this doctrine of “hands off”. When the Playground Association of America was organized in Washington, some of us who were interested in the work were granted an audience by Theodore Roosevelt, then President of the United States. We told him what we were doing, and he made a gracious response. 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 has since changed his opinion, but in those words he voiced the general public feeling regarding this whole matter of play. It is the general public feeling that children ought to be let alone, that they will play wholesomely if only adults do not fuss with them.

There was recently a warm debate in the House of Representatives with reference to the playground appropriation for the city of Washington, and in the course of the argument one of the distinguished gentlemen said that it was “as necessary and im-

portant to teach children to play as to teach the little lambs to gambol on the sunny hillside". He merely expressed general public opinion. It was this same doctrine of "hands off"—let the children grow up spontaneously.

One of my friends has a boy about nine years old. From the birth of that boy this doctrine has been carried out. In consequence that boy is a nuisance to himself, to his mother, to his father, and to all their friends young and old, because his instinct feelings have never been curbed. He has never learned to control himself. He has never learned what it means to bump up against another personality and be answered back in kind. He has learned that he can do anything he pleases with people, and that there are no consequences. To be sure, he has learned that if he puts his hand into a flame, it will be burned; but he has not been allowed to learn that if he puts his hand against another individual, he will also be burned. The parents of that boy have done him incalculable harm, because they have not allowed him to learn the great fundamental lessons of human relationships. That boy will go to college by and by, and there he will learn a great deal.

We may take an analogy from the animal world. Professor Scott, of Princeton University, experimented extensively with reference to the extent to which the natural instincts of young birds developed without the aid of imitating the parents. He raised birds from the eggs and gave the young no opportunity to come in contact with older birds of their kind. For example, he took blackbirds' eggs, hatched them in an incubator—brought them up by hand. Those birds never heard the beautiful song of the adult blackbird! They had perfect throats, as the throats of birds go. The only noise heard by those birds, which their throats were adapted to copying, was the crowing of a near-by bantam rooster. Those birds came as near to giving a crow like that of a bantam rooster as the nature of their throats permitted. They had the instinct to make a noise, and the way in which that instinct developed was related to imitation. It is said that the beautiful song of the song sparrow in different parts of this country varies so much that it is possible to identify birds from various parts from the character of the song; and it is believed that this is due to the fact that the young copy their song from the old birds, and that a given song in a given locality perpetuates itself, passing along from generation to generation of song sparrow lives

the peculiarities that have been developed in a given geographical locality.

This is not merely true concerning the song of birds, but with reference to many other things, nest-building, for instance. Some Baltimore orioles were brought up to adult life without having opportunity to mingle with their own kind. The time came for mating and then for nest-making. Those birds had the instinct for making a nest and took the pieces of string and straw, the proper materials that had been provided for them, putting them together in a pile; but after that they were helpless. They did not know the trade of their kind. They had not learned it by that social tradition upon which they, like we, depend. I am told that Scotch terriers in their fights have a special way of grasping the hind leg. It is stated that this is instinctive; but careful observers have noticed that Scotch terriers not brought up by Scotch terriers do not learn this trick, that it is acquired by the puppies through playing with their mother, and that in common with the main habits of every kind of dog, it is passed along from generation to generation by social inheritance.

Eagles fly with wonderful sureness, but—as I learn from scientific sources of information—young eagles, in most cases when the time comes for them to fly, have to be pushed out of the nest by their parents. Then if the young bird is unable to fly, the old one flies beneath, catching the young on his back, helping and pushing it out. Adult interference, meddling again!

The otter is one of the most perfect swimming land animals, and it seems as if its instincts must be adapted to water. But it appears that the young otter dreads water, and that it is necessary, in order that it shall learn to swim, to entice it upon the back of the mother who then plunges into the water. The animal is thus forced to swim against its will; but having acquired the habit, it soon learns to enjoy and appreciate it. The story goes, as told by scientific men, that long ago the otter was a land animal exclusively, but that by force of competition it was driven to pursue its livelihood in the water; that the young still retain the old instincts that belonged to them when the otter was exclusively a land animal; and that those instinct feelings must be overcome. If the otter can surmount fundamental instincts and get to like new things, there is hope for us! Just think, if we could adjust our fundamental instinct feelings so as to enjoy the scream of a trolley car as we enjoy the song of a bird!

It is true that I have selected plastic instincts, and that the instinct which guides the process of the caterpillar in the cocoon—a process which is carried on without practice—is an instinct without social inheritance; but in all the higher animals it seems that the direct measure of intelligence in any given species is the measure of the extent to which the young play and the adults play with their young.

Among savages, children constantly play in the presence of older children and of their parents. Initiation ceremonies are common among all primitive peoples. The boys to be initiated into the great race ceremonies of their kind are taken apart for a month or a series of months to learn tribal secrets, the tribal mode of worship, the sacred language. Do they perform those initiation ceremonies by themselves? No; they are in charge of some man who knows them all and who passes along to the boys this precious inheritance of social tradition that characterizes that people and makes them different from other tribes.

There is in all babies the instinct to talk, but the form of speech that this instinct takes depends upon the language heard. Would it not be curious if my child should grow up to speak Chinese without hearing Chinese spoken?

That is an absurd illustration of this pernicious doctrine that children should grow up without interference. Among savage peoples there is no such thing as the setting apart of children of a given age and having them play in an unsupervised way. It is a new thing which we have invented, much to our detriment, and much to the children's detriment.

To give a modern illustration—a friend of my family spends his summers in a small country community from which most of the active and energetic young men have left for the cities, as is the case in so many country communities. Those left remain for some special reason, or because they lack initiative. In that particular community no games were being played by the older boys. There was no baseball. The young man to whom I refer was a catcher on the Yale University baseball team. He became acquainted with some of those boys, and on one Fourth of July they asked him if he knew how to play. He answered, "Yes". So he got out with them and it was soon evident that he was a good player. They enjoyed playing with him, he organized them, and they elected him captain. When they discovered that he had played in college, he became the great man of the

community. After a while he proposed that they should keep up their organization for doing other things besides playing ball. That young man went to them for several years and reshaped the lives of those young men. He became to them an ideal and was, no doubt, idealized. He led them in those things that made for power, for persistence, for clean, strong play. He gave them things to do—and a model.

That is an example of the carrying of social tradition. That is what the play leader has to do, that is the sense in which we all talk about supervised play. As Froebel taught us—the playing of mothers with their children is the foundation of all education, all religion, all ethics. If we are to let our babies alone—"hands off"—it will mean nothing but calamity.

We are told that the graduates of Yale differ from the graduates of Harvard in certain fundamental respects that I shall not attempt to define. I do not know whether this is true or not, but it is not true that any such differences are owing to the fact that the Harvard professors know more Latin than do the Yale professors, or that the Yale professors know more mathematics or philosophy or chemistry or physics, or any other subject whatever. It is not true that such differences in the characters of the students coming from these two universities is traceable to a difference in the character of organization in those institutions. The character of the boy that is being shaped into the character of the man is developed, first of all, by social traditions, passed along from generation to generation of student life. We are told that in the great public schools of England—Rugby, Harrow, Eton—there are great differences in the standards, ideals, in the character of the students, in the way they look at life. These are due to the way in which those great traditions take the raw material of life and shape it constantly, steadily, and persistently into the form that is characteristic of that institution; and that is the thing, the thing alone, that makes civilized life possible, because civilized life is something other than the mere development of the individual.

I thought I would try to see, if I could find them, some cases of human babies who had been brought up alone, who had been allowed to play freely, but had never been allowed to learn play from adults or from other children. I found two groups, first a group of missionaries' children living separately, who lived with their parents in foreign lands, not playing with the native children

and having no children of their own race to play with. They played with their parents, but they did not get those lessons that come through playing with other children. When that period extended upwards of sixteen years of age, although the moral ideals were developed to a large extent, I failed to find any who understood the significance of team work; that is, they did not learn the tremendous lesson of the subordination of self to the group which is the foundation of modern life. They had learned the results of individual righteousness, but had failed to acquire the fundamental ideas of social righteousness that do not come through studying the pages of a book, but that come only through tradition brought to fruition by action.

The other group consisted of certain orphan asylum children who were received into the institutions early in life and were not allowed to play freely or come in contact with other children. An investigation along these lines has been carried on by Dr. Hastings Hart. One account was by Miss Florence Lattimore, who personally visited over one hundred such institutions for children. She reported that where children were taken young and brought up separately from other children, not being taught games, they invariably did not know how to play. They did not know how to play prisoners' base, hop scotch, or any of the other well-known games. When told to play, they would rush about, push each other, or pick dirt from between the paving stones. They did not know what to do, and why should they? We are social creatures; they had been denied the necessary food of social notions—personal contact with those who possessed the invaluable traditions that make social life significant. It was pathetic; those children were growing up wholesomely in body, but starved in social experience.

Those two groups show, I think, with adequate clearness what it means when we completely keep "hands off". During the last few years we have had two or three pretty bad experiences. Cities have opened playgrounds and have simply said, "There is your ground, play on it." Children have gone there to play; the older boys have become bullies and have driven off the younger, and the young men have made those places their abodes by night, until by petition some of them had to be closed, for they had become a moral menace by night and a physical menace to small children by day.

When the family splits up for its recreation there is danger.

When young people take their pleasures apart by themselves without the wholesome influence of family life, there is moral danger. Only when the family stays together do we have wholesome conditions. Our social traditions are the most precious element of civilization, and of cultivated life. They are the things that distinguish between a refined and well-bred person and a boor.

These great traditions are not carried by the individual, else they might be taught from a book. They are carried by the group. It would seem as if in all our great communities, composed as they are of people from different parts of the world, the community as a whole would inherit the wealth of all the folk lore; but such is not the case. The children in a mixed community have no longer the stories of the North or the stories of the South which they had when each community was composed merely of individual families. When these moved from their homes and lived together, the traditions were lost, because traditions are not carried by individual families. It is the community that carries them. If we were to move a whole community, we should move the traditions with it. That is why, with reference to this great group of subjects relating to play and leisure time, folk lore and children's stories, we in America are so poverty-stricken, for we have broken the chain of social traditions. Mothers do not have those stories to tell to their children which in past generations have been told and passed along from mother to child through the ages antedating history.

Dr. Haddon relates an experience in Borneo during a rain-storm, when he took refuge in the hut of a native. He found a group of persons, waiting like himself, for the storm to cease. Thinking to amuse the native children, he took a piece of string from his pocket, tied it in the form of a loop, put it on his hands and made the "cat's cradle". He then showed them how to "take it off". He was surprised that it was promptly taken off. Then he took it off, and this pastime was continued until he came to the end of his series, after which the native children went on for four or five figures more. It is a long time, Dr. Haddon says, since their forefathers and ours dwelt together and we as children played "cat's cradle" together; but upon no other hypothesis is it possible to account for the development and preservation of this form of play, which is too complicated to have been developed twice in just that manner. The children played

it and taught it to the younger children; they learned it and taught it to the younger children, they in turn to the younger children, and so on for hundreds and thousands and may be tens of thousands of years, in an unbroken chain from the time when their fathers and ours lived together.

Such is the force that carries play, and in America we have broken it. That is why our great folk dances and folk festivals have gone, and that is why we have to teach our children to play. That is why we must make an effort to restore to them that birthright of children's stories. Therefore we need tradition carriers, play leaders—and that is what the directors of the playground are. Do not think of them as stern and arbitrary "bosses", who act as did one in a certain French town where play was to be introduced and the children were ordered to play, and one industrious boy being exceedingly interested in his mathematics was punished by the play leader for not playing right; but think of them as sympathetic carriers of splendid traditions, as social leaders. Without them it would be better to have no playgrounds at all; that has been the experience in congested districts. Through these play leaders there is from generation to generation a transfer of character, as in the case of the young man mentioned, who transformed the young manhood of a country community by his contact with the boys in playing baseball. Similarly the games of playing with sand, swinging and seesaw, dancing in the circle, are the activities through which character is transferred from generation to generation of child life.

In presenting this argument for the need of supervision in play, I have not undertaken in any way to show what kind of supervision is good. There is much supervision that is vicious, that essentially changes the character of play so that it loses its chief value. The child does not exist as an independent integer. He is a part of the social whole. He needs the rest as much as the rest needs him, and these complex forms of control are genuine, though indefinite and limited. These definitions and limitations it has not been my intention to discuss in any way.

Session on Folk Dancing

LUTHER HALSEY GULICK, M.D., *Chairman*

TENTATIVE REPORT OF THE COMMITTEE*

I. The first object of your Committee on Folk Dancing has been to determine those folk dances and folk-singing games that are most useful under the conditions found in American playgrounds.

A. We have considered three kinds of playgrounds found in this country:

1. Country places, or large outdoor, grass-covered spaces.
2. Ordinary playgrounds with dirt surfaces.
3. Indoor playgrounds with board, cement, or asphalt floors.

B. We have also considered the kinds of people who use these playgrounds:

1. Small children (boys and girls, mixed).
2. Larger boys, in separate groups.
3. Larger girls, in separate groups.
4. Grown men and women.

C. We have also considered these folk dances and games for their value to those for whom they are intended, and

* It is to be noted that the Committee on Folk Dancing has presented a report, not upon the social use of the folk dance, but upon the use of folk dancing where active exercise, large numbers of children and limited space are involved. Thus the lists of dances that are presented by this committee are designed to meet this particular need. This does not mean that there are not many other folk dances which are entirely suitable for social objects. For example, the Virginia Reel, which is referred to definitely as not being included in this list because it does not contain enough vigorous exercise, may be of great value from a social standpoint.

Attention was called to this matter in the conference on the report of the Committee at the Third Annual Congress, and instructions were issued that this explanation be added to the report.

LUTHER H. GULICK,
President

not from the standpoint of the spectator, eliminating the element of personal display and choosing those dances in which large numbers can take part, and which have, in addition to a social element, the virtues of (one) simplicity, (two) vigorous action, (three) wholesome, natural, out-of-door spirit.

We have, therefore, compiled a list of folk dances which have been found successful and well loved, and have classified them as to their suitability for use in these different kinds of playgrounds, and as to their suitability for use by small children, boys, girls and adults.

II. Our second object has been to prepare a list of dances, which are of special significance and can be fitted into special occasions, such as festivals of the seasons, greeting, farewell, rejoicing, celebration of holidays, etc.

III. Our third object has been to make as complete as possible a list of printed matter relative to folk dancing, with a printed outline of the character and special value of each, specifying each of the dances on our list as described therein.

Out of a list of seventy-nine folk dances compiled by your Committee, we have chosen those which were known and especially approved of by at least two of the committee.

We herewith submit:

First. A selected list of folk dances, followed by various classifications of these dances according to their suitability under different conditions.

Second. A list of dances representing various occupations.

Third. A list of dances suitable for special occasions.

Fourth. A list of printed matter relative to folk dancing.

SELECTED LIST OF FOLK DANCES

Arranged alphabetically according to nationalities of dances.

<i>Nationality of Dance</i>	<i>Name of Dance</i>	<i>Name of Book where Description or Music, or Both, may be Found*</i>	
Bohemian.....	Komarno.....	9. "Folk Dance Music"	
		10. "Folk Dances"	
"	Strasak.....	9. "Folk Dance Music"	
		10. "Folk Dances"	
Danish.....	Ace of Diamonds.....	24. "Old Danish Folk Dances"	
"	Dance of Greeting....	29. "Popular Folk Games and Dances"	
"	Shoemaker's Dance....	24. "Old Danish Folk Dances"	
English.....	Bean Setting	Morris Dances. {	21. "The Morris Book"
"	How Do You Do, Sir?..		21. "The Morris Book"
"	Laudnum		21. "The Morris Book"
"	Bunches .		21. "The Morris Book"
"	Maypole Dance.....	14. "Guild of Play Book of Festival and Dance"	
Finnish.....	Bounding Heart.....	11. "Folk Dances and Games"	
"	Harvest Dance.....	11. "Folk Dances and Games"	
Hungarian.....	Csardas.....	10. "Folk Dances"	
Irish.....	Jig.....	{ 9. "Folk Dance Music"	
		{ 10. "Folk Dances"	
Italian.....	Tarantella.....	{ 9. "Folk Dance Music"	
		{ 10. "Folk Dances"	
Norwegian.....	Mountain March.....	24. "Old Danish Folk Dances"	
		12. "Folk Dances for Men"	
Russian.....	Comarinskaia.....	{ 9. "Folk Dance Music"	
		{ 10. "Folk Dances"	
Scotch.....	Highland Fling.....	10. "Folk Dances"	
"	Highland Reel.....	10. "Folk Dances"	
"	Highland Schottische	11. "Folk Dances and Games"	
Swedish Dance...	Bleking.....	28. "Old Swedish Folk Dances"	
		28. "Old Swedish Folk Dances"	
"	Clap Dance.....	33. "Swedish Recreative Ex- ercises for Schools and Playgrounds"	
"	Fjalnas Polska.....	32. "Swedish Folk Dances"	
"	Oxdans.....	28. "Old Swedish Folk Dances"	

* The number prefixed to the name of the book corresponds in each case to that prefixed to the title of book in the list of books of folk dances.

<i>Nationality of Dance</i>	<i>Name of Dance</i>	<i>Name of Book where Description or Music, or Both, may be Found*</i>
Swedish Dance...	Reap the Flax.....	33. "Swedish Recreative Exercises for Schools and Playgrounds"
"	" ...Trollen.....	10. "Folk Dances"
"	" ...Varsouvienne.....	8. "The Folk Dance Book"
		28. "Old Swedish Folk Dances"
Swedish Song		
Play	...Carousel.....	31. "Song Plays"
"	...Hey, Little Lassie.....	14. "Gymnastic Dancing"
"	...How Do You Do, My Partner?.....	29. "Popular Folk Games and Dances"
"	...I See You.....	31. "Song Plays"
"	...Kull Dance.....	10. "Folk Dances"
"	...Ma's Little Pigs.....	10. "Folk Dances"
"	...Nigare Polska.....	33. "Swedish Recreative Exercises for Schools and Playgrounds"
"	...Peter Magnus.....	31. "Song Plays"
"	...Ritsh, Ratsh.....	31. "Song Plays"
"	...To-day is the First of May.....	31. "Song Plays"

ADDITIONAL DANCES

Not folk dances, but found desirable.

<i>Name of Dance</i>	<i>Arranged by</i>	<i>Name of Book where Description or Music, or Both, may be Found*</i>
Chorus Jig.....	Mr. M. B. Gilbert, Boston, Mass.....	Not published
Christmas Dance	Mrs. M. H. Woolnoth, London, England....	14. "Guild of Play Book of Festival and Dance"
Jumping Jack....	Mr. Hebbart, Providence, R. I.....	12. "Folk Dances for Men"
Lilt.....	Dr. W. G. Anderson, Yale University, New Haven, Conn.....	12. "Folk Dances for Men"
Spring Flower Dance.....	Mrs. M. H. Woolnoth, London, England....	14. "Guild of Play Book of Festival and Dance"
Ugly Mug.....	Mr. M. B. Gilbert, Boston, Mass.....	Not published

* The number prefixed to the name of the book corresponds in each case to that prefixed to the title of book in the list of books of folk dances.

DANCES SUITABLE FOR GRASS PLAYGROUNDS

<i>Name of Dance</i>	<i>Nationality of Dance</i>
Ace of Diamonds.....	Danish
Bean Setting.....	English (Morris Dance)
Bleking.....	Swedish
Carousel.....	Swedish (Song Play)
Clap Dance.....	Swedish
Dance of Greeting.....	Danish
Fjalnas Polska.....	Swedish
Harvest Dance.....	Finnish
Hey, Little Lassie.....	Swedish (Song Play)
How Do You Do, My Partner?....	Swedish (Song Play)
How Do You Do, Sir?.....	English (Morris Dance)
I See You.....	Swedish (Song Play)
Kull Dance.....	Swedish (Song Play)
Laudnum Bunches.....	English (Morris Dance)
Ma's Little Pigs.....	Swedish (Song Play)
Maypole Dance.....	English
Mountain March.....	Norwegian
Nigare Polska.....	Swedish (Song Play)
Oxdans.....	Swedish
Peter Magnus.....	Swedish (Song Play)
Reap the Flax.....	Swedish
Ritsh, Ratsh.....	Swedish (Song Play)
Shoemaker's Dance.....	Danish
Tarantella.....	Italian
To-day is the First of May.....	Swedish (Song Play)

DANCES SUITABLE FOR PLAYGROUNDS WITH DIRT
SURFACE

<i>Name of Dance</i>	<i>Nationality of Dance</i>
Ace of Diamonds.....	Danish
Bean Setting.....	English (Morris Dance)
Bleking.....	Swedish
Bounding Heart.....	Finnish
Clap Dance.....	Swedish
Fjalnas Polska.....	Swedish
Hey, Little Lassie.....	Swedish (Song Play)
How Do You Do, My Partner?....	Swedish (Song Play)
How Do You Do, Sir?.....	English (Morris Dance)
Kull Dance.....	Swedish (Song Play)
Laudnum Bunches.....	English (Morris Dance)
Ma's Little Pigs.....	Swedish (Song Play)
Maypole Dance.....	English
Nigare Polska.....	Swedish (Song Play)

<i>Name of Dance</i>	<i>Nationality of Dance</i>
Oxdans.....	Swedish
Peter Magnus.....	Swedish (Song Play)
Reap the Flax.....	Swedish
Shoemaker's Dance.....	Danish
To-day Is the First of May.....	Swedish (Song Play)
Trollen.....	Swedish

DANCES SUITABLE FOR INDOOR PLAYGROUNDS

<i>Name of Dance</i>	<i>Nationality of Dance</i>
Ace of Diamonds.....	Danish
Bean Setting.....	English (Morris Dance)
Bleking.....	Swedish
Bounding Heart.....	Finnish
Carousel.....	Swedish (Song Play)
Clap Dance.....	Swedish
Comarinskaia.....	Russian
Csardas.....	Hungarian
Dance of Greeting.....	Danish
Fjalnas Polska.....	Swedish
Harvest Dance.....	Finnish
Hey, Little Lassie.....	Swedish (Song Play)
Highland Fling.....	Scotch
Highland Reel.....	Scotch
Highland Schottische.....	Scotch
How Do You Do, My Partner?.....	Swedish (Song Play)
How Do You Do, Sir?.....	English (Morris Dance)
I See You.....	Swedish (Song Play)
Jig.....	Irish
Komarno.....	Bohemian
Kull Dance.....	Swedish (Song Play)
Laudnum Bunches.....	English (Morris Dance)
Ma's Little Pigs.....	Swedish (Song Play)
Mountain March.....	Norwegian
Nigare Polska.....	Swedish (Song Play)
Oxdans.....	Swedish
Peter Magnus.....	Swedish (Song Play)
Reap the Flax.....	Swedish
Ritsh, Ratsh.....	Swedish (Song Play)
Shoemaker's Dance.....	Danish
Strasak.....	Bohemian (Song Play)
Tarantella.....	Italian
To-day Is the First of May.....	Swedish (Song Play)
Trollen.....	Swedish
Varsouvienne.....	Swedish

DANCES SUITABLE FOR SMALL CHILDREN

<i>Name of Dance</i>	<i>Nationality of Dance</i>
Ace of Diamonds.....	Danish
Bleking.....	Swedish
Bounding Heart.....	Finnish
Carousel.....	Swedish (Song Play)
Clap Dance.....	Swedish
Csardas.....	Hungarian
Dance of Greeting.....	Danish
Fjalnas Polska.....	Swedish
Hey, Little Lassie.....	Swedish (Song Play)
How Do You Do, My Partner?....	Swedish (Song Play)
I See You.....	Swedish (Song Play)
Komarno.....	Bohemian
Kull Dance.....	Swedish (Song Play)
Ma's Little Pigs.....	Swedish (Song Play)
Maypole Dance.....	English
Mountain March.....	Norwegian
Nigare Polska.....	Swedish (Song Play)
Oxdans.....	Swedish
Peter Magnus.....	Swedish (Song Play)
Reap the Flax.....	Swedish
Ritsh, Ratsh.....	Swedish (Song Play)
Shoemaker's Dance.....	Danish
Strasak.....	Bohemian (Song Play)
To-day Is the First of May.....	Swedish (Song Play)
Trollen.....	Swedish
Varsouvienne.....	Swedish

DANCES SUITABLE FOR LARGER BOYS

<i>Name of Dance</i>	<i>Nationality of Dance</i>
Bean Setting.....	English (Morris Dance)
Bleking.....	Swedish
Comarinskaia.....	Russian
How Do You Do, Sir?.....	English (Morris Dance)
Jig.....	Irish
Jumping Jack.....	Irish
Komarno.....	Bohemian
Laudnum Bunches.....	English (Morris Dance)
Lilt.....	Irish
Oxdans.....	Swedish
Reel.....	Scotch

DANCES SUITABLE FOR LARGER GIRLS

<i>Name of Dance</i>	<i>Nationality of Dance</i>
Ace of Diamonds.....	Danish
Bean Setting.....	English (Morris Dance)

<i>Name of Dance</i>	<i>Nationality of Dance</i>
Bleking.....	Swedish
Carousel.....	Swedish (Song Play)
Clap Dance.....	Swedish
Comarinskaia.....	Russian
Csardas.....	Hungarian
Fjalnas Polska.....	Swedish
Harvest Dance.....	Finnish
Highland Fling.....	Scotch
Highland Reel.....	Scotch
Highland Schottische.....	Scotch
How Do You Do, My Partner?.....	Swedish (Song Play)
How Do You Do, Sir?.....	English (Morris Dance)
I See You.....	Swedish (Song Play)
Jig.....	Irish
Komarno.....	Bohemian
Kull Dance.....	Swedish (Song Play)
Laudnum Bunches.....	English (Morris Dance)
Maypole Dance.....	English
Mountain March.....	Norwegian
Nigare Polska.....	Swedish (Song Play)
Peter Magnus.....	Swedish (Song Play)
Reap the Flax.....	Swedish
Shoemaker's Dance.....	Danish
Strasak.....	Bohemian (Song Play)
Tarantella.....	Italian
To-day Is the First of May.....	Swedish (Song Play)
Trollen.....	Swedish
Varsouvienne.....	Swedish

DANCES SUITABLE FOR ADULTS

<i>Name of Dance</i>	<i>Nationality of Dance</i>
Ace of Diamonds.....	Danish
Bean Setting (men).....	English (Morris Dance)
Bleking.....	Swedish
Bounding Heart.....	Finnish
Clap Dance.....	Swedish
Comarinskaia.....	Russian
Csardas.....	Hungarian
Fjalnas Polska.....	Swedish
Harvest Dance.....	Finnish
Highland Fling.....	Scotch
Highland Reel.....	Scotch
Highland Schottische.....	Scotch
How Do You Do, Sir? (men).....	English (Morris Dance)
Jig.....	Irish
Komarno.....	Bohemian
Kull Dance.....	Swedish (Song Play)

<i>Name of Dance</i>	<i>Nationality of Dance</i>
Laudnum Bunches (men).....	English (Morris Dance)
Maypole Dance.....	English
Mountain March.....	Norwegian
Oxdans (men).....	Swedish
Strasak.....	Bohemian (Song Play)
Tarantella.....	Italian
Varsouvienne.....	Swedish

DANCES OF VARIOUS OCCUPATIONS

<i>Name of Dance</i>	<i>Nationality of Dance</i>
Carousel (Riding in the Merry-go-Round).....	Swedish
English and Roman Soldiers.....	Traditional Singing Game
Jolly is the Miller.....	Traditional Singing Game
King of France.....	Traditional Singing Game
Milking Pails.....	English Singing Game
Mountain March.....	Norwegian
Oxdans (mock fight).....	Swedish
Sailor's Hornpipe.....	English Navy
Shepherds, Hey.....	English Morris Dance
Shoemaker's Dance.....	Danish
Tailor's Dance.....	Swedish Singing Game
Washing Song and Dance.....	Swedish Singing Game
Weaving Dance.....	Swedish

DANCES SUITABLE FOR SPECIAL OCCASIONS

<i>Special Occasion</i>	<i>Name of Dance</i>	<i>Name of Book where Description or Music, or Both, may be Found*</i>
Christmas.....	Christmas Time.....	{ 1. "Book of Song Games and Ball Games" 31. "Song Plays"
"	 Christmas Dance	
		14. "Guild of Play Book of Festival and Dance"
Easter.....	Christmas Time (Last stanza sung first)...	{ 1. "Book of Song Games and Ball Games" 31. "Song Plays"
Farewell.....	To-day Is the First of May (2d Part).....	
	(Substitute any other special day.)	31. "Song Plays"
	The second stanza contains the farewell.	

* The number prefixed to the name of the book corresponds in each case to that prefixed to the title of the book in the list of books of folk dances.

<i>Special Occasion</i>	<i>Name of Dance.</i>	<i>Name of Book where Description or Music, or Both, may be Found*</i>
Fourth of July	Minuet	14. "Guild of Play Book of Festival and Dance"
"	" .. Indian Dance	17. "Indian Dances"
Greeting	Danish Greeting Dance	10. Folk Dances
"	Gustaf's Skol (Toast to Gustaf)	11. "Folk Dances and Games"
"	How Do You Do, My Partner?	29. "Popular Folk Games and Dances"
"	How Do You Do, Sir?	21. "The Morris Book"
"	Kull Dance	10. "Folk Dances"
"	Nigare Polska	33. "Swedish Recreative Exercises for Schools and Playgrounds"
Hallowe'en	Hallowe'en	1. "Book of Song Games and Ball Games"
Harvest Time	Finnish Harvest Dance	11. "Folk Dances and Games"
"	" .. French Vintage Dance	11. "Folk Dances and Games"
"	" .. Reap the Flax	33. "Swedish Recreative Exercises for Schools and Playgrounds"
"	" .. Oats, Peas, Beans	4. "Children's Singing Games"
"	" .. Mow, Mow the Oats	4. "Children's Singing Games"
Rejoicing	Carousel	31. "Song Plays"
"	I See You	31. "Song Plays"
"	Tarantella	{ 9. "Folk Dance Music" 10. "Folk Dances"
Springtime	Bean Setting and other Morris Dances	21. "The Morris Book"
"	Cornish May Dance	29. "Popular Folk Games and Dances"
"	Maypole Dance	14. "Guild of Play Book of Festival and Dance"
"	To-day Is the First of May	31. "Song Plays"
St. Patrick's Day	Irish Jig	{ 9. "Folk Dance Music" 10. "Folk Dances"
"	" Irish Lilt	12. "Folk Dances for Men"
Washington's Birthday	Minuet	14. "Guild of Play Book of Festival and Dance"
"	" .. Indian Dance	17. "Indian Dances"

*The number prefixed to the name of the book corresponds in each case to that prefixed to the title of the book in the list of books of folk dances.

BOOKS ON FOLK DANCING

1. **BOOK OF SONG GAMES AND BALL GAMES.** Kate F. Brenner.
Published by George Philip & Son, 32 Fleet St., E. C.,
London, England. Price, 3 shillings 6 pence.

Contains music and descriptions of twenty-one Swedish ring games, with words translated and altered so as to be more suitable for school children. Among them are:

Christmas Time
Hallowe'en

2. **CHILDREN'S SINGING GAMES (First and Second Series).** Alice B. Gomme. Published by David Nutt, 57 Long Acre, W. C., London, England. Price, 3 shillings 6 pence.

Contains a clear and definite description and music for about a dozen of the traditional children's games of England. Among others are:

Green Gravel
Milking Pails
When I was a Young Girl

3. **CHARACTERISTIC SONGS AND DANCES OF ALL NATIONS.** James Duff Brown and Alfred Moffat. Published by Bayley & Ferguson, 2 Gt. Marlborough St., London, England. Price, \$2.25.

Contains songs of all nations, a small proportion of them folk dance melodies. There are a few notes on the general character of some of the dances, but no descriptions of the dances themselves are given.

4. **CHILDREN'S SINGING GAMES.** Mari R. Hofer. Published by A. Flanagan Company, 266 Wabash Ave., Chicago, Ill. Price, 50 cents.

Contains, among others, music and descriptions of:
Oats, Peas, Beans
Mow, Mow the Oats

5. **DANCE SONGS OF THE NATIONS.** Oscar Duryea. Published by Oscar Duryea, 200 W. 72d St., New York City. Price, \$2.00.

6. DANCING. Mrs. Lily Grove. Published by Longmans, Green & Co., 91 Fifth Avenue, New York City. Price, \$2.50.

Contains a few folk dance descriptions.

7. DANISH FOLK DANCE MUSIC. Published by the Danish Folk Dance Society, Denmark. Obtainable of G. E. Stechert & Co., 129 W. 20th St., New York City. Price, \$1.50.

Contains the music to the dances described in "Old Danish Folk Dances".

8. FOLK DANCE BOOK, THE. Dr. C. Ward Crampton. Published by A. S. Barnes & Company, 11 East 24th Street, New York City. Price, \$1.50.

Contains, among others, music and descriptions of:
Trollen

9. FOLK DANCE MUSIC. Elizabeth Burchenal and Dr. C. Ward Crampton. Published by G. Schirmer, 35 Union Sq., New York City. Price: paper, \$1.50; cloth, \$2.00.

Contains seventy-six folk dance melodies. Among others, the most popular are the following folk dances:

Comarinskaia
Irish Jig
Komarno
Strasak
Tarantella

10. FOLK DANCES. Elizabeth Burchenal. Published by G. Schirmer, 35 Union Sq., New York City. Price, \$1.50.

Contains dance music, descriptions and illustrations of twenty-five of the folk dances introduced by the author in the Public Schools Athletic League of New York City. Among others are:

Comarinskaia
Csardas
Irish Jig
Kull Dance
Ma's Little Pigs
Scottish Reel and Fling
Strasak
Tarantella

11. FOLK DANCES AND GAMES. Caroline Crawford. Published by A. S. Barnes & Co., 11 E. 24th St., New York City. Price, \$1.50.

Contains, among others, music and descriptions of:

Bounding Heart
Finnish Harvest Dance
French Vintage Dance
Gustaf's Skol
Highland Schottische

12. FOLK DANCES FOR MEN. Published in *Physical Training*, a monthly journal of the Young Men's Christian Association, 124 E. 28th St., New York City, March, April, May, and June, 1908. Price, 15 cents per copy.

Contains music and descriptions of dances found useful for men. Among them are:

Comarinskaia
Irish Lilt
Jumping Jack

13. GRAMMAR OF THE ART OF DANCING. Translated from the German by Frederick A. Zorn. Price, \$10.00.

This is the most complete work on the technique of dancing. It also suggests various national dance characteristics.

14. GUILD OF PLAY BOOK OF FESTIVAL AND DANCE. G. T. Kimmins. Published by J. Curwen & Sons, 24 Berners St., W., London, England. Price, 5 shillings.

Contains music and descriptions of old English dances arranged by Mrs. M. H. Woolnoth and dances at Bermondsey Settlement in London, by the Children of the Guild of Play. Among others are the following:

Christmas Dances
Maypole Dance
Minuet
Spring Flower Dance
Welsh Dance

15. GYMNASTIC DANCING. Mary Wood Hinman. Published by Mary Wood Hinman, University of Chicago High School, Chicago, Illinois. Price, \$2.00.

Contains music and a number of folk dances, mostly Swedish. Notes on the accompanying dances are given with each piece of music, but are of use only to those who are familiar with the dances. They are not intended as descriptions. The only dances that could be followed from the notes are:

Doves
Hey, Little Lassie
Nursery Rhymes

16. HISTORY OF DANCING, A. Gaston Vuillier. Out of print, but some copies can be obtained through G. E. Stechert & Co., 129 W. 20th St., New York City. Price, \$4.00.

Contains profuse illustrations and gives a general historical review of the development of the art of dancing.

17. INDIAN DANCE. Published by Thomas Charles Co., 80 Wabash Avenue, Chicago, Ill. Price, 15 cents.

18. LEKSTUGAN. Hirsch's Forlag, Stockholm, Sweden. Obtainable of G. Schirmer, 35 Union Sq., New York City. Price, \$1.50.

19. MAYPOLE EXERCISES. Published by J. Curwen & Sons, 24 Berners St., W., London, England. Price, 1 shilling.

20. MAYPOLE POSSIBILITIES. Janette C. Lincoln. Published by F. A. Bassette Company, German Bldg., Springfield, Mass. Price, \$1.00.

Contains descriptions of maypole events used at the University of Illinois.

21. MORRIS BOOK, THE. Cecil J. Sharp and H. C. MacIlwaine. Published by Novello & Co., 21 E. 17th St., New York City. Price, \$1.25.

Contains very clear and definite descriptions of twelve of the best Morris dances in England. Among them are:

Bean Setting
How Do You Do, Sir?
Laudnum Bunches

22. MORRIS DANCES. Collected and edited by John Graham. Published by J. Curwen & Sons, 24 Berners St., W., London, England. Price, 2 shillings.

Contains music and descriptions of eleven Morris dances, among them:

Constant Billy
Bluff King Hal
Shepherds, Hey

23. MORRIS DANCE TUNES (Sets 1 and 2). Cecil J. Sharp and H. C. MacIlwaine. Published by Novello & Co., 21 E. 17th St., New York City. Price, \$1.00 each.

Contains music for the dances described in "The Morris Book".

24. OLD DANISH FOLK DANCES. A translation by Lida S. Hanson and Laura W. Goldsmith, of the Hand Book of the Danish Folk Dance Society. Published by G. E. Stechert & Co., 129 W. 20th St., New York City. Price: description, 75 cents; music \$2.70; both, \$3.45.

Contains descriptions of forty-four Danish folk dances, and is especially useful to those who are already familiar with Danish dances. Among others, the following are described:

Ace of Diamonds
Mountain March
Shoemaker's Dance

25. OLD DEVONSHIRE DANCES. Mildred Bult. Published by J. Curwen & Sons, 24 Berners St., W., London, England. Price, 1 shilling.

Contains music and descriptive outlines of six Devonshire dances, among others being:

The Triumph

26. OLD FAMILIAR DANCES WITH FIGURES. Arranged by C. Gott. Published by Oliver Ditson, 150 Tremont St., Boston, Mass. Price, 50 cents.

Contains music and descriptive outlines of a number of Contra dances and French dances.

27. OLD ENGLISH GAMES AND PHYSICAL EXERCISES (for children). Mrs. Florence Kirk. Published by Longmans, Green & Co., 91 Fifth Avenue, New York City. Price, 50 cents.

28. OLD SWEDISH FOLK DANCES. A translation of the Hand Book of the Swedish Folk Dance Society. Published by Niels Bergquist, Tompkinsville, Staten Island, N. Y. Price, 75 cents.

Contains, among others, descriptions of:

Clap Dance
Oxdans
Varsouvienne
Weaving Dance

The music for these is found in "Lekstugan".

29. POPULAR FOLK GAMES AND DANCES. Mari R. Hofer. Published by A. Flanagan Company, 266 Wabash Ave., Chicago, Ill. Price, 75 cents.

Contains music and descriptive outlines, among them the following:

Dance of Greeting
Twining Wreath

30. SINGING GAMES. M. C. Gillington. Published by J. Curwen & Son, 24 Berners St., W., London, England. Price, 1 shilling.

31. SONG PLAYS. Jakob Bolin. Published by Jakob Bolin, 645 Madison Ave., New York City. Price, 75 cents.

Contains, among others, music and descriptions of:

Carousel
Christmas Time
To-day Is the First of May
I See You
Peter Magnus
Ritsh, Ratsh

32. SWEDISH FOLK DANCES. Annie Barr Clapp and C. G. Bjerstedt. Published by Annie Barr Clapp, University of Nebraska, Lincoln, Neb. Price: description, 75 cents; music, \$1.50; both, \$2.25.

Contains, among others, descriptions of:

Fjalnas Polska
Weaving Dance

33. SWEDISH RECREATIVE EXERCISES FOR SCHOOLS AND PLAY-
GROUNDS. Grace J. McMillan. Published by McDougall's

Educational Co., 8 Farringdon Ave., London, E. C., England.
Price, 2 shillings.

Contains, among others, music and descriptions of:

Clap Dance

Nigare Polska

Reap the Flax (or Linen Weaving)

Weaving Dance (or Wool Weaving)

FOLK DANCING*

A study of the various dances used by the peoples in different parts of the world has revealed the fact that a large number of these dances are not suitable for us. In some of the dances, for example, but few individuals are dancing at a time, the rest remaining still, thus involving a waste of time. An excellent example of this type of dance is the Virginia Reel, known also as Sir Roger de Coverly; a dance interesting in itself, excellent from the social standpoint, but lacking from the standpoint of physical exercise. Therefore, one of the first principles of selection was the picking out of those dances in which most of the individuals are active most of the time.

Then, again, some folk dances require for their performance more space than is commonly available in the gymnasium, the school basement, or the schoolyard. Thus space, as well as time considerations, are involved in the selection of each dance. Those dances are chosen which can be done by the largest number in the most limited space.

As far as possible dances have been selected which involve large movements of the body, arms and limbs. This at once removes from the possibility of use such a large group of dances as that represented predominantly by the dances from Java, in which much symbolic work is done by the forearm and wrist.

Another consideration is that the postures involved in the dances shall be graceful and such as do not tend in any way to the forming of habits of movement or posture which are disadvantageous from the standpoint of health. As an illustration of the dances that have been avoided on this score may be cited

* This article and the one following are abstracts from the paper on "The Girls' Branch of the Public Schools Athletic League of New York City," by Luther Halsey Gulick, M.D., printed in the Proceedings of the Second Annual Congress.

those Indian dances in which for a considerable portion of the time the body is bent forward, the individual dancing with bent knees and in a crouching position. While it has not been possible to avoid these positions altogether, no dances have been selected in which such postures are predominant.

Another most important consideration is that the dances shall be sufficiently simple, so that children can learn them without an undue amount of training.

It has also been found necessary to avoid using a large number of folk dances because of their unsuitability from the emotional standpoint. For example, the love dances of the East, however beneficial they may be from the standpoint of the bodily movements involved, are entirely unsuited from the standpoint of their emotional content and their relation to the morals of our civilization.

It will thus be seen that the range of available folk dances meeting these various conditions is comparatively small. The work consists only in the teaching of those folk dances which meet these physiological, moral and social conditions.

In considering these various questions, the dangers of dancing, it is believed, have been largely met. It is recognized that there are many people who are not only fearful of dancing, but who see in it genuine evil. That to which these persons object is also objected to by us. Experience indicates clearly that the joyous freedom of those dances which are suitable from the various standpoints mentioned tends to minimize rather than to increase the dangers that were anticipated from the start. The attractiveness of the dance hall has been lessened for those who can have in school the beautiful old world folk dances.

Another and an entirely different aspect of the case is also important. The parents as they come to school and see their children taking part in the dances of the various races have come to feel that there are ties existing between themselves and their own children and the historic past of their own peoples, an appreciation of which ties had formerly been lacking. On the other hand, the children, who are doing the dances which their parents before them have done as children and as young people, coming to understand something of the meaning of those dances, have had interpreted to them in a way which it is hardly possible to accomplish by any other means their ancestral history. These dances constitute a real tie between the old and the new.

EXHIBITIONS OF FOLK DANCING AND ATHLETIC COMPETITIONS

Recommendations of the Girls' Branch of the Public Schools Athletic League of New York City

In the development of the good which we see in physical exercise for girls, including folk dancing and athletics, we recognize that there are certain real dangers. Our problem is to secure the good results without fostering the evil possibilities. We believe that the danger may be avoided at least in a great measure by the following steps:

1. By having the dancing as genuine play, rather than primarily as a means of public display or money getting.
2. By having the work of such nature that it can be done by large classes, for the exhibition of one or even a few girls in special work leans toward the stage. We feel strongly that this idea should not be the trend of our work.
3. By avoiding undue expense of time and money in the preparation of dances for exhibition purposes, or of money for the purchase of costumes for the several dances. Where the national costumes are used, serious difficulty has been developed. If the costumes are paid for by the girls themselves, social class distinction has been found between those who can and who cannot afford to make the purchase. This is unfortunate. When paid for by the teachers, a condition of unfairness is introduced which is not to be tolerated. The impression of unity which it is desired to give to a class can be accomplished by the use of some simple decoration, such as a ribbon in the hair, uniform in color and form throughout the class, or through a sash or scarf. The latter may be made of cheesecloth, which is relatively inexpensive.

COMMITTEE ON FOLK DANCING

ELIZABETH BURCHENAL, Inspector of Athletics, Girls' Branch of the Public Schools Athletic League, New York City, Chairman.

CLARA G. BAER, Sophia Newcomb College, Tulane University, New Orleans, La.

JAKOB BOLIN, Director, The Bolin Institute for Physical Training and Therapeutics, New York City.

MARION F. CARTER, Dean, New York Normal School of Physical Education, New York City.

LOUIS H. CHALIF, Director, Chalif Normal School of Dancing,
New York City.

ANNE BARR CLAPP, University of Nebraska, Lincoln, Nebr.

MARY WOOD HINMAN, University of Chicago High School,
Chicago, Ill.

MARI R. HOFER, Lecturer, Teachers' College, New York City.

MRS. LURA SANBORN SARGENT, Glencoe, Illinois.

MARY B. STEUART, Supervisor, Children's Playground Association,
Baltimore, Md.

DISCUSSION

FLORENCE L. LATTIMORE

Russell Sage Foundation, Pittsburgh

It is a great relief, isn't it, to have something urged upon us which actually depends for success upon that thing which we have been taught to break up and annihilate and dread—the mass handled as a mass. Those of us who have been closely associated with work for dependent children, and especially with the large groups of children living in institutions,—where the word “congregate” is in extreme disfavor just now,—hail with joy and gratitude the recommendations of the Committee on Folk Dancing. At last we can say, “The more the merrier”.

The folk dance has a many-sided advantage for children, and adults as well,—for children in the free community life and for those in institutions; but because of their great need for it and because of the unusual opportunities existing I should like, if I may, to limit my five minutes to a word in regard to folk dances for institutional children.

Upon thinking over the advantages of folk dancing, as brought out by the report, and then calling to mind the institutional boys and girls, it seems as if—to borrow a medical phrase—folk dancing were especially indicated for these children, whose lives are so commonly lacking in initiative, who have come from homes in which the play instinct is below the normal or distorted, who need to learn how to correlate the activity of eye, ear and general bodily work as the folk dance teaches it. They need it, not because they as children are different from other children, but because when living as a group their lives are stiff and artificial.

I know a certain woman who says she can never get ready for

Christmas till she feels it "bump". I do not think any one could visit the institutions housing children in any large city without feeling "bumped" by the opportunity for work among them. Take, for example, this particular Pittsburgh district. In it there are some 3500 minors in institutions. The only attempt towards play, as the playground movement uses that term, is in the institutions for the physically defective—the blind, deaf, and the feeble-minded. Especially remarkable is the development of this work for the blind, almost across the street from us here; but a field day or folk dance for the institutional child who is sound in body, but often undeveloped and anemic, is indeed a rare, if not an unknown thing. And I venture to say that the same statement is true of many other districts and in many other states.

There are many and strong reasons for the introduction of the folk dance in institutions. The groups are composed of the same children day after day, and the fact that the same children are together throughout the twenty-four hours gives special opportunities for developing the educational points in which the folk dance is so rich. Then, there is the opportunity for the dances suitable for holidays and other occasions, when the children are always together, and when the folk dance may well supplant the stereotyped forms now so generally used. Again, to refer to that part of the Committee's report which speaks of the moral protection of a love for right kinds of dancing, it is, perhaps, the institution child who most sadly needs to be strengthened in good standards before going back to the community after a demoralizing break in his life.

The need, then, is evident, and as far as equipment is concerned in most cases it is waiting too. Most institutions for children have the required floor space and often they have excellent outdoor space as well. In the matter of shelter, the institutional children are better off than their non-institutional brothers and sisters, and because of this can keep up their plays and dances throughout the winter. The only things lacking, then, are play directors and enthusiasm. Without some one to direct the play and the folk dance the chemical change needed to alter the institution atmosphere cannot be made. It is true that all institutions cannot do as one superintendent did, when she interpreted literally the permission of her board to select a relief officer and put a fully trained playground worker into the posi-

tion formerly filled by a sort of woman policeman. But, as playground movements are strongest in cities,—a fact which is also true of children's institutions,—here is the opportunity for the playground organization to step in with a visiting director. It is suggested that a play director might organize folk dances in several institutions at the same time, going from one to another. This could be done at small cost to the individual institution if the association could not afford to give this service free. And, the last of the points, the enthusiasm, is a clear question of educational influence, which no social agency has in larger measure than the playground associations. It seems to me that the advantages of the folk dance, as brought out in the report under discussion, dovetail so well with the needs of institutional children that special effort should be made to bring the two together.

AMALIE HOFER

Principal, Pestalozzi-Froebel Kindergarten Training School, Chicago

(SYNOPSIS)

Before one uses speech and converses by means of what we commonly call language, one babbles, one yodels, one sings snatches, or otherwise articulates one's feelings in vague jo-hoes, hurrah, hip hip, tra-la-la, hallelujah, amen. A chorus or refrain to the folk song is frequently made up of these ejaculations, in which the least developed may heartily participate.

The unsophisticated, the rustic and the non-expressive have let out their feelings and emotions through the medium of song before that of speech. When a whole people, the folk, is moved by a great national emotion the upheaval shows itself in folk music—which in form may be either a choral or a stirring patriotic war song, but which somehow serves as a discharge of the whole volume of folk feeling. This feeling may be hate, love, gratitude, or scorn of an enemy.

When even this vocal activity and medium of expression is limited, as among our American Indians, accumulated feelings may still burst forth in muscular forms, often reaching a frenzy of dance quite unseemly in such otherwise majestically calm personages. But these dances satisfy the surcharged participants as well as the on-lookers, and are therefore repeated whenever the emotional tide rises. So folk dances have been

made chiefly by men for men, the same forms being found and found again, until we have today a whole language of dance forms by which the deeps of the social as well as the personal heart may adequately find expression. Emotional necessity of whole-hearted, whole-minded peoples has crowded them into making these forms, by means of which the whole self seeks to express itself.

Therefore, the folk dance is primarily a matter of the unified, fully charged self, rather than a matter of specialized training of legs, or arms, or pose of trunk or cast of eye. It is, to be sure, all of these together and far more, but it is all these provoked into corporate expression by the self at the center—the self of feeling which is the whole self.

The folk dancing which proceeds from physical training merely is a colorless imitation, a caricature, and to many natures a damage. In the present adjustable or fluid stage of American development we find many who have the gift of appropriating ideas, styles, feelings, traditions of all peoples and kinds and times with easy readiness. There are others who seem like instantaneous reflectors, giving back whatever passes before them as if it were their own. These can learn any step, take any intellectual pose which serves their purpose. This is imitation and not artistic expression. The art back of the folk dance deserves rather such honor as is rendered to Shakespeare's plays, which are art forms forever because they embody the significant, full life.

The Chicago Guild of Play is an organization of play leaders and play experts who have felt the need of deepening the feeling side in themselves in order that their games, athletics, dances, and stunts in general, may express wholesome, hearty emotion as well as mere physical motion. We have found that folk games do more for us in this direction than folk dances. We find that a certain abandon necessary to the higher forms of folk dance seems inappropriate to our time and kind, but the rollic of games which combine dance forms with play quickens the social self, loosens the tongues as well as the muscles and the climax is a good all-round social, democratic time. As a feature of the Lincoln Centennial Celebration, a certain social center gave a "calico party". When it was found that the old-fashioned square dances were to be danced, the younger set of two-step devotees withdrew in disgust. The older men and women, inspired by a fiddle of the generation

already passing away, revived the "a-la-main left", "ladies chain" and "grand right and left", and voted it the most delightful occasion of many seasons.

By folk dances I mean American as well as European figures, —such as "Money-Musk", "The Pig in the Parlor", "Pop Goes the Weasel", "Captain Jinks of the Horse Marines", "Dan Tucker", and "Virginia Reel".

The folk dance cannot be considered apart from the musical accompaniment. Many of the most notable treasures of folk song were once folk dance music. For instance, many of you remember the music and words and rhythm of "Captain Jinks", —for that is the style in the army,—and are astonished to learn that it was once a frontier singing game, in which the whole family and neighborhood took a rollicking part.

Cheap rag-time music will never inspire clear, wholesome folk dancing. Only a genuine bag-piper, fiddler, or fifer, who glories in making others dance as he plays, is good enough.

MRS. LUTHER H. GULICK

New York City

The list of folk dances in this admirable report includes those from eleven different countries, but not one from America. It is not because we have none, either. To be sure, our dances, like ourselves, came originally from other countries, but they are now just as much Americans as we are. Take, for example, the Virginia Reel. In the report of the Committee we read that this dance has been excluded from the list because it does not afford sufficient physical exercise; yet on many occasions an excessive amount of physical exercise is undesirable. Besides, this objection can easily be met by having the rest of the group keep step or mark time with the dancers.

The Virginia Reel is especially suitable for family parties. Some fifteen years ago I remember a social evening spent with some friends. There were present a grandfather of one family, a grandmother of another and some three or four fathers and mothers with their children; all ranging from the eighties down to the little five-year-olds. At the close of the evening we all danced the Virginia Reel. Grandfather and grandmother headed the line, with the two five-year-olds at the foot. It was a beautiful sight to see grandfather trip down the line and courtesy to little Leehy and then dance back and swing his aged

partner. We all watched and smiled. It was interesting to observe the young people—how graceful some and how awkward the others. It was fascinating, and when we parted that evening we were all in sweet accord—we had, young and old, done something enjoyable together.

I think this dance is too good to be left off the list. It is a good parting dance at the end of a social evening. A club of girls I knew never felt happy unless the evening's enjoyment was brought to a close with this dance. It is desirable for the very reason that it is not necessarily vigorous. If it were vigorous, grandfather and grandmother could not join in.

I would prefer to see the Oxdans left out to this graceful, pretty Virginia Reel. The Oxdans is interesting and well adapted for boys, among whom it originated, but for little girls it seems to me undesirable. We want the graceful, polite side of our girls emphasized; not the fighting, hair-pulling side.

There are also other American folk dances. A friend in Maine has seen five hundred people dancing together the Portland Fancy and The Lady of the Lake. The Arkansas Traveler is another American folk dance.

When I was a child we had quite a number of singing games which I have not seen my children play. It is lovely to make rich the early years with group games and dances, but in introducing and bringing to light what the old world possesses, let us not lose sight of the little which we now have of our own.

Our young people are not satisfied with simply the two-step and waltz. It is almost impossible to go to a social dance now where various new dances are not being tried. This is true even in dance halls. Is it not possible gradually to change the character of the dancing in these halls to something different until the undesirable elements are left out? What the young people want is opportunity to do something exhilarating together. At present the two-step and waltz are practically all they have.

ACTION OF THE GENERAL CONFERENCE

We recommend that local playground associations consider the feasibility of offering to institutions other than playgrounds particular help in the organization of play and folk dancing.

PLAY AND WORK

RUSSELL H. CONWELL

Pastor, The Baptist Temple, Philadelphia

[STENOGRAPHIC REPORT]

Mr. President and Friends: I have not come to make a speech. I have come tonight for a very different purpose; and only use this opportunity for speechmaking to state the thought that this country and this state are gratefully interested in the great work which you, men and women, are doing in connection with the playgrounds of the nation.

When invited to appear here I felt it my duty as a citizen of this country, as a citizen of this state, to come and express the appreciation I feel, to emphasize the thanks that should be expressed to this body of self-sacrificing men and women who, through years of unnoticed toil, of unrequited sacrifice, have built up at last to a triumphant position this great and noble undertaking. As a citizen, representing myself, and at the same time representing the public opinion of this state, I come to say that we appreciate what you have done. We appreciate it more than you know. We think more about it than you think we do. The hearts of the people are more earnestly with you than you have appreciated.

I come also to express the thought that in the upbuilding of this great undertaking you have assumed a great responsibility. To say this seems like putting on an additional burden, but nevertheless it is your own undertaking. You have begun a great work; you must complete it. In accordance with your study and your practical application of the principles you have learned, so will the nation prosper. It is too great an undertaking for a few men and women to have upon their hearts and shoulders alone, and therefore it is necessary that the cities, the towns, that the country should come to the assistance of those who are bearing this great responsibility for the happiness of so many thousands now and for the future's millions beyond. The further civilization of the world is so dependent upon the

success of this undertaking that none can rightly stand back now and shirk responsibility. If we love the city and the state, if we love the people and love God, we must now stand true. The machine is in motion. It is going on, and the direction it will take depends yet upon those who have so far guided it.

I should say that there are dangers in the way—one-sided human inclinations to sit back and criticize. I rejoice to be on the same platform with the Mayor of Pittsburgh and to be merely a private citizen—to know that in tomorrow morning's paper my name will not be flaunted before the great public as will that of the mayor of the city; to think that I may rest in quiet and eat my breakfast in peace, not taking up a newspaper with the expectation of seeing all manner of criticism. It seems that no one says a good thing about a mayor except when he leaves office. The danger has been, I think, in the past, even with some good friends who advocate great measures, that they have been in the habit of criticizing a little too much. It is a natural thing to feel sympathy for children, especially those who are poor and live in alleys. But we err when we get our whole hearts centered upon one child and are so wholly involved in his good and his future that we criticize every other humane cause and let everything else go in order to save the one child.

Now, let us keep good common sense in advocacy of this great cause, and remember that the city is not so bad a place to live in as we have been told. Indeed, Pittsburgh is a great city, and it is a blessing to live in a city like Pittsburgh. Just think, we are all millionaires who live here. There is the boy who comes out of that narrow street—the boy they managed to find with "a microscope like God's". When I read of that one dark alley, I said: "That is a most wonderful thing; they have gone out to seek all that is bad, and only find one alley like that. I am glad they did not come to Philadelphia with that rake." Suppose one of those boys from that side street were to come out here to Fifth Avenue, or suppose he lived in the country and wanted a "Fifth Avenue". Think how much money it would cost him to have one. Think what he must do to be able to buy such an avenue. Think of the millions of dollars that boy is enjoying by just walking up Fifth Avenue. There is not money enough in a village to buy one "Fifth Avenue". Think of all the wonderful exhibitions of modern art that he can enjoy in these museums. He gets more out of them than Mr. Carnegie.

We can enjoy art galleries, although we do not carry anything away with us. If we lived in a country town, it would cost six and a half million dollars to get a gallery such as Pittsburgh enjoys free. Think of the parks of Pittsburgh, of Schenley Park. How many farmers could have that in their backyards? It is grand to live in the city.

I think the Playground Association, in order to get the very best playgrounds for children, should insist that the trolley companies so manage matters as to carry a boy or a girl for one cent from the city into the country. If the fares of trolley lines could be put at one or two cents a ride, there would be little need of playground associations. You would have no slums, no cellars, no attics. Children could ride into the country and get onto playgrounds at first hand. But, in any case, you can have these trolley rides now for five cents. Suppose you were in the country; in order to take a ride you would pay five dollars for a carriage. In the city you can get it in a carriage all in first-class condition, well heated, guided for you, stopping wherever you want it to stop, for five cents. Do you want to live in the country?

Then, think of the theatres you have in the city. Think of the shows and plays. Think of the great actors that may come from all over the earth to present themselves upon the stage. How much would it cost a poor farmer boy, how long would he have to work digging potatoes to enable him to build a theatre? You can get for one dollar, for fifty cents, for twenty-five cents, what it costs thousands of dollars to supply. Of course, he would rather live in the city.

Think of the great department stores you have in the city, and the facilities for buying. You can go in and look for the very quality you want, the particular article you wish for. You can buy something here for ten cents; whereas if you lived in the country you must hire a team for five dollars to go to the city, and then pay for living in town, in order to buy that one article. Think of how ladies can select all their articles of dress in the city in a few minutes and at a price the country could not offer. I would rather live in the city.

In the cities are newspapers edited by men and women whose talents could not have been purchased a century ago for any amount of money. You can have daily newspapers if you live in the city, and can know what is being done the world over.

In the country the farmer must drive miles to get his newspaper; and when he gets home at night he is often too tired to read it. Think of the wonderful influence of the city's public press.

Think of the churches in the city; the beautiful temples that have been constructed for every denomination, the marvelous cathedrals. You can go there and worship for very little money, for five cents. Some people never pay more than that. A boy in this city of Pittsburgh may be ever so poor, but he will be made welcome in any one of these churches. He will sit on a cushioned seat and walk upon velvet carpets. In the country he would only have God's vast temple, the forest and the hills. By living in the city he can have both, because he can go out into the hills; but the boy from the country cannot conveniently come into the city.

Think of what will be done for you in the city when you are ill. If a boy living in that city alley should be hurt, he would be carried to a hospital and cared for with luxuries that the rich could not buy in any greater proportion; with nurses around his bed all night, with doctors of the highest culture and the widest experience to minister to him. If a poor boy is taken sick in the country, the administrations that he receives will often do him more harm than good. You do not wish to live in the country.

Think of the opportunities to communicate with the world that you have in Pittsburgh. Railroads carry you from the city to all parts of the country. A boy living in the country must travel far by foot or carriage to reach other cities.

Think of the schools in Pittsburgh. The finest schools on this continent, with perhaps one exception, are to be found in Pittsburgh. A poor boy has a right in that school system; the laws provide for it. He has the best trained teachers; those that receive the highest pay, who have had long years of experience and possess cultured hearts and brains. Think of the fine school buildings, equipped with every form of apparatus known to progress.

Think of the great exhibition halls of Pittsburgh; what an attraction they are to the young and how much instruction they afford to the old. Think of your menagerie and how all parts of the world are drawn from to equip it. Even in central Africa the former president of the United States will not be able to kill more wild animals than he can find in that menagerie. The

poor country boy would have to work hard to save enough money to come to Pittsburgh and visit this menagerie. Think of the poorest boy in the lowest cellar or in the most miserable attic; he is a millionaire here compared with the boy living in the country.

Then think of the work you can get in the city. A boy coming to Pittsburgh can find almost every kind of work. Whatever he has been educated to do, he can find to do. In the country there are only two or three kinds of work—to plant potatoes, milk cows, take the stock to water—that is, there is certain definite farming work, and that only. In Philadelphia we have an institution over which I consider it an honor to preside, Temple University, where thirty-five hundred young men and women are now finding occupation for a few hours a day, enabling them to get a living. In a great city they can find it quickly. Thousands of students come to our city and secure the highest training which a university affords because the city has opportunities for every young man and woman to get a living in the few hours a day that it is necessary to work. You cannot find such opportunities in the country. You cannot find them in the farming districts.

Think of the food we have in the city. What would a farmer have of that which I had on my table, of what you had on your table tonight? Think in how great a variety the markets are spread before you and how for a few cents you can purchase what the farmer cannot have at any time or at any cost.

These things are here in this city of Pittsburgh, which is one of the ideal cities of the world; a city sitting upon seven hills with a majesty greater than that of Rome. All that is needed are two things, and one of them will be accomplished in a few years when money shall invent a process for turning the smoke of this city into clear, good air. Then a new Pittsburgh will be lifted up under the skies to the eyes of men—one of the most beautiful cities on God's earth. You who live in this city—would you prefer to live in the country? You know you would not.

I have heard about your politics. I have heard of Hon. William A. Magee before. It was said that the politics of Pittsburgh were awful. I was told that they were dreadful, and if I had not been surrounded by so many liars in Philadelphia I should have believed it. This habit of lying about cities is one of the dreadful blemishes in our character. I think it is one of

the worst characteristics of pessimism. The lies that have been told about Philadelphia! It was said that there was nothing there but "boss" rule and that the wickedest men were in control of affairs. I went into the reform movement because I believed what had been said, but after much reforming I found that we were worse off than before. So we reformed back again. Our common sense returned and we found that "boss" rule may be, after all, better than anarchy. In this country "boss" rule is a necessity, because we are an intelligent people.

Do you suppose that I would come here to guide the politics of Pittsburgh? Once I was given control of the valve of an engine and the engineer told me that I might run the train for a while. I ran it for two or three minutes and told the engineer that the responsibility was painful. Yet, I would rather run an engine, with the possibility of wrecking a trainful of people, than try to run a city government; for I know more about an engine than about the conduct of a city government. In America we need men who have studied politics. If they are good "bosses", they are what we need. The American people are sane, and while we do oftentimes get "bosses" who are dangerous, yet let us not associate the term "leaders of men" with a lack of patriotism. "Bosses" may be among the most patriotic men on the face of the earth. What was Abraham Lincoln but a politician? Let us not speak disparagingly of political leaders. No man who can lead men, and leads them aright, deserves criticism from his countrymen.

The politics of Pittsburgh, when we came to examine into them, had our respect, and the city certainly has my respect because of the decisive way in which it has dealt in reform. We cannot find another instance in the whole country where the people have carried on their government with greater efficiency than here. Not in the history of the world can you find another state of the kind where people come from foreign lands and must be taught all, that has run a government as economically as has Pittsburgh.

We talk about crime. I have heard that Philadelphia was filled with crime and have heard the same of Pittsburgh. In the statistics gathered by Colonel Wright, of Clark University, one of the best statisticians we have ever had, he stated about Pittsburgh that the proportion of crime to the number of people, when compared with cities of its class in the world, was over

five per cent less in Pittsburgh in 1908 than in any other city. That is remarkable when you think of the kind of people you have to welcome. They are ignorant, and what you have done with them is wonderful. I think it is a shame to say that the city is degraded.

I do not say these things in order that you may be proud. I am simply arguing my case. Nevertheless, it must be distinctly understood that I do not feel there is no fault whatever to be found in Pittsburgh or nothing more to be done there. That reminds me of the story told about Boston. A stranger told a Bostonian he had heard that Boston was next to Heaven. "Yes", replied the Bostonian, "that was so once, but Boston has improved a great deal since then."

In Pittsburgh there are two special requirements. The first has already been stated—to get rid of the smoke, so that you may have pure air. That will make Pittsburgh an ideal place to live in—having all the conveniences of the city with the pure air and freedom of the country. It is the purpose of this great Association to combine those things and not take away from the city any of its immense advantages, so that it will not be necessary to say to a boy, "You must go into the country." If you ask the boy why he does not go into the country, he will answer, "Because we are better off in the city." That boy is better off in the city, provided he has the advantages of the country combined with those of the city.

The next great necessity is the purpose for which we are gathered—playgrounds for the children. The view that I take of play is perhaps somewhat different from the general trend of the discussions of the week; so let me place it before you. I do not believe that the development of play as play should be the ultimate aim of this Association. This congress is perhaps tending to greater things than it knows. As those who fought a battle on Bunker Hill did not dream that the shot fired there would reach around the world, so this Association has been fighting a battle the large results of which they could not have dreamed. It is going on towards an ideal, and that ideal is far ahead.

I am reminded of the saying made by the greatest American humorist, Artemus Ward, that play should be work and work should be play. I do not think that the mere advocating of play will result in the end in anything more than laziness. This

cry for more holidays is all right, but it is often misinterpreted, and tends to an encouragement of the very things we do not want to encourage. Work should be play and play should be work.

I remember my father once saying to me when I was a boy, "Russell, you are the strongest boy in the whole village, and I am willing to bet that there is not another boy who can throw over the stone wall as many of the stones I have plowed up on that piece of land as you can." My father seldom said anything like that to me, and I replied, "I will try it with any boy in this community." So my father persuaded two other boys to enter into the contest. The stones flew over that wall, and in a single day we cleared off one end of the field. The sweat dropped from my brow and I was so lame that I could hardly move from one furrow to another; yet it was play. The next day I found out that it was a mere ruse to get those stones over the wall. After that it took me more than a week to throw over what previously I had thrown over in a day.

Work should be play; and the great purpose of this organization should be to bring about the time as soon as possible when play shall be work and work shall be play. You find this thought suggested in both Miss Kennard's and Dr. Gulick's addresses.

It is now looming into sight that in any organized playground the children should be trained to make work play and play work, to do something useful and to enjoy their labor. This division of labor and play is dangerous. The two should be one.

The great philosopher Emerson said that Artemus Ward was as great an inventive genius as the man who invented the sewing machine, and Emerson was right. You remember how Artemus Ward one day flattered a lady and told her she was handsome. She got angry at the broadness of the flattery and replied, "I wish I could say the same of you"; to which Artemus Ward answered, "You could if you were as big a liar as I am."

When we think of the inventive genius required to make people laugh, think and play, we find, after all, that there is in sport an effort deserving of the name of education. Playgrounds should be organized for training children in that discipline of mind.

There is an equal discipline of mind in creating jokes as in some forms of the higher mathematics. You get the right

riddles, the right plays, the right questions, before the child and you train him as you would in the working out of problems in arithmetic or in geometry.

Abraham Lincoln once said, "No man should desire to be president of the United States." Old men will remember his saying that he felt in the presidency like the man who had been riding on a rail, "he would not have enjoyed it but for the honor of it". The sad president of the United States was a good example of what it means to be laboring under a shadow and a great responsibility. He had reached the point where he could no longer enjoy the presidency of the United States, and martyrdom was next. The man who enters into any profession because he loves it will find that impulse carries him far towards perfection. Love and work must go together. The man who does not love his work is a poor employee. We must train children to enjoy doing the things that are useful. Let them learn that they can play at doing them. Then all of life will be one great playground, every man's duty will be done with joy, and the heart will be lifted in thankfulness to God for the privilege of labor; and an appreciation and a dignity will change all the avenues of our lives. I feel this responsibility so great upon me tonight that I should like in some way to share this duty if it were possible. This is the sentiment of the state and the nation. If you can train these boys and girls in the playgrounds to learn for the fun of it to do things that are useful, then shall you reach the ultimate ideal of the great purpose for which God has called you into being.

Education has a double purpose, the purpose of usefulness to one's fellow-men and the purpose of enlarged life, of deepened thought, of richer feelings, of greater love to men and God. Oftentimes parents whose daughters are in institutions come to me and say: "I want my daughter to learn to take care of a home, to know all about household affairs. She will be married some day. A real woman always expects to be, and should not be educated for anything else." How shortsighted is that policy! Suppose all women were sure of getting married. It would be very unfortunate if they did. What is education for but to enlarge the lives of women, to deepen their appreciation of things that are beautiful and true? We get an education for the purpose of knowing more, and appreciating more that our days may be happier. If that double purpose be held

before the children on the playgrounds, then shall you develop the very highest and best of manhood and womanhood. Play and work should never be separated; bring them together. Do not speak of play *and* work; marry them for time and eternity, so that when you speak of work you mean that which a person enjoys doing, and when you speak of play something that you enjoy doing because it is useful.

That reminds me of a story. A pious old Arab who lived to the age of one hundred years made it his duty to go to the temple every day to pray. He got there safely every morning, because as he came out into the city a beautiful angel took him and led him by the hand. He was happy in the morning, but he always returned sad, for every night as he left the temple there came behind him a terrible form that followed him to his home, and he was filled with fear and trembling. One day—it was his last day, just before he died—the shadow form came up behind, put her hand upon his shoulder and spoke to him, and the Arab said: "I seem to recognize that voice. It is the voice of the lovely angel who guides me in the morning to prayer." The form answered: "I am that angel who guides you every morning to prayer, and I would have guided you home every night, but you were afraid. You saw me in the morning in the light, but when you returned from the temple I was in the shadow."

We put work in the shadow, out of relation of life, art, and beauty; but the angel of play that leads us to the temple is precisely the same angel as that which leads us to work. When the ideal purpose of this Association has been carried out, then play and work will be found to be one.

Session on Athletics for Boys

LUTHER HALSEY GULICK, M.D., *Chairman*

TENTATIVE REPORT OF THE COMMITTEE*

It is the judgment of your Committee that:

1. Attention each season should be focused upon a few games, the number to be extended from year to year and as need arises. A few games, well played, are better than a large number indifferently played. In making a selection of games, those that hold interest for a season should have the preference. There is a recognized cycle of games which boys play, *i. e.*, there is top time, marble time, shinny time, etc. The playgrounds should provide space for playing these in their appropriate season.

2. Baseball, basketball, and football are national games. As such they are played by the American boy in season. The playground should become the center for these activities. Football must be further modified before it is suitable for playground use.

3. Hockey and shinny have their place in the annual cycle of boys' games. These games should form a part of playground activities.

4. A "between season" game should be included in the list. It is recommended that prisoner's base and duck on a rock be made playground games.

5. Other games than those mentioned by your Committee have proved their worth. The use of such games should be continued. It is not the policy of this Committee to make a general classification of games.

* The understanding of this Committee was that they should report on games. At the Board of Directors' Meeting it was thought wise to insert a paragraph with reference to athletics, but after further consultation with the Chairman of the Committee it seemed best to postpone this matter and later on give a whole report to the subject of track and field athletics for boys in playgrounds. This report, therefore, consists merely of a discussion of games.

LUTHER H. GULICK, *President.*

The following plan is presented to serve as a basis for the study of the problem of games for boys:

1. *For Boys from Nine to Twelve Years of Age*

I. BAT AND BALL GAMES

(a) Games leading up to baseball

Three-old-cat

Long ball

Schlag ball

Hang ball

Sit ball

Punch ball

Throw ball

Pin ball, etc., etc.

(b) Playground ball

(c) Baseball

II. INFLATED FOOTBALL GAMES

(a) Soccer football

Modifications, such as hand soccer

(b) American Rugby football

We regard the American Rugby football as undesirable, certainly for boys under twelve years old. Where the impulse to play football is strong we believe that informal practice, in which there are no mass plays or interference in front of the runner, may be used to some extent. The following are suggestions for experiment:

Size of ground to be smaller, say 25 x 30 yards. Limit the weight of the boys. Boys weighing 150 pounds should not be permitted to play against boys weighing 90 pounds.

Distance to be gained in three downs, 5 yards. No interference in front of the runner.

Three passes allowed in any direction.

Use soccer goal. No kick off. Ball to be put into play by scrimmage. Touchdown to count 5 points. A goal kicked or thrown between posts to count 3 points.

III. INFLATED HAND BALL GAMES

We do not regard basketball as a desirable game to push energetically among boys under twelve. Where there is a demand for the game, however, the Committee suggests larger baskets, lower height of goals and a shorter foul line. Volley ball and captain ball are recommended as more desirable games for summer use.

IV. STICK GAMES

- (a) Hockey and shinny (mostly scrub)
- (b) Fox in the hole

V. RACKET GAMES

- (a) Tether ball
- (b) Badminton

VI. PRISONER'S BASE, DUCK ON A ROCK

VII. OTHER GAMES

Such as ring toss, marbles, tug of war, top, tag, bombardment, foot and a half, dodge ball, center ball, scrimmage ball, whip tag, hand ball, etc., etc.

2. *For Boys from Twelve Years On*

I. BAT AND BALL GAMES

- (a) Regular
- (b) Playground ball
- (c) Best games from modification of younger boys' list

II. INFLATED FOOTBALL GAMES

- (a) Regular
- (b) Association or soccer
- (c) Modification of regular or Rugby game

III. INFLATED HANDBALL GAMES

IV. STICK GAMES

V. RACKET GAMES

- (a) Tether ball
- (b) Badminton

VI. PRISONER'S BASE, DUCK ON A ROCK

VII. OTHER GAMES

See list under item No. VII for boys under twelve.

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- Three-old-cat.....Scrub baseball.
- Throw ball.....Same as punch ball, except that the
ball is thrown instead of batted.
- Top.....GRADED GAMES AND RHYTHMIC EX-
ERCISES.
- Tug of war.....INDOOR AND OUTDOOR GYMNAS-
TIC GAMES.
- Volley ball.....ONE HUNDRED AND FIFTY GYMNAS-
TIC GAMES.
- Whip tag.....INDOOR AND OUTDOOR GYMNAS-
TIC GAMES.
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DISCUSSION

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The attempt to standardize and make scientific physical training for boys is a laudable effort and should be enthusiastically encouraged.

We have practically discovered the boy, scientifically speaking, in the last decade. The researches in child study and the literature in reference thereto have all been created in very recent years. The physiology and psychology of adolescence are very new discoveries.

What is needed now, and that imperatively, is the practical adaptation of these new studies in concrete methods. Physical training for boys is not characterized by that dignity in supervision nor expertness in method which should be manifested in work of such great importance.

The report of the Committee on Athletics for Boys, now under discussion, is a step forward in the right direction in an attempt to grade games for boys. The Committee has attempted to present a list of good games for boys for two age groups—namely nine to twelve and over twelve. The games presented are those having a rich psychic content, and consequently strong in securing and maintaining interest.

The games are largely social in character, the first group being individually social; that is, group games not demanding expert team work but allowing considerable individual effort within the group, which is a characteristic trait in boys in the age group nine to twelve. The capacity for coöperative effort is limited at this stage in their development.

The games suggested for boys over twelve demand, and that rightfully, a higher degree of coöperative effort or team work, and thus have a purer altruistic motive.

I commend the action of the Committee for the caution expressed in reference to such games as football and basketball. We should limit these games, in my judgment, not only to boys over twelve, as the Committee has suggested, but to boys over fourteen. The modification of these games when played by boys under these ages in the curtailment of the playing space, the more equitable adjustment in the weight of the contesting teams, and in basketball in the modification of the height of the goals and in their width, is commendable.

The nomenclature adopted is unique and clarifying in such classifications as bat and ball games, inflated football games, inflated hand ball games, stick games and racket games.

I would suggest a different and more comprehensive arrangement of the bibliography, and would suggest that it be added as an appendage, rather than in parentheses following the announcement of the games as at present, and which is not clear and specific.

My criticism of the report is that it is superficial; that it does not go into the question of the needs of the boy at various stages in his development nor how the games suggested meet those needs.

The use of the age grouping instead of the more equitable grading according to weight is unfortunate. Enough experience has been secured by the use of the latter method to make its adoption advisable.

Again, the boys should not be graded to the games, but the games to the boy. If weight is an index of maturity, and it is a fair index, though not so accurate as Crampton's public test, then weight should determine in a more just measure than age the physiologic progress of the boy. If by this method we have determined the stage in which the boy is, then we know somewhat accurately what his further physiological and social progress should be; and, knowing this, the game or games he needs to bring out the social, psychic and physiologic development typical for the stage he is in should be applied. This seems to me the only logical and pedagogical method for classification.

Each game, therefore, should be analyzed and a statement made of its inherent virtues and what can be accomplished in the experience of the boy with it. For illustration, games should be grouped:

1. According to their accentuation of individual characteristics, such as courage, initiative and motor skill.
2. Those demanding individual sacrifice, such as sacrifice plays and relay running.
3. Those proving social incentives, such as coöperation and concerted action.
4. Still others having particular hygienic and physiologic values.

If such a classification were made and adapted to the existing need of the boy, the work would prove more scientific and more suggestive.

And, lastly, I would favor the suggestion of games for an ungraded group, for those who because abnormally heavy or tall or awkward or nervous or timid or choreic or with functional disturbances need special treatment before they can take their place with normal and healthy boys.

The adoption, however, of the report in its present form will mark progress, but I trust a committee on this subject will be continued to work out more fully the grading of games for boys, including track and field athletics.

EMIL RATH

Physical Director, Forbes Public School, Pittsburgh

This discussion of the report of the Committee on Athletics for Boys is considerably limited by the decision of the Committee to report only on games for boys, leaving for the future a report devoted entirely to track and field work for boys in playgrounds.

The suggestions offered by the Committee, such as pertain to the selection of games suitable for playgrounds, the advisability of learning a few games well rather than many games indifferently, and many others, will no doubt be of value to all playground supervisors and teachers and be helpful in securing better results.

Would it not also be worth while suggesting the advisability of varying the games played in a season in such a manner that boys will learn those games that cover a wide range of activities, thereby acquiring a more general physical development and the mastery of many activities, rather than playing games of the same type with similar activities, and naturally obtaining a rather limited control of bodily movements? Boys usually

prefer playing games for which they possess a natural physical fitness and at which they have become experts. It thus becomes part of the duty of the playground teacher to teach and awaken an interest in these boys for those games which seem essential for that broader and higher training which really distinguishes the supervised playground from the vacant lot or unsupervised park.

The Committee's report contains a general but no specific classification of games, the Committee thinking it inexpedient to make one; yet a division suitable to various ages of boys seems to me an essential factor in the consideration of games.

The general classification presented refers to games for boys of nine to twelve years of age, and over, and as such is very broad, containing the most suitable and popular games known and making an excellent and quite varied list to select from. But a division of games arranged according to various age groups, such as from six to nine, nine to twelve, twelve to fifteen, and fifteen to eighteen years of age, or some similar division determined by a consideration of the principles governing the mental and physical growth of boys of these ages, would no doubt have been very much appreciated by teachers of playgrounds.

Perhaps no boys are in more need of a playground and systematic instruction in games than those living in congested parts of cities and attending schools which have no, or at least very little, play space about them. Here is an opportunity for the coöperation of playground associations with school authorities to have the boys of several grades visit the nearest playground on certain days every week after school hours and learn to play games. There is a distinct advantage in having entire grades playing games, for the more timid and frail boys, who usually look on while their stronger and healthier companions play, can by this arrangement and by the proper selection of games be induced to participate, and will in time acquire strength and the courage to enter games of their own accord. If such a plan could be extended over the entire city, the good results obtained from a well conducted playground, with its vast significance and importance as a factor in the development of good citizenship, would soon be apparent. This is merely a suggestion, and perhaps not within the scope of this discussion, yet to me it seems vitally important to try to have all boys of

the city engaged in healthful outdoor games, and in this manner all can be reached.

The results obtained from games will, of course, depend largely upon the qualifications of the teacher. Besides being master of the subject-matter, of methods, and possessing a definite understanding of his purpose, he should be able to enter into the spirit of the game, to place himself on a common basis with boys of various ages, to subdue the rowdy and encourage the timid; and he will accomplish results that will be profitable to the boy and the community.

C. T. BOOTH

Physical Director, The Young Men's Christian Association, Minneapolis

By the term "Athletics for Boys" my understanding of the meaning is physical exercises in which there is an element, more or less pronounced, of competition, individual or group, and which include group games, track and field sports.

The Committee in its report limits the discussion to games. In any adult scheme of games for boys of different ages; one immediately is confronted by the boy's hero and ideal life. His ever-present desire is not so much to do the thing that is to be done now, but in reference to the future. The boy lives in the future, so that in our schemes we must not make arbitrary lines and expect the boys to do things just the way we plan.

The young boy is spurred on by the achievements of his older brother or friend, and so on up the ladder to young men who are spurred on by the successes of the older men. Imitation, then, will set at naught any scheme of playground activities, especially in games, unless imitation is included in the arrangement. The boy's interest also will be enlisted in so far as he can approach what the older boys are doing.

In practical work, this limits us to a few games, and I believe this to be a good thing. I believe it better to learn a few games and be able to play them well than to spread the attention over a wide area and do them poorly. I realize, however, the danger in limiting the attention to a few games, so that I would not limit the number of games arbitrarily, but would let that arrange itself with the boys and then guide the interest. This interest differs in different cities and different playgrounds. In one playground, indoor baseball is the chief game of young

and old; in another basketball is the chief game; in still another, games do not hold a first place, but gymnastics take the lead. Our plans, then, must be adapted to each local playground. Limit the periods of playing and discourage "winning at all hazards". The interest, desire to imitate, and local conditions of adaptation must be considered. Football in our city has not been of much interest except in the high schools. The younger boys' and employed boys' interest in this game is only a passive one. Hockey and shinny are enjoyed to the fullest extent by all ages, wherever facilities are found for these two games.

We have found that a few games hold an interest for short periods, as the report terms, "between seasons"; such as prisoner's base and pom, pom, pull away, and for the younger boys, bull in the ring, and run, sheep run. Duck on a rock has very little interest for our boys.

It does not seem, in my opinion, from experience in our city, that games leading up to baseball are very popular, as the boys want the real game. Even playground ball has no interest for the younger boys; they will play indoor baseball or baseball from morning to night. We have tried the playground ball rules, but the boys do not want them.

With basketball, however, our boys will play "leading up games" with much delight. Circle ball and volley ball are much used.

In paragraph seven, under the heading "Games for Boys from Nine to Twelve Years of Age", is given a list of "Other Games", which includes marbles and hand ball. It seems to me that the statement following, including these same games for boys over twelve, is not consistent. Hand ball is a distinct game in itself, and should not be included in "Other Games" or included in the list for boys under sixteen. I have found much interest in this game by young men, and I believe it is distinctly a "man's game".

The subject of "Athletics for Boys" is certainly an important one, and I believe this report should be worked out more in detail and a bibliography added.

EMILE BARRIER

Director of Physical Training, Pittsburgh Playground Association

After studying the report of the Committee on Athletics for Boys, two things appeared to me to be worthy of special consideration.

The first is concerning the length of time which should be occupied in playing certain arduous games, such as football and basketball, especially with younger boys. These are games where a maximum effort is required—more or less—throughout the whole period of play. The suggestions of the Committee for the modification of basketball and football would do much to lessen the severity of the endurance test, but the matter of time would still be an important factor. There is a strong impulse everywhere to play basketball, and provision should be made for it. It seems to me, however, that at present it is a much "overplayed" game. An effort should be made to suppress boys from playing basketball as frequently as many of them do, and especially games with long halves. When basketball is allowed it overshadows everything else, while I have noticed by observation, and experience in teaching, that when basketball is not allowed most boys become intensely interested in some other game.

The second is the suggestion made by the Committee that the playgrounds should provide space for playing games, in their appropriate season, which have a recognized cycle. Frequently boys find that there is no suitable room in the playground for marbles, or top, or shinny, and then resort to the street. I have known many boys to defer the forming of baseball and other teams until the definite season of a game was over. Recently in starting a small playground in a school yard this was brought to my notice. There were several hundred boys in organized games. Most of the available space was thus occupied. On several occasions I had noticed a number of boys who seemed disinclined to join in the games that were being played, although opportunity to play was afforded them. On one of these occasions I asked a group of boys who were standing idly by why they did not join in the games. A variety of games were being played, such as I thought would suit the fancy of any boy who was inclined to play. The boys told me that they wanted

to play marbles and that they did not care to play anything else. The space which they had been using for marbles had been taken from them. When it was restored they played to their hearts' content. Later on when they tired of marbles they joined the other groups. Boys will play these games, and it is right that they should. Where it is possible, it will be well for us to provide space for them and allow them to play these universal games under the best of conditions.

In closing, I want to suggest two additional games for boys from nine to twelve years:

The first is indoor baseball, which can be played in a much smaller space than the regular game and with less danger to others.

The second is three deep, which is always popular after a little practice. This game affords ample opportunity for quickness of thought and action, and it demands alertness and attentiveness, but its ever changing conditions make it fascinating and amusing.

I recommend these two games because I have never known of their failure to arouse enthusiastic interest.

GEORGE B. AFFLECK

International Y. M. C. A. Training School, Springfield, Mass.

It is a matter for regret that in the interpretation of its duty the Committee did not include consideration of track and field athletics, since some playground directors have attended the conference largely for the purpose of securing the benefit of the Committee's judgment upon this phase of their work.

The report as presented offers several fundamental principles which should obtain with reference to the selection of games for the playground. Among these is one stipulating that in number of games attention to a few during the season is preferable to employment of many. Does this have an unqualified application? For what purposes are games employed? If to produce skilled performers, to turn out teams strong in competitive sports, to enable lads to prepare for the career of professional baseball players, then perhaps the playground is justified in thus emphasizing attention to only a few games. But if tastes and interests of those attending are to be consulted, or, better still, if their needs be met, so that in matters both physical and

social their wholesome development is sought, surely there is a place for more than a few games. In fact, it would appear from a subsequent part of the report that even the Committee did not adhere to this principle, since in the list of games suggested for boys of ages nine to twelve there is recommended a number of specific games.

Is there not another consideration relative to playground games of greater importance than that evidently implied by the Committee and stated by a former speaker, viz., "Games should be taught, not played"? Surely it is of prime importance that the numbers accommodated be considered. Now is there no better plan than the reservation at any given time of a basketball court for ten boys, of a diamond for eighteen, and of a gridiron for football (the modified game) for twenty-two? Could the amount of space indicated above not be utilized through the use of other games to greater advantage to the masses of those whose attendance is absolutely essential to the success of the playground?

In so far as the Committee has made any division of games with a view to their adaptation to different groups of boys it has been upon the basis of the age of the boys—a basis not now regarded as affording the best standard by which to judge of the boy's development. In fact, it would almost appear that the Committee had grouped together certain games, and said, "Apply these to boys of a given age." Those interested in the development of boys through play would like to see this body attempt a study of the needs of the boys in the different stages of physiological or social development, then advise regarding games which appear to meet the needs thus discovered. This does not leave out of consideration the interests of the different types of boys, but rather emphasizes the inclusion of such in studying the lads.

This attempt to approximate the principle of attention to needs of individual boys would probably lead to a discovery of some—perhaps many—who by physical defects or immaturity of development are not fitted to participate in the most vigorous of the games used. So far as is known there are few such precautions now observed, and yet those who avail themselves of the physical privileges of the playground are probably below the average physically of grammar and high school pupils. It would be interesting to know to what extent such games as

basketball and football are a source of danger rather than of benefit in those playgrounds where they are encouraged especially for competitive purposes.

The Committee has in connection with the less widely known games advocated indicated sources where rules for such may be found. This is good, but should be carried further. It would be of great value if the Committee would, in addition to mention of games, give a working bibliography sufficiently definite for convenient and ready reference.

SPECIAL CORRESPONDENCE

Brookline, Mass., 26th April, 1909.

DR. LUTHER H. GULICK, *President*,
Playground Association of America,
1 Madison Avenue, New York.

Dear Sir: On account of the rush of work with which I have been swamped since my return from Europe I have only just reached the circular letters from you received during my absence.

I have in mind one perplexing practical point in playground administration in large cities that might profitably be considered at the Pittsburgh conference if occasion serves. It is the question of what attitude to take in regard to baseball. With costly and limited land for playground purposes, even if space enough can be found for a regular diamond and outfield, it seems of very doubtful propriety to give over so much space to the exclusive use of eighteen boys or young men—and the game is very dangerous in a crowded place—and yet to cut out baseball altogether or to confine it to very small boys is apt to make a playground unpopular, for the young ones follow after their elders and want to be in line with them. It is sometimes urged that if we take account of the crowd of interested onlookers, a ball game between two regular nines often affords recreation to a larger number than would ever use the same space for any form of active individual recreation. But, after all, the prime purpose of playgrounds is not to provide free spectacles, however edifying, for the amusement of passive onlookers; and so long as the playground space is inadequate to provide active play for all the children of the neighborhood, the use of a large part of it for match games of baseball seems rather like diversion of trust funds. There is also the spirit of commercialism to be reckoned with; the attitude of many boys toward the national game determined by the glittering possibility of their becoming

successful professionals and receiving large salaries for their skill. That kind of cash prize ambition is a normal and healthy stimulus to effort and self-discipline, but it is one that abounds sufficiently in other fields, and is certainly not as desirable to encourage on the playground as the attitude of sport for sport's sake.

I don't know what I think about the question myself, and it does not lend itself to treatment in a formal paper, but an informal discussion between playground managers might be illuminating.

Yours very truly,
FREDERICK LAW OLMSTED.

Chicago, April 30, 1909.

DR. LUTHER H. GULICK, *President*,
Playground Association of America,
1 Madison Avenue, New York

My dear Dr. Gulick:

I think Mr. Olmsted's letter to you concerning baseball was inspired as a result of a recent conference with our Commissioners on the subject. He was here just before writing you and we all discussed the subject in relation to our particular small park and playground problems.

As a result of the conference, I was instructed to make a formal report to our Park Board through the General Superintendent. I inclose a copy of my report. The recommendations were approved by the Board and I was instructed to draft rules for handling games under conditions obtaining in each park. I inclose copy of these rules.

My report and rules indicate my attitude. I believe that, while it seems like an economic absurdity to try to furnish places for baseball in large cities, it is worth while to make every effort possible to prolong the life of a game that has American origin and tradition back of it. Time and conditions may work modifications of the game, making it more suitable to cramped city condition. Playground baseball is a case in point. This game is increasing in popularity in Chicago in a marked manner; but I believe we should make a hot and continued fight for spaces in every city where we may play real baseball. Think what these spaces will mean to people fifty years hence! We shall get too few of them in any event.

The stand that I have taken for baseball in our small parks and playgrounds has resulted in the conviction on the part of the Board that the ideal small park and playground must be twenty acres in size. The earlier conviction was that ten acres was the ideal. It costs no more to equip and operate twenty acres than ten acres.

There is not only this conviction, but there has been action

by our Board. Areas of some of our small parks are being increased. New sites are approximately twenty acres.

I trust that this letter will be suggestive.

Yours truly,

E. B. DE GROOT,
Director of Gymnasiums and Playgrounds.

Chicago, April 20, 1909.

MR. J. F. FOSTER,
General Superintendent.

Dear Sir: The playing of baseball in the small parks and squares presents a problem that calls for such careful treatment, I herewith present some of the factors involved.

Fundamentally, there is the question whether the small parks and squares are places for quiet, rest and maximum safety for young and old, or whether such places are essentially noisy, boisterous and even dangerous, and are especially for use of the youth of the neighborhoods.

To play baseball in Armour Square, for instance, makes of this square the kind of place just described: a noisy, boisterous and even dangerous place for all except those who play baseball. The danger involved may be somewhat reduced by building a wire screen twelve feet high about the home plate and the full distance of both first and third base lines. Even with this safeguard, however, men and women of maturity, with or without small children in their care, do not feel safe from harm.

In some neighborhoods there is a decided demand from the adult population for a park or square every foot of which may be used at all times for strolling about with small children in perfect safety. The first thought concerning a solution of this problem is to compromise or strike a balance in the uses of each park. The greatest demand for baseball, however, occurs on Saturday afternoon and all day Sunday, and this is precisely the time when the greatest number of adults and young children come to stroll in the park. In the light of this fact, the problem cannot be solved by ruling that baseball may be played on all days except Saturday and Sunday.

The only way the problem can be solved in favor of the strollers is to take away any suggestion that baseball may be played in the park or square. In the case of Armour Square, for instance, the present small ball field might be converted into a grove of trees, with walks and numerous benches. Thus, three possible solutions of the problem present themselves:

1st. Convert the ball fields into groves, rest and strolling places.

2d. Permit baseball to be played only on Monday, Tuesday, Wednesday, Thursday and Friday; in other words, only on the days when there is no demand for baseball except by small schoolboys.

3d. Make every provision for baseball and at the same time employ every safeguard possible to prevent injury to those who come to the park for the purpose of strolling about in safety. This may be done only by building high wire guards around certain portions of the ball field.

In my judgment the problem is one of values. I believe it is of greater value to furnish a place to play such a game as baseball than it is to furnish a restful and quiet strolling place. The baseball field is perhaps the best school for the development of good citizenship that the city of Chicago furnishes for a vast number of its people. The baseball field involves that element in our population who are seldom passive, but who are always acting. Baseball is decidedly a constructive activity for this element.

I therefore recommend that careful thought be given to the third proposition advanced above as a solution of this problem.

Following is an inventory of the factors involved in each of the small parks and squares:

Hardin Square

Great interest in game.

No open fields near by where game may be played.

Game very dangerous without adequate guards.

One (1) diamond only recommended.

High wire guard, two sides, recommended.

Mark White Square

Great interest in game.

Few open fields near by.

Game very dangerous without adequate guards.

One (1) diamond only recommended.

High wire guards, two sides, recommended.

Armour Square

Same conditions as per Mark White Square.

One (1) diamond only recommended.

High wire guards, two sides, recommended.

Cornell Square

Interest in game increasing.

Open fields near by.

Game very dangerous without adequate guards.

One (1) diamond only recommended.

High wire guards, two sides, recommended.

Russell Square

Same condition as per Cornell Square.

One (1) diamond only recommended.

High wire guards, two sides, recommended.

Sherman Park

Interest in game very great.

Some open fields near by.

Playing space finely isolated from rest and other features of park.

Accidents and rowdyism very prevalent among players and spectators.

Three (3) diamonds recommended.

Wire back stop and wire cable, two sides, recommended.

Ogden Park

Interest in game very great and increasing.

Open fields near by are few in number.

Playing space is on meadow, the use of which seems very much desired by people of the community not interested in playing baseball.

Interesting complaints against the game.

Two (2) diamonds recommended.

Wire back stop and wire cable, two sides, recommended.

Hamilton Park

Interest in game very general and increasing—not as great as at Sherman Park.

Open fields near by quite numerous.

Playing space well isolated.

Community divided for and against game.

Some rowdyism and accidents.

Three (3) diamonds recommended.

Wire back stop and wire cable, two sides, recommended.

Bessemer Park

Interest in game intense.

Open field near by not well suited to game.

Playing space not isolated.

Adult population much against game.

One (1) diamond recommended.

Wire back stop and wire cable, two sides, recommended.

Palmer Park

Interest in game great.

Open fields near by.

Playing space well isolated.

Few complaints against game.

Treatment should be same as that for Hamilton Park.

Two (2) diamonds recommended.

Wire back stop and wire cable, two sides, recommended.

Davis Square

Interest in game increasing.

Some open fields near by.

No serious opposition to game.

Very dangerous without guards.

One (1) diamond recommended.

High wire guards, two sides, recommended.

The best plan for handling the game in the above parks and squares is to have instructors issue permits.

To avoid conflicts with football interests, the period of time from May 1st to October 15th should be set aside for baseball, giving "first call" in every sense to this game.

October 15th to May 1st should be set aside for football interests.

Respectfully submitted,

E. B. DE GROOT,

Director of Gymnasiums and Playgrounds.

RULES CONCERNING BASEBALL GAMES IN PARKS

SOUTH PARK COMMISSIONERS

In Washington Park

Jackson "
 Marquette "
 Calumet "
 Grant "
 McKinley "
 Hardin Square

Teams on the ground, ready to play, shall have possession of the diamonds in the order of "first come, first served".

Park policemen shall be in charge of the order of procedure and discipline of players and spectators.

Persistent wrangling between players, or between players and umpire, will be considered sufficient cause for instant dismissal from further use of the ball field.

Teams playing for a money stake, or gambling on the game in any manner, will be refused the use of the ball field.

In Mark White Square

Armour "
 Davis "
 Cornell "
 Russell "
 Sherman Park
 Ogden "
 Bessemer "
 Palmer "

Playground instructors will issue written permits.

Holders of permits must present the same to policemen on the day and hour specified on the permit.

Permits will not be issued for more than two weeks in advance of the application for same.

Games of practice will be permitted only in the particular space reserved for baseball.

"Scrub" practice and games will be permitted without written permit, but must give way instantly to holders of a regular permit.

Park policemen shall be in charge of the discipline of players and spectators.

Persistent wrangling between players, or between players and umpire, will be sufficient cause for instant dismissal from further use of the ball field.

Teams playing for a money stake, or gambling on the game in any manner, will be refused the use of the ball field.

In effect May 1st, 1909.

E. B. DE GROOT,
Director Gymnasiums and Playgrounds.

ACTION OF THE GENERAL CONFERENCE

We recommend that before the publication of this report a working bibliography be included in it.

WHY TEACH A CHILD TO PLAY ?

GEORGE E. JOHNSON

Superintendent, Pittsburgh Playground Association.

There are two somewhat paradoxical expressions often used by playground people. One is "vacation school", the other, "supervised play". The paradox disappears, however, when we come to think of it. Both expressions are quite natural and logical. Vacation suggests leisure, and the original meaning of the word school was leisure. Leisure has always been an essential in education and in human progress. The very nature of childhood and the gradual prolongation of human infancy illustrate this. Leisure is time's most precious gift to man. The expression "vacation school", one might say, means very leisurely leisure, or very educational education. This is, perhaps, what Mark Twain meant when he said, "Don't let your son's schooling interfere too much with his education."

The expression "supervised play" has particularly offended some people sensitive to paradox. The rapid growth of the playground movement has really raised in the minds of some the questions: "Why should we teach children to play?", "Can play be supervised?" Last January in Washington these very questions were seriously debated in Congress and an appropriation for playgrounds was defeated on the ground that supervised play was unnatural, that you could not teach children to play. I was told that one of the distinguished gentlemen said, "You might as well try to teach fishes to swim as children to play".

The honorable gentleman was right, quite right—so far as he understood what he was talking about. I have much sympathy with those who note how far in our attempt to educate the child we have taken from him his initiative, who object to further encroachment upon the sacred domain of childhood. But the records of that debate show an entire lack of comprehension and much ignorance of the whole question. Of all things, the advocate of supervised play is trying to restore initiative to the child. That is just the reason why he advocates supervision. Why

should there be all this sacred protection of the instinct of play by the honorable gentleman from Tennessee and not of other instincts as well? Hunger is deeper than instinct. Would the gentleman advocate that a mother should not supervise the appetites of her children, or their hours of sleep? There is an instinct for cleanliness in animals even as low in the scale as insects. Would the gentleman advocate that a mother should not supervise the cleanliness of her child; that she should not supervise her child's instinct for creeping, for walking, for climbing; his instinct for nosing into everything, for handling, for destroying? But these are a young child's plays. Play has always been supervised, has always been taught. Why! A bird is taught its song by those of its kind. A school boy of mine reared a young robin and taught it to whistle. It would sing various notes, but never once gave the call of a robin. There are authentic cases of young birds that learned to sing the song of foster parents and remained apparently ignorant of the call of their species. A song sparrow that was raised by goldfinches sang like a goldfinch and never like a song sparrow. Some English starlings imported into this country a few years ago have changed their song from that of their English ancestors to one almost like that of the purple grackle with which they sometimes associate.

The young of nearly all animals have the instinct of following. A little girl I knew reared a chicken which followed her and would not follow the mother hen. A chicken would follow any animal, a fox, or a hawk, as soon as a hen, if it were not taught. A man raised some young ducks and kept the old duck from taking them to the water. After a certain time these ducks were taken to the water and they could not be made to swim. A kingfisher teaches its young to fish, a fox gives its live prey to her young to worry, a cat plays with her kittens, and a dog teaches her puppies to wrestle.

Hands off the play instinct? Did instinct devise the mother plays? Did the child or the mother originate "This little pig went to market" and the scores of mother plays that have been common to all races and all times? In the excavations in Central America archaeologists found baby rattles of clay and bone, as old as Egyptian monuments, buried in graves with tiny skeletons. Did the babies or the mothers invent such toys? Mothers have always supervised the play of their little

ones, fashioned their toys, taught them their games. Froebel himself based his mother plays upon what he had observed mothers do with their children.

"You might as well teach a fish to swim as a child to play." Did a boy ever play baseball who was not taught by some one? A boy no more inherits the game of baseball than he inherits the Lord's Prayer. What a boy does inherit is an instinct for throwing, just as a bird inherits the instinct for singing but not the song. When this instinct is not supervised, what happens? Some Pittsburgh boys were arrested and brought to the juvenile court. They had thrown stones at moving passenger cars in the ravine below them. In common with other boys they had the instinct for throwing, but it was not supervised. If it had been, these boys would have been given a ball field and ball throwing would have taken the place of car stoning. Not long since I walked behind a group of school boys going home from school. A stray hen crossed the street and entered a vacant lot beyond. The boys saw her. Immediately a fusillade of stones flew about her until she had narrowly escaped up the bank beyond with a whole head upon her. If these boys had been carrying ball bats and mitts, I doubt that the hen would have been noticed. Boys have been taken to court for less serious offences. Back in the dim ages before Adam boys (or their prototypes) shied stones at birds in earnest. Ever since then, stones or other missiles have been thrown by each succeeding generation of boys. Throwing is a noble art, and today is best exemplified in the baseball pitcher, whom above all men an American boy delights to honor. Baseball is a legitimate expression of the throwing instinct, of which car stoning and hen baiting are the unsupervised form and baseball the supervised.

Little Tim appeared in our juvenile court for stealing apples. He was warned and let go. Again he was tempted and fell and again brought to court, placed under a probation officer and sent home. Once more complaint was made and Tim was again in court. In despair the probation officer took the boy aside and said, "Now, Tim, tell me honest, why *do* you steal these apples? Do you get so hungry for them you just can't help it?" The boy looked a little surprised, hung his head a moment and then said, "Why, I don't care much about eating 'em, but it is such fun to have old Smudge chase me." Chase him! And why not? Thousands of generations of boys before him have been chasing

some real or fancied good or fleeing some real or fancied evil. If Tim's love of chase had been supervised it would have been better. There was another boy whose instinct for the chase *was* supervised. Tag, hill dill, prisoner's base, and finally football were taught him, and one day in a stadium with twenty-five thousand people rising in enthusiasm to their feet he carried the ball for a gain of fifty yards down a protected field. That fact is not much, but the qualities of mind and of body that enabled him to do it, and perhaps also a sense of loyalty acquired and the consciousness of honor bestowed upon him, have helped hold him in after life to a high standard of service and achievement. The love of chase born in Tim was the same as in the other, but the one was supervised and the other not.

Three boys were arrested for looting trinkets from a ten-cent store in Pittsburgh. They had a rendezvous where they hid all their curious collections. Another boy I knew was taken into a vacation school. He had been the toughest boy in the day school. He made a collection of bugs and butterflies. He caught caterpillars, fed them, made cages for them, watched them spin their cocoons, made a net, caught specimens and mounted them, and his collection at the end of the summer was something of a work of art. But all that time he did no mischief. Probably not one man in ten who hear my voice failed in boyhood to make collections of something or other. Many kleptomaniacs gather most useless things, and who will say that the thief and the scientist do not sometimes take their first departure from each other because of supervised and unsupervised play.

We are gradually awakening to the realization of what the instincts have meant in the progress of the race and what they mean in education. The multiplying of instincts and the enlargement of their application have determined the line of all animal and human advancement. And yet today we are so far neglecting the instincts in our methods of education that what in our rapidly complicating social system might be our greatest security, often becomes the source of greatest danger. If we should make the briefest possible statement of so great a truth, we would say that all the instincts of man and all lines of human achievement are included in these four instincts: workmanship, imitation, competition and coöperation.

If you will have patience I should like to continue illustrations, all of which are taken from the records of our juvenile court.

It may seem a striking statement, but it is nevertheless perfectly true, that no case ever appeared in the Pittsburgh juvenile court or any other juvenile court in which the act committed was not prompted wholly or in part by some impulse which under other relations and other associations could not be both right and desirable.

Some boys were brought before our juvenile court on the charge of malicious mischief. They had built a hut in a vacant lot. They were bad boys, I understand, and their methods were wrong, but their act comes out of the very heart of the instinct of workmanship. What would this world be had it not been for this instinct of construction? In this act of the boys centered several immemorial streams of heredity, like our great rivers into the Ohio; the instincts of shelter, of construction, of companionship. Had these play instincts been supervised and these very acts allowed proper expression, the majesty of the law would not have been offended and the divine right of these boys would not have been violated.

Some boys went into a nickelodeon in Pittsburgh. The moving pictures showed "Fun in a Grocery Store". Not many nights later these boys broke into a grocery store. They took very little away with them, but the store was a sight to look upon; bags ripped open, groceries scattered and cats left smothered in flour. We have long professed faith that example is better than precept, that the instinct of imitation has made possible to the race the perpetuation of the good and served as the basis for improvement. But in practical life we often abandon our children to evil suggestion and utterly desert them in one of the strongest passions of the human race, that of the drama. Why do boys play Indian, cowboys and robbers? A group of Sharpsburg boys were arrested and brought to the juvenile court. They had formed a club of outlaws, elected a chief, who wore a mysterious and awe-inspiring decoration, and they tried to carry out the practical side of their profession. This was the unsupervised form of a play of which the Children's Theatre of New York is the supervised.

The police and criminal courts are full of cases of misdirected rivalry and competition, the right expression of which has meant so much to the world. Boy gangs stoning and knifing each other is unsupervised rivalry play, organized games the supervised. There is hardly anything finer in the social relations of men than

the spirit of true sportsmanship that despises an unmerited advantage and that is master of victory and of defeat. Chivalry developed contemporaneously with the tournament and the joust. The evils of school and college sports are plainly due to lack of right supervision. In supervised play only do boys learn best the double lesson of how to bear defeat and how to temper victory.

Not long since a gang of boys, fourteen in number, were arrested in Pittsburgh and taken to the police station in a patrol wagon, because they had gathered together and were hanging around the railroad station. They had been warned, but when they asked "Where shall we go?" there was no answer. They had committed no mischief, but because they "socialized" in the warmest place they could find, they became transgressors of the law.

This getting together of youths, whether in groups for loafing, in clubs, or in gangs, belongs essentially to the instinct of coöperation. Upon this instinct depends the capacity of a people for any great public or national achievement. The nations of the earth which stand in the front in human progress are the nations which have shown the greatest capacity for getting together, for coöperative action. This instinct developed to a high degree is absolutely essential to a true democracy.

"You might as well teach a fish to swim as a child to play." Evidently the gentleman from Tennessee is not familiar with the experiment with tadpoles. These tadpoles were of the same age, size, parentage and general conditions. They were placed in a series of jars regularly varying in size, some in the smallest jar, some in the next in size, and so on. All were treated exactly alike, so far as possible, save only as to size of the jars. At the end of thirty days it was found that the tadpoles had developed proportionately to the size of the vessel in which they were placed; the least developed were in the smallest vessel, the next better developed in the second vessel, and so on, the most developed of all being in the largest vessel.

Poplar Alley is a vessel where society has placed some human tadpoles. It is twenty feet wide and eleven hundred feet long. There are about four hundred little human tadpoles living in this alley and trying to learn to swim successfully in the great sea of life.

Is it not true that environment teaches, that a part of teach-

ing a fish to swim is to give it an opportunity to swim? A part of teaching a child to play is giving him an opportunity to play. From down deep in the child come the age-old, unceasing calls for him to be something, to do something. No great mind, no great character, ever blessed the race who did not lay the foundations of his individuality, his might and his worth in answering to those deep calls of his nature. Oh! the pathos of the efforts of little children in some of the narrow, crowded alleys of our city, vainly trying to achieve this self-realization! But there is no sufficient opportunity—the material that formed the opportunity and the need for the nervous reaction of the race through thousands of generations of upward progress is wanting; no earth to dig in, no water to wade in, no trees to climb, no animals to tame, no fruit to gather, no seeds to plant, no banks to jump from, no natural dangers to flee from, no pursuers to dodge. Like drowning men in a great sea of need, they catch at the miserable straws of opportunity, and sink—many of them never to rise.

I am reminded of what Luther Burbank says in "The Training of the Human Plant". He says: "Every child should have mud pies, grasshoppers, water bugs, tadpoles, frogs, mud turtles, elderberries, wild strawberries, acorns, chestnuts, trees to climb, brooks to wade in, waterlilies, woodchucks, bats, bees, butterflies, various animals to pet, hayfields, pine cones, rocks to roll, sand, snakes, huckleberries and hornets; and any child who has been deprived of these has been deprived of the best part of his education". City children can never have any of these things unless we supervise their play environment, just as we are trying to do in Arsenal Park.

The playground enlarges the child's environment. It puts our little tadpoles in larger vessels. Society does not always appreciate how narrow the environment of many of its children is. Miss Kennard tells the story of a little girl in one of our vacation schools who said to her teacher, "Have you ever rode in the patrol wagon? My father has three times and mother once and when I get big I'm going to". A mission worker told her Sunday school class the story of Adam and Eve. Later she asked the children, "Where did Adam and Eve hide?" There was a pause, then came the answer, "Up an alley". It is a far cry from a city alley to the Garden of Eden. Perhaps if these children had attended a play festival they might have answered

"Schenley Park". Last year at the festival some children asked their teacher, "Do they really have grass and trees out here all the time?"

Every year our great rivers overflow their banks, endanger life and damage property. No one ever wishes that the rivers could be removed, for if they were Pittsburgh would be dead. One only wishes that proper channels could be provided. The immemorial streams of heredity in our boys and girls often break over the barriers of law and convention. We do not wish these streams could be removed, for if they were the boys and girls would be dead. We can only wish that proper channels be provided. It is a hard lesson for us to learn that man's laws too often conflict with nature's laws and that the burden is put upon the children. It is pathetic when society allows its children with much show of justice to feel that law is their natural enemy. Not long since a group of boys met me on the South Side and appealed for a playground. They said, "We can't play in the school yard. We aren't allowed to play in the street. If we play in the brick yard the cop drives us off. We haven't any place to play." I was sitting on the porch of a well known clergyman in Pittsburgh. He had just called his two boys in from the street where they had been playing ball. They demurred somewhat, but happening to catch sight of a policeman they hastened into the yard and said, "Thanks, father, for the tip, the cop is coming." This antagonism of the boy against authority is greatly intensified in many cases and becomes a serious menace to his proper regard for law. How can it be otherwise when the laws of a boy's nature impel him towards activities necessary for his best happiness and development, but which run counter to the laws of men.

Besides the normal activities that I have already mentioned for which boys are sometimes arrested, the records of our juvenile court show that boys are arrested for such acts as building fires. It is in the blood of every child to build a fire. No single step in human progress has meant more to the race than the conquest of fire. Boys are arrested for banging upon shed doors with stones to make a noise. It is a long journey from pounding hollow logs and beating tom-toms to a modern orchestra, but the kettle drum still persists as one of the instruments. Boys are arrested for going in swimming, for playing ball, and for answering to the call of spring to the neglect of their schooling. All

animal life is most powerfully affected by the advent of spring and wanderlust is common to all species. I once examined the records of a truant school and found that through a period of thirteen years there had always been a jump in the number of commitments in the spring. Had it not been for wanderlust the civilized world would still be comprised between the Tigris and the Euphrates and America would still be without a human inhabitant.

It seems pitiful that the qualities that have led the race upward and have made it possible for it to be what it is today should be the qualities that lead many boys to their destruction. Who is a bad boy? He is one in whom the streams of heredity run deep and strong, in whom the virtues of his ancestors are expressed in a tireless energy. The good boy is like him, only he has had a fair chance. Other boys are just good—for nothing in particular.

What we need in our courts, in our lawyers and our judges is not more law but more psychology (and I dare express the same in regard to our legislators when voting on playground appropriations). There was once a judge before whom appeared a perplexing case. When law failed him, when precedent was wanting, when testimony conflicted, he had recourse to psychology, and Solomon has been known through all these ages as the wisest of judges.

Why teach a child to play? One might as well ask why teach a child at all. Play was the mother of education. Species and races have advanced proportionately as they have played. Nay! as they have taught play. With what perfectly adapted and entrancing steps does play still lead the young child unto knowledge and efficiency! And when finally he is taken into the school, his education is effective proportionately as it gathers inspiration and force from the great stream of humanity, which vastly more than the individual himself determines the issues of each individual life. To try to educate children otherwise is to fly in the face of the immutable purpose of God himself, which he has revealed to us in the story of evolution.

Session on Athletics for Girls

LUTHER HALSEY GULICK, M.D., *Chairman*

DISCUSSION

MRS. FRANK M. ROESSING

Vice-President, Pittsburgh Playground Association

Of the many problems confronting playground workers I believe that the most important, because least successfully treated, problem today, next to the financial one, is the so-called "girl problem". Those of you who are familiar with our local work know the prominence which the Pittsburgh Playground Association gives to two subjects; one being PLAY, spelled not with one capital letter but with four, and the other being GIRLS of all sizes and ages. I wish to deal briefly with these two subjects in combination, so that the particular phase of activity for girls in this paper will be play for girls. In one sense it will not be a practical paper, for it is not its purpose to suggest a list of games eminently suited to our younger sisters, but rather to urge the more comprehensive assimilation of this feature into the general playground curriculum.

Frank social workers tell us that at the bottom of many conditions which our modern code of civilization deems unhealthy lies the under-development of certain fundamental qualities in girls. Some unfortunate tendencies noticed among girls who frequent playgrounds, and observed, for instance, in a false sense of modesty, in an inclination to morbid sentimentality, to premature domesticity, to servile regard for public opinion, and in an unconscious submission to the doctrine that "might makes right," serve directly to produce much of the average girl's mental limitations, early physical deterioration and the sadly frequent moral weakness. They are the qualities which make her one of a type and not an individual. Furthermore, if these tendencies are so subtly strong as to promote insanity, intemperance, drug

habits, and prostitution, to say nothing of smaller evils, it is surely a vital part of playground work to supply such activity as will strike at the causes of both these lesser and greater deficiencies in girls. It is practically an established fact that one of the causes of the spread of social evil today is the growing inability on the part of our people to resist fatigue. When we build up the bodies and minds of our girls strong and vigorous enough to insure them power to withstand the exhausting taxation of our modern life, I believe we shall have taken a long step towards the elimination of these evils. It is the more a part of playground work to give such up-building activity for the very reason that all other education as embraced in public or private schools so deliberately and consistently fails to supply it. And the chief form of that activity is play.

First let us understand that play for girls is not in any sense covered by athletics, and it is often not even suggested by gymnastic work nor by the popular folk dances now so generally used in the playground system. Gymnastic drills and dancing are indeed highly valuable and give much needed practice in rhythm, grace, and many purely physical benefits. Dancing, especially, gives opportunity for the expression of the poetic nature and can be made a positive social and moral agent. But the final goal for a girl is not reached by either dancing or gymnastics. They do not give her freedom of initiative, the joy of spontaneous movement, nor on the other hand a full sense of group activity as in team work. One thing that we need to do for girls at once is to give them play of the kind that will develop them mentally as well as physically—indeed mentally more than physically.

The right kind of play for girls will consist in games of all varieties. At first such play will have to be directed. We have so long allowed the imagination of girls to be personal and passive that they show an unwillingness to play and lack the play spirit necessary to begin a game. Many have observed that generally when a teacher leaves a game, no matter how fully organized, the group of girls gradually loses interest and disintegrates. How different is this helplessness from the initiative of a group of boys in a game of basketball, baseball or football. If it is necessary to teach girls the joy of running, skipping, hopping, leaping, let us by all means teach them, but let us be sure that the result is the awakening and cultivation of the joy

of unconventionalized self-expression, independence, strength, success. To the coyness of a kitten let her add something of the friskiness of a colt.

There should also be the games involving the encouragement of communal energy, interdependence and that exhilaration which comes from being part of a larger and more powerful unit. Games calling for coöperative effort on the part of a group of individuals are not only typical of the spirit of the times, but one of the best results of team work for girls is its indirect tendency to free them from personal timidity and the fear of being overcome by mere physical strength. I wish to emphasize again this point, before mentioned, that one of the most general and deplorable characteristics in girls is the submission to an often imaginary superiority of mental or physical strength which the untrained girl finds it impossible to combat and to which she succumbs without even a protest. This self-sustained prohibition from the more active fields for growth leads her mind and body to the petty forms of activity injurious to both girl and woman.

In the up to date playground of today a physical director and special athletic track director are supplied to take care of the boys, but in how many centers is there such a special teacher and such attention paid to girls' play? Is not our way rather to leave the neglected and weaker half to an already over-burdened kindergarten director who has neither time nor training for the right kind of play with older girls? The ideal playground remedies this mistake by providing one or more game instructors for girls. If athletics are desirable for girls, and this morning's symposium would argue that our National Association believes that they are, why not make athletes of girls as well as of boys? There seems to be a fear in some quarters lest the delicate distinction between being a boy and being a girl will be lost in the playground life. It is fully conceded that the qualities which go to make the charms of the two sexes should be and probably forever will be entirely distinct in the mature man and woman. But have we not rather overdone the idea of differentiation in the normal development of children and begun it too early? Should not the accent of difference wait for the period of adolescence instead of beginning at infancy? There is perhaps a real if crude wisdom in that custom of the inhabitants of the island of Marken in the Zuyder Zee by which boys and girls are

brought up exactly alike until they are seven years of age. They are even dressed in exactly the same styles of costume, and the only way that their own people know them apart is by a little round patch put on all boys' caps, the girls' caps being not so ornamented. Even here, too, the boy has the advantage; but this difference, it will be observed, is not a prominent one in the eye of the child.

There is one way in which we could profitably adapt this old world idea to an American need. As for our boys, so for our girls the ideal playground should provide a suitable athletic garment. Since from Maine to Florida and for a similar distance on the western coast custom has made the bathing suit for girls a distinctive and appropriate garment, surely an equal respect can be secured for an athletic field costume for girls modelled possibly like the bathing suit, though better still would be a full model like the gymnasium suit without the bothersome and in some cases dangerous skirt. It seems to me that it would be quite within the province of this congress to take some action furthering the universal adoption of a girls' practical athletic garment for outdoor use. American common sense would soon give sufficient public approval.

It is now generally agreed, by playground workers at least, that no group needs the fresh air and sunshine of the playground as much as the girls from eleven to twenty years of age. But when we have enticed them into the grounds it is not enough to let them sit languidly on the benches, or worse, to stand or walk stiffly about for fear of musing the clean best dress. These girls are always ready to work—the hardest workers of the world with the longest working hours are girls and women; tramps and corner loafers, young as well as old, have the honor to belong to the stronger sex. For the complete development of the girls, then, they should have play; open, breezy games, and a game director, not a gymnastic expert but a game "coach" for girls. Play is the real life of the child, and every girl as well as every boy should have this life more abundantly.

ELIZABETH BURCHENAL

Inspector of Athletics, Girls' Branch, Public Schools Athletic League, New York City

Why do we not urge athletics for girls more vigorously? Surely we all want to win back a race of splendid women abound-

ing with that wonderful vitality and joy of living that springs from glorious health and physical fitness.

If you are honest, I think you will admit that it is because we do not know just what it is we want to advocate for them. Where is the man or woman who will for a moment claim that athletics could ever grip the mind, heart and soul of the girl as it does that of the boy? Athletics do not exist at all for girls in the same sense that they exist for boys. To the boy, athletics are the breath of life—do you think they are to the girl? I believe boys' athletics and girls' athletics serve two different purposes: for boys, primarily as a necessary outlet for their inherited fighting instinct; for girls, as a substitute for the natural, wholesome, exhilarating activities which are necessary to health and happiness, and of which convention and dress and resulting unnatural habits have deprived her.

Hence, girls' athletics are to my mind of equal importance with boys', but based upon entirely different fundamental principles.

Two separate groups of athletic exercises for boys and girls chosen with this principle in mind might incidentally overlap each other, as in the same way the physical and mental characteristics and interests of men and women overlap each other, and yet men are men, and women are women.

Athletics in their commonly accepted sense (by which I mean the athletics of men and boys) are the inheritance of boys. They have evolved from the primitive pursuits and activities of men—not women. The man was and is the fighter—the shedder of blood, the exerciser of brute force; woman is the product of a different physical specialization.

It is therefore to my mind as illogical to attempt to establish the use of men's athletics for girls and women as to fit a circle into a square—which obviously only touches at certain points.

Organizations like the Amateur Athletic Union and athletic meets like Olympic games are tangible evidences that athletics are a great vital factor in the life of men. Compare with these the so-called girls' athletics of the present day. They exist almost entirely in a few of the women's colleges, where out of the large numbers there is a very small percentage of exceptional girls built something like men to whom men's athletics appeal. But even the most proficient of these can do but poorly what to the average youth is natural and easy. This small minority

cannot be accepted as evidence that men's athletics appeal to the average girl.

We must try to supply opportunity for the mass of girls to engage in healthful, natural, exhilarating, physical activities—call them athletics or what you will—but we must take girls as we find them today, not as we hope they may become in time.

I wish we might break away entirely from the idea that in order to have athletics for girls we must approach the subject from a man's point of view, and that we might face the issue squarely and evolve our own individual, natural sports regardless of whether or not they coincide with those of men.

Several years ago at a convention of the Public Schools Physical Training Society, New York City, the subject of athletics for girls was discussed. The speakers were Dr. Sargent, Dr. Gulick and Dr. Arnold, representing the physical training point of view, and Miss Blake, the principal of one of the largest elementary girls' public schools in New York City, who had opportunity to observe the moral and physical effects of boys' athletics on young girls. Miss Blake spoke as a layman, but observation had strongly convinced her of the evil effects both physically and mentally of the continued practice of boys' athletics by girls. Dr. Sargent pointed out the essential points of difference between the build of the typical woman and that of the typical man, and showed in terms of mechanics that certain athletic exercises of men were impossible or difficult for even unusually muscular women. Dr. Arnold spoke of the vitality of girls and of their power of endurance, and Dr. Gulick gave a vivid picture of the origin and evolution of men's athletics, showing clearly what girls' athletics *are not*. But in the end they all three agreed that beyond a certain point they could not go, that it was a question which women must answer themselves.

If we are ever to relly have athletics for girls generally, we must settle at least the following points:

1. What exercises are likely to be injurious internally to matured girls?
2. What exercises are mechanically suited to the build of the average girl?
3. What are suited to her muscular strength and endurance?
4. What will contribute to her health and vitality and help to fit her for a normal woman's life?

5. What form of physical activity comes nearest to containing for her the primitive appeal that athletics in the accepted sense hold for boys?

In order to secure some definite information from which to form unbiased conclusions, I presented these questions to several of our highest authorities in physical education in this country, and to about forty women, all graduates of various schools of physical training, who either had practical experience in athletics or wide opportunities for observation. Some of these women are now wives and mothers, some are practicing physicians, the remainder are directors or teachers of physical training. I believed that if there were any consensus of opinion among such people as these it would be of great value to have it known. The material thus collected is of such significance that I present some of it to you verbatim.

The five people from whose replies I quote represent five different points of view.

1. A woman prominent in the physical training world, who has made a long and close study of the effects, both mental and physical, of physical training upon young women, writes:

"So far as I have observed track athletics for girls, I should eliminate them virtually. Basketball (women's game), played under strict supervision by girls who are in training and in splendid physical condition, is permissible, but, frankly, the supervision has to be so close that I often think it would be better if we did not play the game at all.

"Indoor baseball, which we play outdoors, field hockey, tennis, golf, walking, running, climbing, skating, horseback riding—cross saddle for very young girls and cross and side saddle for adults—swimming, rowing and dancing we believe to be most desirable exercises, and I would add snow-shoeing, skiing, paddling and coasting. Most of these kinds of exercise in moderation and under supervision may be given the average immature or mature girls."

2. The following was written by a woman, now married and a mother, whose physique and build at the age of seventeen, when she began the practice of men's athletics, was practically the ideal one for a woman whose vitality was high, whose strength and agility were far above the average girl's, and whose physical condition was practically perfect:

"By my continued practice of high jumping, vaulting, and other violent exercises, I was injured internally, and I know of several others who were also.

"I don't like jumping, high or broad, weight throwing or pole vaulting for girls. The others are all right if not overdone. The thing that appealed to me perhaps more than any other was swimming, and after that, tennis and the other lighter athletics and sports."

3. The following was written by a woman, now married and a mother, who was one of those exceptional girls with a build somewhat resembling that of a youth, who could and did practice exercises usually possible only for men, and who was allowed to follow unrestrained her own desires in this line:

"I have felt that my internal derangement was caused by my violent physical exertions. You probably remember my wild ambitions. But besides that, I feel very strongly that I sapped my strength and vitality to a degree from which I never have and never shall recover. I can see much benefit in different ways from the less violent exercises, but the overdose of practice and the unrestrained activity of every kind I cared to engage in have detracted from the benefit materially and done positive harm, I believe."

4. Dr. Mary Rees Mulliner has authorized me to quote her as follows:

"I know of quite a few girls and women who have been injured in taking such exercises without proper safeguards. The exercises have been harmless when taken under proper superintendence and assistance and when the vitality was high. I have known of injury to the pelvic organs and the general health by vigorous exercises at injudicious times. If the competitive element is decidedly subordinated, I don't see why a girl of good physique and normal functions could not use these exercises to advantage. Working for records or in competition is the element that is likely to be mischievous, but if a girl takes the exercises in moderation there is no necessity of harm being done. You will see that it is not what is done but how and when, that I consider of the utmost importance."

5. A man of international prominence in physical education and authority in mechanics of exercise made the following classification of my list of athletic exercises:

- (a) "Exercises to which the build of the average matured girl is adapted from a mechanical point of view:
- Canoeing
 - Dancing
 - Horseback riding (both cross and side saddle)
 - Rowing
 - Running
 - Skating
 - Swimming
 - Walking
- (b) "Exercises which are suited to the muscular strength and endurance of the average matured girl:
- Archery
 - Basketball (women's rules)
 - Field hockey
 - Golf
 - High jumping
 - Indoor baseball (played when possible in the open air)
 - Lacrosse
 - Low hurdles
 - Putting 6 lb. shot
 - Running from 100 to 400 yards
 - Tennis
 - Throwing base and basketball
- (c) "Exercises which would tend to keep her normal and healthy and would be of benefit to her later as a mother:
- Canoeing
 - Dancing
 - Rowing
 - Running
 - Swimming
 - Walking"

After compiling all the answers to my questions I have arranged the different exercises into five groups, as follows:

For the Mature Girl

1. Condemned
 - Broad jump
 - High jump (in competition)
 - Pole vaulting
2. Doubtful
 - High jump
 - Running more than 100 yards (in competition)
 - Weight throwing

3. Safe

Archery
Ball throwing
Basketball (women's rules)
Climbing
Coasting
Dancing
Field hockey
Golf
Horseback riding (cross and side saddle)
Indoor baseball
Low hurdles (not in competition)
Paddling
Rowing
Running (not in competition)
Skating
Skiing
Snow-shoeing
Swimming
Tennis
Walking

4. Especially beneficial and suitable

Dancing
Paddling
Rowing
Running
Swimming
Walking

For the Immature Girl

1. Condemned

Pole vaulting
Running more than 100 yards
Weight throwing

2. Doubtful

Basketball
Field hockey

3. Safe

Archery
Ball throwing
Broad and high jump (not in competition)

Climbing
 Dancing
 Horseback riding (cross saddle)
 Low hurdles
 Paddling
 Rowing
 Running (not in intense competition)
 Skating
 Swimming
 Tennis
 Walking

4. Especially beneficial and suitable

Climbing
 Dancing
 Jumping (in moderation and not in competition)
 Running (in moderation)
 Skating
 Swimming
 Walking

5. Best loved, most commonly practiced and with greatest primitive appeal

Dancing (greatest unanimity of opinion in this answer)

Other exercises mentioned:

Basketball
 Climbing
 Jumping rope
 Running games
 Swinging
 Swimming
 Tennis

Outside of the essentially out-of-door, which are practically barred to the masses, this gives us the following:

Ball throwing
 Climbing
 Dancing
 Jumping (in moderation)
 Low hurdles (in moderation)
 Running (in moderation)
 Skating

Swimming

Walking

In these the combative element could be subordinated:

1. In running and hurdling, by making them relay events only.
2. In jumping, dancing, swimming, skating and climbing, by working for form.
3. In basketball and other team games, by making them games of wit and agility played for the fun of it, rather than of brute force, personal contact and played for the sake of winning, and by abolishing inter-scholastic match games.

Let me in conclusion recommend:

1. That athletics for the average girl be encouraged.
2. That the fighting element be subordinated.
3. That proper safeguards be made against injury.
4. That this difference be made between boys' and girls' athletics—let the former be for fighting, the latter for fun.

ACTION OF THE GENERAL CONFERENCE

This meeting recommends to the Council that a commission, if possible, be secured, consisting of those most acquainted with physiological and psychological and social problems ahead of girls or women, to consider such matters as the proper place, if any, of competitive athletics, of attempting games of competition before the public, and the like, in the development of growing girls.

We recommend that this investigation be undertaken primarily from the standpoint of the study of the records of those who have engaged in such competition during their girlhood.

We recommend that this be a national commission of wide scope and power in order that we may secure the counsel of the leaders in American thought with reference to the future development of our girls.

Session on Storytelling in the Playground

LUTHER HALSEY GULICK, M.D., *Chairman*

DISCUSSION

ALICE N. PARKER

Superintendent, Pittsburgh and Allegheny Free Kindergarten Association

The lack of play impulse means the death of imagination, and the doctrine that "play should be work and work play", it seems to me, fails to make a fine distinction. In work the individual subordinates himself to a result; in play he creates fairly—becomes capricious, if you will—and the result is a secondary matter. In other words, imagination should predominate in play. There is a relationship between the story and play. The story feeds the imagination; the most successful plays are oftentimes the dramatization of stories. This is the truly imaginative play which makes over into character the ideals of the story on the theory that "we become what we do".

A striking and lamentable characteristic of the present-day child is his lack of imagination. We are living in a predominantly industrial and utilitarian age, and the result upon the generation has been to make of them a prosaic and matter-of-fact type, who are losing all capacity to wonder, to thrill over the marvels and beauties of nature, or to live in that world of imaginative play through and in which the child becomes freely creative and creates himself. We are bringing up a generation of Peter Bells, to whom:

"A primrose by a river's brim
A yellow primrose was to him,
And it was nothing more."

I heard the statement made recently that children in general now-a-days had to be taught how to play. If this be so, there must be something radically wrong with education and the spiritual atmosphere generally.

The playground, in teaching children how to play imaginatively, is doing a great work, but is it doing all that can be done? Is there not too much stress laid upon purely activity games and industrial activities? In the folk dances, the playground is laying the foundation for a lyric and imaginative quality. This should be followed up by the stories which lift the child out of the prosaic world in which he lives into the realm of mythical heroes, marvellous exploits and fairy magic, which free the imprisoned imagination and open up to the inner eye the power of the soul to conquer itself and nature.

I cannot make too strong a plea for the fairy story in the playground, and for the classic myths of heroes of marvellous adventures and exploits.

The playground story should differ from the story told in schools, in that it should make the firing of the imagination and the stimulation of ideals its chief aim rather than an appreciation of it as a literary effort. Such stories as Andersen's, Grimm's, Hawthorne's "Wonder Book", "Heroes Every Child Should Know" and "Myths Every Child Should Know" edited by Hamilton Mabie, the "Arabian Nights", the "King Arthur" and "Knights of the Round Table" stories feed the child's hunger for daring deeds and stimulate the imagination, without which all free creative expression must die.

Let me plead for such nature stories as Thompson-Seton's, Kipling's "Jungle Tales" and "Just-So Stories", Mrs. Gatty's "Parables of Nature"; for the little children such stories as Miss Poulsson's "In the Child's World", "Mother Stories" (two volumes) by Maud Lindsay, "Golden Windows" by Laura Richards, "In Storyland" by Elizabeth Harrison.

I cannot but feel that part of the time given to stories should be devoted also to the recitation of poems suitable to the age and stage of development of the children—children love rhymes before they love prose stories.

This innate love for the highest expression of art in literature too often dies out for lack of nourishment, and many an embryonic poet is said to die in the nursery. Let us bring back this love where it has been lost, and fan into a flame the dying embers of poetic imagination. Let us take liberties with Shakespeare and say, "the man who has no poetry in his soul is fit for treasons, stratagems and spoils".

It seems to me there should be special storytellers for the

playground, especially selected for their ability to tell stories with some dramatic feeling and their power to hold spellbound their small listeners. A good storyteller is comparatively rare. A story prosaically and monotonously told fails of its object by not holding the attention of the children.

This storyteller should have made a study of myths so as to be able to appreciate their meaning. She should be familiar with Fiske's "Myths and Myth Makers" and with two chapters, at least, of Miss Susan Blow's "Symbolic Education"—the chapters entitled "The Childhood of the Race" and "The Symbolism of Childhood".

The story should be a function—that is, all other work should be stopped and the children's undivided attention required. Through the story the children of the playground should receive a large share of their spiritual nourishment.

EDNA V. FISHER

Teacher of Dramatics, Pittsburgh Playground Association

It occurs to me to ask what is to be desired in the ideal storyteller, and thus arrive at some sort of conclusion as to whom we shall expect to perform this important duty.

Above all things else the storyteller must possess a capacity for abandon to the joy of the children. The story hour is not a lesson hour; it is a period for the development of the emotions and the moral sense. The sweet, enthusiastic woman, who lives the experiences she relates, who revels in the joys and mourns for the grief of the story characters, is in herself as potent an influence as the story she tells. The ideal storyteller should have the heart of a little child.

Perhaps the next requirement may sound inconsistent, yet I feel that it is not so. The storyteller should have a profound sense of ethical values and an ability to so plan the order of her stories as to build gradually a structure of morality founded upon a rock. Haphazard work will not do. Day by day the storyteller must study her auditors, feeling the pulse of moral character and prescribing tonics, antidotes and cathartics thoughtfully and even prayerfully. The story of Sir Galahad, of the pure heart, at the psychological moment may restrain one of these little ones from error. Is not this a reward for a year—yes, for years of labor and endeavor?

Yet to this ability to plan, to diagnose, to prescribe for the little soul, the storyteller must add infinite tact and subtlety, for a crass or didactic presentation of a tale may utterly rob it of its beauty and potency. Children do not desire to be preached to under the guise of storytelling. A too obvious moral misses fire. To touch lightly, yet with instinctive accuracy, to impress without driving home, the moral—this is the power of the ideal storyteller.

If I might add one more requirement,—if, indeed, I have not already included all that is requisite for perfection in a storyteller,—it would be that she possess a fine sense of literary values, that she keep ever in mind that she is forming a taste for reading. Thus, she will tell her stories with careful attention to form, diction, and dramatic force. She will choose such stories as will give the children a glimpse of their heritage. She will not be tempted by supposed ethical value to tell the sickly, sentimental trash so often found in children's books, but she will turn ever toward the work of the masters, choosing, adapting, presenting that which is worthy for all time.

Such a narrator of stories is rare. She has the gift which all who love children are trying to attain. If such an one be found, be she teacher or volunteer, let her give to the utmost of her store of riches, for her words will be written on living tables upon the hearts of the little ones.

ACTION OF THE GENERAL CONFERENCE

It is the sense of this meeting that:

1. The selection of the time for storytelling is important. Twilight, hot hours and fatigue periods are the best.
2. It is desirable to have a place in which may grow the atmosphere of storytelling—a room, a corner at least, a locality, to tie up the locality sense with the tradition feeling.
3. It is desirable to have at least some relatively permanent small groups of children who shall come into consecutive touch with the same storyteller in order that the power of personal contact and acquaintance may be developed, which is impossible with a large and shifting group.
4. It is more important to tell good stories, interesting stories, stories that mean something, than it is to tell many stories, and that good stories bear and demand repetition, as does good music.

No good music or poetry or painting is appreciated on its first presentation to the sense, and so it is with stories.

STORIES FOR CHILDREN

COMPILED BY MAUD SUMMERS

Chairman, Committee on Storytelling in the Playground

For the Younger Children

ANDERSEN'S FAIRY TALES. Translated by Mrs. E. Lucas.
Published by E. P. Dutton & Co., 31 W. 23rd St.,
New York City.

DONEGAL FAIRY BOOK. Saemus MacManus. Published
by the Phillips Publishing Co., 341 Fifth Avenue,
New York City.

ENGLISH FAIRY TALES. Joseph Jacobs. Published by G.
P. Putnam's Sons, 27 W. 23rd St., New York City.

FAIRY TALES FROM THE FAR NORTH. Peter Christian
Asbjornsen. Published by David Nutt, 57 Long
Acre, W. C., London.

FOR THE CHILDREN'S HOUR. Carolyn S. Bailey and Clara
M. Lewis. Published by Milton Bradley & Co.,
Springfield, Mass.

GRIMM'S POPULAR TALES. Introduction by John Ruskin.
Illustrations by George Cruikshank. Edited by Ed-
gar Taylor. Published by Chatto & Windus, Picca-
dilly, London.

JUST-SO STORIES. Rudyard Kipling. Published by Double-
day, Page & Co., 133 East 16th St., New York City.

MORE ENGLISH FAIRY TALES. Joseph Jacobs. Pub-
lished by G. P. Putnam's Sons, 27 West 23rd St.,
New York City.

MORE MOTHER STORIES. Maud Lindsay. Published by
Milton Bradley & Co., Springfield, Mass.

MOTHER STORIES. Maud Lindsay. Published by Milton
Bradley & Co., Springfield, Mass.

PICTURE BOOKS. Randolph Caldecott. Published by
Frederick Warne & Co., 36 E. 22nd St., New York
City.

PICTURE BOOKS. Walter Crane. Published by John Lane
Company, 110 W. 32nd St., New York City.

PICTURE BOOKS. L. Leslie Brooks. Published by Fred-
erick Warne & Co., 36 E. 22nd St., New York City.

THE SUMMERS FIRST READER. Maud Summers. Published by Frank D. Beattys & Co., 225 Fifth Avenue, New York City.

For the Older Children

THE ACHIEVEMENT. Forrest Crissey. Published by Harper & Brothers, 325 Pearl St., New York City.

ALICE IN WONDERLAND. Lewis Carroll. Illustrated by Sir John Tenniel. Published by the Macmillan Company, 64 Fifth Avenue, New York City.

ALICE THROUGH THE LOOKING-GLASS. Lewis Carroll. Illustrated by Sir John Tenniel. Published by the Macmillan Company, 64 Fifth Avenue, New York City.

THE ARABIAN NIGHTS. Edited by Andrew Lang. Published by Longmans, Green & Co., 91 Fifth Avenue, New York City.

THE BIOGRAPHY OF A GRIZZLY. Ernest Thompson-Seton. Published by the Century Company, 33 East 17th St., New York City.

BOOK OF OLD ENGLISH BALLADS. Hamilton Wright Mabie. Published by the Macmillan Company, 64 Fifth Avenue, New York City.

CUORO: AN ITALIAN SCHOOL-BOY'S JOURNAL. Edmondo de Amicis. Published by the Crowell Publishing Co., 11 E. 24th St., New York City.

THE DEERSLAYER. James Fenimore Cooper. Published by the Macmillan Company, 64 Fifth Avenue, New York City.

DON QUIXOTE. Edited by Mary E. Burt and Lucy L. Cable. Published by Charles Scribner's Sons, 153 Fifth Avenue, New York City.

FANCIFUL TALES. Frank R. Stockton. Published by Charles Scribner's Sons, 153 Fifth Avenue, New York City.

HANS BRINKER AND THE SILVER CUP. Mary Mapes Dodge. Published by Charles Scribner's Sons, 153 Fifth Avenue, New York City.

HERAKLES, THE HERO OF THEBES. Edited by Mary E. Burt. Published by Charles Scribner's Sons, 153 Fifth Avenue, New York City.

- IN THE DAYS OF GIANTS.** Abbie Farwell Brown. Published by Houghton, Mifflin & Co., 4 Park St., Boston, Mass.
- IVANHOE** (Luxembourg Edition). Sir Walter Scott. Published by the Crowell Publishing Co., 11 E. 24th St., New York City.
- JUNGLE BOOKS.** Rudyard Kipling. Published by the Century Company, 33 E. 17th St., New York City.
- KING ARTHUR AND HIS KNIGHTS.** Maud Radford. Published by Rand, McNally & Co., 166 Adams St., Chicago, Ill.
- LAST OF THE MOHICANS.** James Fenimore Cooper. Published by the Macmillan Company, 64 Fifth Avenue, New York City.
- LAYS OF ANCIENT ROME.** Thomas Babington Macaulay. Published by Longmans, Green & Co., 91 Fifth Avenue, New York City.
- LOBO, RAG AND VIXON.** Ernest Thompson-Seton. Published by Charles Scribner's Sons, 153 Fifth Avenue, New York City.
- THE MARVELOUS ADVENTURES OF PINOCCHIO.** Carlo Lorenzini. Published by Doubleday, Page & Co., 133 E. 16th St., New York City.
- MERRY ADVENTURES OF ROBIN HOOD.** Howard Pyle. Published by Charles Scribner's Sons, 153 Fifth Avenue, New York City.
- NIGHTS WITH UNCLE REMUS.** Joel Chandler Harris. Published by Houghton, Mifflin & Co., 4 Park St., Boston, Mass.
- NORSE STORIES AS TOLD FROM THE EDDAS.** Hamilton Wright Mabie. Published by Dodd, Mead & Company, 372 Fifth Avenue, New York City.
- ODYSSEUS, THE HERO OF ITHICA.** Edited by Mary E. Burt. Published by Charles Scribner's Sons, 153 Fifth Avenue, New York City.
- ROBIN HOOD (Poetry).** Mrs. Lucy Fitch Perkins. Published by Frederick A. Stokes Co., 333 Fourth Avenue, New York City.
- ROBINSON CRUSOE.** Daniel Defoe. Illustrated by Brothers Louis and Frederick Rhead. Published by E. P. Dutton & Co., 31 West 23rd St., New York City.

- SONG OF HIAWATHA. Henry W. Longfellow. Published by Houghton, Mifflin & Co., 4 Park St., Boston, Mass.
- THE SPY (Mohawk Edition). James Fenimore Cooper. Published by G. P. Putnam's Sons, 27 West 23rd St., New York City.
- THE STORY OF AB. Stanley Waterloo. Published by Doubleday, Page & Co., 133 E. 16th St., New York City.
- STORIES OF THE GORILLA COUNTRY. Paul Du Chaillu. Published by Harper & Brothers, 325 Pearl St., New York City.
- STORY OF KING ARTHUR AND HIS KNIGHTS. Howard Pyle. Published by Charles Scribner's Sons, 153 Fifth Avenue, New York City.
- THE STORY OF ROLAND. James Baldwin. Published by Charles Scribner's Sons, 153 Fifth Avenue, New York City.
- THE STORY OF SIEGFRIED. James Baldwin. Published by Charles Scribner's Sons, 153 Fifth Avenue, New York City.
- SWISS FAMILY ROBINSON. Johann Rudolph Wyss. Edited by W. H. G. Kingston. Published by E. P. Dutton & Co., 31 West 23rd St., New York City.
- TANGLEWOOD TALES. Nathaniel Hawthorne. Published by Houghton, Mifflin & Co., 4 Park St., Boston, Mass.
- THE TRAIL OF THE SANDHILL STAG. Ernest Thompson-Seton. Published by Charles Scribner's Sons, 153 Fifth Avenue, New York City.
- WILD ANIMALS I HAVE KNOWN. Ernest Thompson-Seton. Published by Charles Scribner's Sons, 153 Fifth Avenue, New York City.
- WONDER BOOK. Nathaniel Hawthorne. Published by Houghton, Mifflin, & Co., 4 Park St., Boston, Mass.
- WONDER TALES OF WAGNER. Anna Alice Chapin. Published by Harper & Brothers, 325 Pearl St., New York City.
- WONDERFUL ADVENTURES OF NILS. Selma Lagerlof. Published by Doubleday, Page & Co., 133 E. 16th St., New York City.

Also all the novels of Sir Walter Scott, ballads such as Paul Revere by Henry W. Longfellow, and similar ballads by Oliver Wendell Holmes, John Greenleaf Whittier, and other authors.

THE ROCHESTER SOCIAL CENTERS

EDWARD J. WARD

Supervisor, Social Centers and Playgrounds, Rochester, N. Y.

The idea of the public school plant being used as the social center of any community is so obvious and there are so many lines of argument in its favor that one may choose a different line for almost any type of audience.

For instance, if I were speaking to a group of Colonial Dames, Daughters of the American Revolution, a Boston crowd, or any other gathering of "worshippers of light ancestral", the argument for the opening of the school building as a restoration to its ancient place in the community would be unanswerable. I would speak of the little red schoolhouse, where people came together for "spell-downs", for singing classes and festivals; where there were no differences between the postmaster's wife and the hired girl, because the women took off their hats; where men decided things by free, honest discussion.

If it were an audience of political reformers, the opening of the school building for the meeting of citizens, in order that they might gain information upon public questions and develop an intelligent public spirit by the open presentation and free discussion of public questions, would present itself as a ready and practical tool of democracy. To an audience of this type the words of Governor Hughes, spoken in one of the social centers of Rochester, would come as the endorsement of the sanest political reformer that the Empire State has ever known. On that occasion Governor Hughes said: "I am more interested in what you are doing, and what it stands for, than in anything else in the world."

To an audience of "keep-down-the-tax-rate" economists the opening of the school building as a means of the people getting their money's worth out of their own property—to quote the words of one of the citizens of Rochester—could not help enlisting interest.

Suppose it were an audience of people interested in the city beautiful. There is not a plan for beautifying any city that does not call for community centers. To an audience of this type the story of how the Art Club of Rochester is coöperating to make the school building the art center of the neighborhood would seem irresistible.

Suppose the audience addressed consisted largely of clergymen. Several ministers in Rochester have told me that the opening of the school building and its use as a general gathering place has furnished them better opportunities for becoming acquainted with the men and women of the community than are afforded by any other institution. It was upon the recommendation of the Ministers' Association that the social centers of Rochester were opened on Sunday afternoons.

If it were a gathering of physicians, men interested especially in the physical health of the community, the advantage of establishing the social center as the local health office would immediately present itself.

Suppose the audience to be a group of educators. The modern program of education does not limit itself to any class or age; it includes human beings of every age. To extend the service of the school building to the men and women of the community, as well as to the children, is exactly in line with this modern idea of education.

But this is a playground audience, a group of people interested primarily in supplying to every child that which an intelligent, civilized community must regard as the child's right—the opportunity for wholesome play under friendly supervision. While all other lines of argument may be of interest to a group of this character, there are certain lines of thought that have special application here.

The first of these is the desirability of making it possible for older boys and men to find their recreation in a wholesome environment. "The boy is father to the man." Yes, but the man is father to the boy. "Where the boy is, there is the man's heart also." Yes, but where the man is, there is the boy's heart also. In order to furnish recreation for adults, buildings for boys at work are necessary. The only leisure time of most men and working boys is in the evening, when outdoor recreation is not feasible for the greater part of the year. One of the school principals in Rochester told me that the best thing about the

opening of the school building as a social center was the fact that the children of the school were developing a wholly new attitude toward the school building because men and older boys, who formerly used street corners as "hangouts", were now coming to the school building. The idea was beginning to dawn that it is a privilege to use the school building. Since the establishment of the social centers in Rochester, and quite apparently as a result of their establishment, the playgrounds located on property connected with schools are not only more largely attended than they were before, but the discipline of the children has improved greatly. This is due to the formation of self-governing organizations among the children. They have before them the example of the older boys organized in the self-governing social center club.

The opening of social centers in school buildings makes easy the solution of the otherwise difficult problem of securing competent and trained supervision for the playgrounds. A few cities are adopting the policy of providing playgrounds for use during the entire year, but for most cities playgrounds are simply summer vacation institutions. It is difficult to secure well-trained playground directors for half-year service. By employing men and women as directors of the social center gymnasiums, clubs, etc., during the winter and keeping the same people for playground work in the summer, it is possible to secure leaders whose hearts are in the work. An arrangement of this kind also makes possible a continuous association with the people of the community. It is quite obvious that the best playground director is the man or woman who is acquainted, not only with the children, but also with their parents and with the whole population of the neighborhood.

A third argument for the establishment of social centers from the point of view of playground interests is that through the organizations of men and women in social center work the best possible opportunity is afforded for the propaganda of playground work. In at least two cases in Rochester the playground movement has been advanced directly by the action of men's civic clubs meeting in social centers. In one case the purchase of an extensive piece of land was brought about directly as a result of the agitation made in one of the clubs. Anything that tends to develop a wholesome community spirit will help the playground movement, for a community cannot have a whole-

some spirit without showing it by the establishment of playgrounds for its children.

In all of the arguments that I have presented it is taken for granted that playground people are interested in furnishing wholesome recreation especially for children, while as a matter of fact there is abundant evidence that we are coming to realize the need of wholesome recreation for all ages. As soon as we admit this, then the movement for the opening of buildings to give people of every age adequate recreation becomes a natural part of the work of the Playground Association of America. The way in which a community takes its recreation—that is, the way in which the people of a community spend their leisure time—may well be taken as a measure of the moral and social development of that community. The problem of the corruption of American cities is primarily a recreation problem, for at the root of the political corruption are the vicious forms of recreation offered by the saloon, the prostitution place, and the gambling house.

Thus far I have spoken as an advocate. I want now to give some facts. I am inclined to think that in assuming the rôle of historian I am not leaving that of advocate, for demonstration is the strongest argument.

Two years ago delegates from eleven organizations, representing more than fifty thousand citizens of Rochester, met in the Chamber of Commerce and organized the School Extension Committee. One of the leading spirits in this body was Mr. Howard Bradstreet, who has done much for the playground movement in Rochester. He is now continuing his good service in New York City. The Committee asked for and secured an appropriation of five thousand dollars, to be used in maintaining one playground and one vacation school, and to make a beginning of social center work. It also gained the consent of the Board of Education to administer the funds.

On November 1, 1907, School No. 14, which is equipped with a gymnasium, shower baths, a library, magazines, stereopticon lantern, etc., was opened as the social center of the community. The week was divided so that the men and boys had the use of the building on three evenings, and the women and girls on two evenings. One evening was devoted to a general gathering for a lecture or entertainment, followed by a social hour for all. Directors were appointed to take charge of the

men's and women's gymnasium work, the library, the boys' and girls' clubs. An assistant to the regular day school janitor was engaged to do janitor work. Within a month after the opening of the center, clubs had been formed of men, women, boys, and girls—self-governing clubs meeting once each week and devoting themselves not only to the usual parliamentary business of a club, but especially to the development of an intelligent public spirit by the open presentation and free discussion of public questions. Before the end of the year, in addition to School No. 14, four other schools opened their doors to social center work—two for men's civic club meetings and two for boys' clubs, or "Coming Civic Clubs".

At the end of the first season about seventy-five men frequenting Social Center No. 14 signed the following letter:

"To the Honorable, the Mayor and Common Council of the City of Rochester, N. Y.:

"Knowing that the question of extending the social center work of the public schools is now before you and believing that the judgment of the men who have frequented the Social Center at No. 14 School may be of value in this matter, we, the undersigned voters, residing in the neighborhood of No. 14 School, and members of the Men's Civic Club of the Social Center, declare that in our judgment the opening of the public school in the evening for recreation, reading, and club meetings, so far as it has been tried at No. 14 School, is an unqualified success.

"Not only does it give opportunity for wholesome athletic exercise, literary culture, and training in good citizenship to the older boys and girls, and the young men and women of the community; and in its free lectures afford opportunities for entertainment and instruction to all the people: but especially in its clubs for men and women it is of great value as a place for the discussion and understanding of civic questions and the development of a good community spirit.

"In our opinion there could be no more wise and economical investment of the city's money than in the extension of the social center movement; and we do most heartily endorse the recommendation of the Board of Education in this matter."

The experiment for the first year was regarded as being so successful as to warrant doubling the appropriation for the second year. In addition to Social Center No. 14, two other school buildings—the West High School and School No. 9—

located in widely separated sections of the city, were opened as community gathering places. The arrangement regarding time, equipment, and direction for the second year was practically the same as that made for the first year. During the second year, in addition to the men's civic clubs that had been formed during the previous year and those which were formed in the newly opened centers, a number of others were organized in various sections of the city. They represented every class of people and practically every interest in Rochester. In the middle of the second year these clubs formed themselves into a League. The reasons for organization and the purposes of the League may be taken from the preamble to its constitution:

"The steady growth of the civic movement from its beginning in December, 1907, when there was one club with twelve members, to the present, when there are sixteen clubs with fifteen hundred members, seems to justify the belief that there is a permanent, real need of non-partisan organizations of adult citizens, meeting in the public school buildings for the purpose of developing intelligent public spirit by the open presentation and free discussion of matters of common interest; and that the civic clubs meet that need.

"To increase the effectiveness of the civic clubs and to further their purpose,—especially in matters such as the securing and entertaining of distinguished visitors to the city, in giving unity to the expression through the various civic clubs of the people's will in the matter of desired legislation, and in guiding the further extension of the civic club movement with a view to the welfare of the city as a whole,—it is desirable to form a central league of federation of these civic clubs.

"We, the chosen representatives and delegates of the several civic clubs of the City of Rochester, do hereby form such a League of Federation."

On April 8, 1909, Governor Hughes accepted the invitation of the League to visit the social centers and civic clubs, to dine with the officers, and to address the members of the various organizations. During the course of his address he said:

"You in Rochester are meeting one of the great tests of our democratic life. You are proving that the virtues of humanity far exceed in force the vices of humanity. You are showing that it is health that is really contagious, and that in a progressive community the most intelligent of the citizens turn their attention to the thought of mutual im-

provement and of enlarging the area of the real opportunities of life. * * * It is in the social centers of Rochester that I should look for an answer to the question whether in a great democratic community you are realizing the purposes of society.

"I have enjoyed seeing the splendid provision that is made through this movement for the promotion of physical wellbeing. How little we realize that character must have its basis in self-respect, and that it takes a good deal of a saint to have self-respect when one is not well and vigorous! I rejoice that boys and girls, and men and women are having an opportunity to lead normal lives, and to get the sound physical basis upon which everything else in life so largely depends.

"I congratulate you upon the use that is made of the fine public buildings that have been erected for educational purposes. * * * We used to pass these stately edifices of education after school hours and found them closed and dark—interesting only because of the architectural beauty or curiosity of their façades. Now I do not know when the janitors find time to clean the public school buildings of Rochester. [Vacuum cleaning plants are being installed in the new school buildings of Rochester.] It seems to me that they are being used all the time. This use of the school building is a school extension proposition: what the community has paid for is now enriching the community in larger ways than were at first thought possible.

"But you have not stopped there, and I am glad of that. You are organized in civic clubs, you have federated these clubs, and you are discussing public questions. We cannot have too much of that. * * * We have nothing to fear in this country if we can only have enough of that; the danger is in having too little."

The second season of the social centers, like the first, was most successful. The appropriation for the third year, that is \$22,000, was an increase of more than one hundred per cent over the amount appropriated for the second year.

A detailed statement of all the activities of the social centers would mean a repetition of "The Story of the First Two Years", a book of one hundred and twenty-four pages published by the League of Civic Clubs. It will be well, however, to speak of one or two of the great problems whose solution can be found along the line of this development, if we may judge from the beginnings that have been made.

One of these is the immigration problem—the great question

as how to receive and assimilate the foreigners. At a public meeting of the first Italian Men's Civic Club, one of the members spoke of the service of the social centers in these terms:

"When you meet the Italian half way, as you do in the social centers, recognizing that he as an Italian has something to bring, something to contribute to the common store; when you teach him to love and honor the American flag and all that it stands for to you, by showing some respect for *his* flag and all that it stands for to *him*; when you make him feel friendly—you make him feel that he is a man, and that he must be worthy of his larger citizenship."

The immensely important problem of furnishing wholesome opportunities for young men and women to meet and become acquainted finds a satisfactory solution in the opening of the social centers, in the custom of allowing the boys' clubs to entertain the girls' clubs, and especially in the practice of having a general social gathering each week.

The problem of the home, which is second to none in importance, finds a partial solution in the opening of the social centers. The social center gives an opportunity for the whole family to find its outside recreation in the same place.

The equally important problem of civic improvement and real democracy also finds its solution here. It was at the organization meeting of one of the men's civic clubs that the alderman of the ward said:

"The value of a civic club from the point of view of the private citizen has been stated. I want to say a word in regard to its value from the point of view of the public servant. An alderman is elected to represent the people, but how can he represent the people unless he knows what the people want? And how shall he know what the people want unless they tell him? I welcome the civic club because it will give me an opportunity to learn the will of the people in this neighborhood."

Finally the social center meets directly and effectively the problem of the boy at the most difficult and critical period. It was soon after the opening of the social center at School No. 14 that the director was stopped on the street by a merchant whose place of business is nearby. The merchant said:

"The social center has accomplished what I had regarded as impossible. I have been here nine years and

during that time there has always been a gang of toughs around these corners, making a continual nuisance. This winter the gang has disappeared."

"They are no longer a gang," answered the director; "they are a debating club."

In closing permit me to quote some verses entitled, "What Social Center Means," which were written by a young man of one of the social centers. They are to be sung to the tune of "Auld Lang Syne". We may criticise the construction of the verses, but cannot deny that, coming from a member of the social center, they have real meaning:

WHAT SOCIAL CENTER MEANS

1. ALL

Did you ever stop to figure out
What "social center" means?
Here you will find democracy,
Men—kings, and women—queens.
Here each one can express his thought.
All stand on equal ground;
Here differences are all forgot,
Here brotherhood is found.

2. BOYS

We boys, who used to waste our time
On corners of the street,
Now turn our back on loafing:
We've a better place to meet—
A place where we can build ourselves,
Our body and our mind;
And we will surely "make good" here.
The center pays, you'll find.

3. GIRLS

We girls, who used to pose in front
Of mirrors half a day,
Now have the roses in our cheeks;
Our powder's thrown away.
We know that brains are more than hats,
That heads are more than hair;
We're here because we mean to be
Useful, as well as fair.

PLAYGROUNDS

4. MEN

We men here meet without constraint
Real questions to decide;
To face the common enemy
We stand here side by side.
Old prejudice is on the run;
Injustice, too, shall go.
Why Rochester should not be right
To us you'll have to show.

5. WOMEN

We women count as human here,
We've head as well as heart.
In solving civic problems we
Have come to do our part.
For the ideals of the home
Expression we shall find
In cleaner, happier city life,
More beautiful and kind.

6. ALL

And so we've told you what to us
The social center means.
Here you will find democracy,
Men—kings, and women—queens.
Here each one can express his thought.
All stand on equal ground,
Here differences are all forgot,
Here brotherhood is found.

Session on Playgrounds as Social Centers*

LUTHER HALSEY GULICK, M.D., *Chairman*

DISCUSSION

GRAHAM ROMEYN TAYLOR

Secretary, Playground Association of Chicago.

Since my principal opportunity for observation has been at the playgrounds and recreation centers of the city in which I live, it is natural that in what I have to say concrete illustrations should be drawn from Chicago's experience.

Among municipal activities and institutions, playgrounds come very close to the daily life of the people and are by them easily observed and understood. Moreover, what goes on in them gives rise to very little difference of opinion, unless the single subject of dancing should be excepted. Schools have stood so long in the public mind for formal and disciplinary educational activities, that it is natural for people to be drawn together wherever the spirit of play and recreation is avowedly made most prominent. Play and recreation almost always involve companionship as an essential quality.

So many things—such as religion and politics—have a divisive effect that recreation, as one of the planes on which all can unite, is given added importance. When play and recreation are promoted, acquaintance and social spirit enable people to go on together into other activities. This is very clearly shown by experiences in the Chicago South Park recreation centers. Early in their history evenings were set aside in each recreation hall each week for various civic organizations to conduct lectures. The time came when a choice had to be made between lectures on civic improvements, tuberculosis, etc., and the spontaneous social and recreative gatherings of the

*The Committee on Playgrounds as Social Centres did not present a report at the time of the Third Annual Playground Congress, but a general discussion of the subject was carried on.

people of the immediate neighborhoods. The decision was against the lectures and in favor of the parties, dances, and entertainments promoted by the neighborhood. The result has been that some of these organizations have now developed to the point where they invite lectures on civics. There is all the difference in the world between lectures asked for by or superimposed on a neighborhood.

This emphasizes the social spirit which comes about through play and recreation. The acquaintance and mutual confidence between neighbor and neighbor and citizen and citizen, which come about through association in the play of childhood and the recreative activities of youth and adult life, provide one of the most important factors for solving the problems of democracy.

The playground and recreation center afford opportunity for the social contact and leadership which thus far has been possible principally in social settlements. Democracy does not mean absence of leadership. Those who have had opportunity for education and culture are naturally able to serve others by contributing leadership. No finer opportunity for the expression of the social settlement spirit can be found than through the taking up of residence near a playground or recreation center by people who will identify themselves with the neighborhood, going with—or leading, if you will—their neighbors in the recreational and social activities of the playground or recreation center.

The spirit which is brought about by the playground or recreation center is the exact opposite of that which animates the special interests whose influence is found in so much of the political life of recent years. A sentence used by John Morley in his life of Gladstone illustrates—through the noble way in which it should be understood, as compared with the sordid meaning which American slang would read into it—these two points of view. It was said of Gladstone that “he had a passion for working the institutions of his country.”

THEODORE SZMERGOLSKI

Manager, West Park No. 3, Chicago, Ill.

The playground of Chicago, that is, the recreation center, is perhaps the best, the highest type of social center, although it does not include all that the term “social center” means.

It is the best example because it is the safest. Thus far it is the most practical, successful, and ideal common ground where the people that we want to reach can gather for spontaneous and unconscious self-improvement and development. It is the place where the common interests and differences of nature can be expressed wholesomely, for the purpose of creating concerted action and a neighborly, healthy spirit which will bind the people together in their physical, social, mental, and industrial life. It is free from that element of personal interest which is a hindrance to social centers. The people's interests are its only interests that are brought to a focus through its activities. That is what makes it a "social" center and a great civic good; that is what justifies its existence.

This claim for the playground has already been established and hardly needs to be substantiated. The scope of work is grouped under three kinds of activities—physical, social and mental, and industrial. It is unnecessary to mention here in detail the various activities, since we know what they are and know that they are similar at all the playgrounds. But it might be of particular interest to know that the center with which I am connected differs somewhat perhaps from some other centers in that the manager has authority to act as the practical head of all activities. He himself organizes clubs and classes, arranges for lectures, concerts, and entertainments, or acts in coöperation with neighborhood clubs, individuals, or other paid or voluntary agencies. He works in close contact with the people of the neighborhood and endeavors to supply their most pressing social needs. Very little is done to reach those outside of the community, for the community is a big enough problem.

The three branches of activity are independent, yet coördinate. Every endeavor is made to foster a vital relationship among the three departments, in order to make the work effective and comprehensive, and to create a spirit of oneness.

Almost all the activities are wholly identified with the playground. For example, the center has its own forty-five piece orchestra, its own chorus, dramatic club, debating club, social club, and gymnastic club. It gives its own lectures, concerts, and entertainments. It has its own park-song and yell.

Volunteer and paid service is employed. In addition we receive the coöperation of the churches, schools, societies, and

small business men. The latter help to advertise and instill confidence in the work.

But it must be remembered that the spirit which pervades a center has as much to do in making it a social center as the equipment and activities themselves. The work of a playground is effective in proportion to its tendency toward progress and unity of spirit. I was greatly impressed with the use of the pronoun "our" by one hundred and twenty-five young men and women, representatives of various activities, at a banquet given by them in the men's gymnasium. I did not realize the true worth of a playground until I heard their speeches of genuine appreciation.

What the playgrounds of Chicago have accomplished for home and civic betterment, and the silent but effective force that they are in perpetuating the vigor and vitality of the people—which is the social problem—must be recognized and appreciated to the fullest extent. The playground is the most advanced step that has yet been taken to meet in an adequate and democratic way the social needs of a cramped people. Still it falls far short of doing the work that it is equipped to do and of seizing the opportunity which is fairly clamoring at its door. This is because it is not yet vitally connected with the neighborhood. It is not yet a real factor in the community life; it is not yet "one of and with" the neighborhood. The playground is still regarded by influential public and business men as a luxury, rather than a necessity. In a word, the playground is not at present an organized neighborhood social center—its only sane and real purpose.

In the light of the conditions existing in the neighborhoods and the great social possibilities of playgrounds, this gap between the playground and the people is unnecessary and unjustifiable. It is due largely to irritating and petty hindrances, lack of proper management, support, and appreciation.

The full usefulness of a center depends upon bridging this gap, and hence our energies should be directed into channels that would accomplish this. I venture to say that an efficient person placed in charge of a playground, with authority to lead and with proper support from his superiors, will span three-fourths of the gap.

Only when the gap shall have been filled will full usefulness be realized. Then the cost of maintaining a playground will not be prohibitive of further extension, and its value and benefit

will be unquestioned. Then Theodore Roosevelt's declaration that the playgrounds of Chicago are the greatest achievement that the world has yet seen will be more nearly true, for then will they be "civic homes", which are so sorely needed by the unfortunate poor. This is a need which it is the duty and function of the government to supply.

DR. HENRY S. CURTIS

Vice-President, Playground Association of America

It is easy to understand the words "social center" in different ways. In the discussion of the subject thus far the social center has been considered as a field house or building, and not as the playground itself. However, at the time I suggested the topic I was thinking of the playground as a whole, and not of the building or field house in particular. The first suggestion of this theme came from Mr. Stover of New York, who said that Seward Park would be the "Forum of the East Side".

In Washington we have had one playground which has had a peculiarly intimate relation with the neighborhood. In this playground all the tennis courts, ball diamonds, running tracks, the pavilion, and a good share of the apparatus were built by the people of the neighborhood. The people feel that the playground belongs to them.

The playground has always been the neighborhood center or social center for the children, and it is becoming increasingly the center for the adult community. There is a general feeling, I believe, that this tendency is in the right direction; that such a center of community life is greatly needed, and that the gathering of the adult population there will be an advantage both to the playground and to the people.

Several things are preventing this natural increase of use by the adult population. One of these is the name, "playground", which suggests that it is a place for play. A second is the concept, which is almost universally held, that it is intended for children. A third is in the general lack of shade and benches for the parents that may come to watch the play of the children. A fourth is the common lack of suitable pavilions or resting places for adults.

Some of the agencies which have tended to bring adults into the playground during the past year are: the May parties and

play festivals to which adults have been invited, and in which the parents have coöperated with the playground authorities; the exhibitions, tournaments, and contests which have been held in some playgrounds on Saturday afternoons during the summer; musical programs which have been arranged for a number of playground systems at certain times; picnics, where the playground has a grove suitable for the purpose; afternoon teas held in pavilions or under trees; baby shows, held in several cities.

Any form of activity which leads parents to coöperate in the erection, maintenance, or conduct of playgrounds will tend to increase interest and to make playgrounds more vital centers of community life.

There is need that all the elements tending to promote the interest and coöperation of adults be studied, and that a suggestive leaflet of directions covering these points be issued by the Association.

Session on State Laws

LUTHER HALSEY GULICK, M.D., *Chairman*

TENTATIVE REPORT OF THE COMMITTEE

Judging from the meagre reports received of what has actually been done in securing playground legislation, and judging partly also by experience with methods that have been found successful in securing legislation in other directions, the following plan would seem to be one that is likely to succeed. It may be called the plan of the concentric circle.

I. HOW TO GET PEOPLE INTERESTED

First Circle: the Individual. The individual desiring playground legislation should first decide with more or less accuracy what kind of law he wants. (On this matter the reader is referred to the Report of the Committee on State Laws for 1907-08.)

Second Circle: People already Interested. Get the people already interested in playgrounds together and have them adopt the plan submitted, or some other plan regarding legislation which they desire.

Third Circle: Organizations. Endeavor to secure the interest of all those organizations that would naturally be interested in playground questions, beginning with those that will most probably be interested. Among the groups of people that should be approached are: women's clubs (they have in many places taken a prominent part in the pioneer work for playgrounds), mothers' clubs, parents' associations, Young Men's Christian Associations, boys' clubs, associated charities, settlements, anti-tuberculosis societies, associations interested in anti-child labor, the juvenile or probation courts, churches, trade unions. In fact, the list should

include all organizations which have as their aim the betterment of social conditions, especially for children.

Fourth Circle: Public Officers. It will generally be found easy to interest officials, leading authorities, and the school people. This circle also includes associations of school superintendents and of teachers, school committees, and health officials.

Fifth (final) Circle: The Legislature. It is a mistake to try to interest legislators until definite public opinion has been created, because legislators before they commit themselves very rightly desire to know whether or not public sentiment stands behind the law. A law without public sentiment is not only very difficult to pass, but of very little use when it is passed.

II. DIRECT WORK WITH THE LEGISLATURE

1. Draw up the bill and have it introduced. It does not make much difference by whom it is drawn, but one man should make it his fight.

2. Bring to bear on members of the legislature—first on the committee to whom the bill is referred and then on the other members—all available influence from their constituents favorable to the bill. Have the matter well presented at the hearing. Follow up the work. Appoint a friendly visitor to go to each member of the committee and to other important members. Remember that human nature in the legislature is much the same as elsewhere, and that every man at heart desires to be reasonable and is more influenced by reason than by objurgation.

3. In addition to individuals, organizations should petition the legislature and send a copy of their petition to their own legislator. Women's clubs, for instance, may work effectively upon the legislature in this way.

III. NEWSPAPER PUBLICITY WORK

1. A large meeting addressed by one or more people of national reputation helps to start the movement because it makes the events of the meeting items of news. This is more important than the mere ex-

pression of opinion. The playground referendum plan in Massachusetts was successfully started by getting Jacob A. Riis to speak on the playground movement.

2. Have influential people make addresses and have short versions of the addresses sent in advance to the newspapers.

It will be found useful to have a printed circular setting forth the bill, and a brief statement of why it is wanted, for distribution to newspapers, legislators, and individuals whom it is desired to influence in order that they may write to legislators.

SUPPLEMENT TO THE REPORT OF THE COMMITTEE

As recommended by the Council.

Approved by the Board of Directors, June 19, 1909.

Playground legislation may be grouped into two classes:

I. Permissive

II. Mandatory

I. THE FORMS OF PERMISSIVE LEGISLATION THAT HAVE BEEN TRIED ARE:

1. A law permitting *school boards* to use school property and school funds for playground purposes.

Example—*Ohio School Laws, April 9, 1908*: "The board of education in any city school district may establish and maintain a normal school within its respective district and may establish and maintain such summer or vacation schools, school gardening, and playgrounds as in its discretion seems desirable."

2. A law permitting *park boards* to use park property and park funds for playground purposes.

Example—*Ohio Park Law*: "The board of park commissioners shall have the following powers:

"The control and management of parks, park entrances, parkways, boulevards and connecting viaducts and subways, children's playgrounds, public baths and stations of public comfort located in such parks, of all improvements thereon and the acquisition, construction, repair, and maintenance thereof. The board shall exercise exclusively all the powers and perform

all the duties in regard to such property, vested in and imposed upon the board or director of public service.

* * * *

"All moneys received by the city from taxation or otherwise for the purpose of acquisition, constructing, equipping, and maintaining parks, park entrances, parkways, boulevards, and connecting viaducts and subways, children's playgrounds, public baths, and stations of public comfort located in such parks, shall be deposited in the city treasury and transferred by warrants on the city auditor to the credit of the board of park commissioners in a fund designated as 'The Park Fund'."

3. A law permitting cities to appoint and finance *playground commissions*.

Example—*New Jersey Playground Law, 1907 (Revised, 1908)*: "In any city of this State the mayor of such city may, in his discretion, appoint three fit and suitable persons, citizens and residents of such city, who shall be confirmed by the common council or other governing body of such city, as commissioners of playgrounds, and who shall constitute and be known as the board of playground commissioners of such city." (Full text of this law may be obtained from the Playground Association of America.)

4. *Special legislation* authorizing certain cities to make stated expenditures for playgrounds.

Example—*Massachusetts, 1909*: "The city of Boston is hereby authorized to provide a playground in ward five in the Charlestown district of the city, and may expend for this purpose a sum not exceeding one hundred thousand dollars, and may issue bonds to that amount. The bonds so issued shall bear such rate of interest and shall be issued on such terms as the mayor and treasurer of the city shall prescribe, and they shall not be reckoned in determining the statutory limit of indebtedness of the city."

II. THE FOLLOWING ARE TYPICAL FORMS OF MANDATORY LAW:

1. A law directing that voters be given an opportunity to determine whether or not their municipality shall establish and maintain playgrounds.

Example—*Massachusetts, May, 1908*: "Every city and town in the Commonwealth having a population of more than ten thousand, accepting the provisions of this act, shall, after the first day of July in the year

nineteen hundred and ten, provide and maintain at least one public playground conveniently located and of suitable size and equipment for the recreation and physical education of the minors of such city or town, and at least one other playground for every additional twenty thousand of its population.

* * * *

"In cities and towns which have a population of more than ten thousand, and which have not already satisfied the provisions of this act, the following question shall be placed on the official ballot at the next city or town election: Shall chapter 513 of the acts of the year nineteen hundred and eight, requiring certain cities and towns to provide public playgrounds, be accepted by this city (or town)?"

2. A law prescribing a minimum amount of play space per child on all new school sites.

Example—*Washington*, 1909: "Hereafter no school building shall be erected by any school district, or board of directors, or by the authority of the vote of the inhabitants of any school district in this state, unless there shall at the same time be acquired adjoining or in immediate connection therewith a playground containing an area of not less than one hundred square feet for each one of the estimated number of pupils for whose permanent use said building shall be built, and as much larger area as may in the judgment of the board of directors be practicable to obtain for use in connection therewith." (Failed to pass.)

3. A law directing that cities set aside for park and playground purposes a certain fraction of all additions.

Example—*Washington*, 1909: "No plot of an addition to a city of the first or second class or other city having a special charter, with sufficient population to authorize it to incorporate under the general incorporation laws as a city of the first or second class, shall be filed, accepted or approved unless a plot or plots of ground not less than one-tenth of the area of the blocks therein platted, exclusive of the lands set apart for streets and alleys, be dedicated to the public for use as a park or common or for parks or commons and placed under the control of the city authorities for such use forever." (Vetoed by the Governor.)

COMMITTEE ON STATE LAWS

JOSEPH LEE, Vice-President Massachusetts Civic League, Boston, Mass., Chairman.

MRS. SAMUEL A. AMMON, Treasurer Pittsburgh Playground Association, Pittsburgh, Pa.

GEORGE D. CHAMBERLAIN, President Springfield Playground Association, Springfield, Mass.

WILLIAM H. DELACY, Judge of the Juvenile Court, Washington, D. C.

S. P. JERMAIN, Toledo, Ohio.

BEN B. LINDSAY, Judge of the Juvenile Court, Denver, Colo.

JULIAN W. MACK, Judge of the Juvenile Court, Chicago, Ill.

JACOB A. RIIS, Richmond Hill, N. Y.

DISCUSSION

GEORGE W. EHLER

Secretary, Children's Playground Association and Public Athletic League of Baltimore, Md.

The State of Maryland has a law concerning playgrounds that differs probably from any other playground law in the country. It is an Enabling Act permitting the Mayor and City Council of the City of Baltimore to contract with the Children's Playground Association of Baltimore to conduct not less than twenty-four playgrounds in the public parks, schoolyards, and other public property. It is seriously questioned whether any municipality of the State or any of the various park and other boards have legal right to spend money for playgrounds.

Two years ago (1907) the City Council appropriated to the Children's Playground Association of Baltimore an amount of \$3,000; last year (1908) they appropriated \$6,000; and for this year (1909) the amount is \$9,000.

It seems to me that in this discussion on state laws we need to be cautious not to start up a great agitation for the purpose of passing laws for which the public might not be ready.

A number of years ago agitation was aroused in various states for passing a compulsory physical training law. Among others, the State of Ohio adopted a law of this character; but a special penalty was attached to its enforcement. There has

never been any real attempt made to enforce the law. In fact, it is nobody's business to do so.

The Woman's Christian Temperance Union has secured the adoption of laws relating to the instruction of school children with regard to the use of narcotics and stimulants. They have also secured the introduction of books on physiology giving their extreme views on these questions. They have maintained a system of inspection which is a great burden upon all teachers.

In the one case we find physical training conducted in only ten per cent of the schools of the State of Ohio. In the other case we find that the instruction in physiology and hygiene is a farce in nearly every school.

It is my opinion that if laws are needed at all, they should in the first place be permissive, so that there will be no obstacle in the way of communities that wish to perform these services. At the present time there is serious question in some states of the legal right of the municipalities to spend money for playgrounds. Mandatory laws should not be passed until such time as there has been a well demonstrated object lesson carried on in various parts of a state, and strong public opinion has been developed that will insure the enforcement of such laws in those communities needing the stimulus that such laws would give. A form of mandatory law that might well be passed at an early stage is one requiring schoolhouses to be surrounded by not less than thirty square feet of playground space for every pupil that the building is designed to accommodate.

I would say, therefore: Go slowly in the matter of law. Develop a local organization to arouse public interest to the highest degree possible. If necessary, secure a law to compel an antiquated council or school board to carry out the will of the people.

DR. HENRY S. CURTIS

Vice-President, Playground Association of America

In many ways the most significant event that has occurred in the playground movement throughout the country during the past year is the passing of the state law regarding the establishment of playgrounds in Massachusetts.

The state serves in many ways as an excellent unit for the promotion of the playground movement, because it has already established loyalties which can be aroused and enlisted for active

work. No citizen wishes to see his state lag behind other states. Often state-wide associations organized for civic purposes can be enlisted in the promotion of the movement.

If a state law is passed it immediately secures action from many cities that would not otherwise take prompt action. Through the publicity given to the movement by the press, a feeling of rivalry between cities is aroused. No city wishes to appear less progressive than others.

Even if a law is not passed, it serves as an excellent basis for propaganda, as newspapers will give accounts of almost anything that is being discussed by state legislatures.

A law such as that passed in Massachusetts works no hardship in the case of any particular community, for it does not make the expenditure of money compulsory. It merely requires the city's vote upon the subject.

If the law is enacted it gives opportunity for much local publicity at the time when it is up for the local vote. Judging from the action taken in New Jersey, Massachusetts, Washington, Minnesota, Ohio, and Indiana, these states and the people in them were already fully prepared to take favorable action on playground measures.

Just as city playground associations have proven the most satisfactory means for promoting the movement in the various municipalities, so state playground associations (unless there be some other state organization which is ready to take hold of the movement, such as the Civic League in Massachusetts) should naturally be the best agencies for promoting the movement in the various states. Just as the playground associations in the different cities have been growing into municipal playground departments, so state playground associations should naturally grow into state playground departments, for it will eventually be necessary, in order to secure satisfactory results, that there be some form of supervision over the working of the law after it has been enacted.

I do not agree with the statement made in the report that it makes no difference who presents the bill in the legislature. We have found in the City of Washington that it makes a very great difference who presents a bill or a resolution. Some persons can carry through a minor measure by sheer force of personal popularity. In the case of others, the political standing and general influence add such weight to a measure that it

is difficult to defeat it. Others, again, will take hold of a bill and work on it so hard that it will be carried through. Personal popularity, political standing and interest in the subject on the part of the person who introduces the bill, and hard work—these are all helpful factors.

LEE F. HANMER

Associate Director (Recreation), Department of Child Hygiene, Russell Sage Foundation

A useful addition to the report of the Committee on State Laws would have been an outline of the various kinds of legislation and a statement of how such legislation has worked out thus far. Grouping the playground legislation to date into two general classes, permissive and mandatory laws, there are the following sub-divisions:

I. PERMISSIVE LAWS

1. *Laws permitting school boards to use school property for playground purposes.* School boards unwilling to undertake the added trouble and responsibility of conducting playgrounds have taken refuge behind the excuse that they are permitted to use school property and school funds for educational purposes only and have declared public playgrounds to be outside of their field. Inasmuch as the authority of the school board to use its funds and property for playgrounds has been questioned, it seemed desirable to pass legislation definitely granting authority to apply such funds to the support of playgrounds. The State of Ohio has passed legislation of this sort. Similar legislation was considered at the last session of the Pennsylvania Legislature, but failed to pass.

2. *Laws permitting park boards to use park property and park funds for playground purposes.* The same line of argument has been used by park boards as by school boards, and several states have passed laws definitely authorizing park boards to establish and maintain public playgrounds. The Ohio legislation is a conspicuous example of this also.

3. *Laws permitting cities to appoint and finance playground commissions.* Playgrounds being conducted by park boards, school boards, health departments, boards of public works, etc., have overlapped in their activities in

some cases, and have also left sections unprovided for. An attempt has been made to unify and systematize the work by the establishment of a new city department, known as the board of playground commissioners, whose duty it is to purchase, equip, and maintain public playgrounds. This is usually done in coöperation with the park board and school board in the use of school grounds and park spaces. New Jersey has a state law by which mayors are empowered to establish such commissions. Other cities have provided for the establishment of playground commissions by an amendment to the city charter.

4. *Special legislation authorizing certain cities to make stated expenditures for playgrounds.* This kind of legislation is usually passed to enable a city to extend its debt limit so as to provide for the issue of bonds for the purchase and equipment of playgrounds.

II. MANDATORY LAWS

1. *Laws directing that voters be given opportunity to say whether or not their municipality shall establish and maintain playgrounds at public expense.* Such a law was passed at the 1908 session of the Massachusetts Legislature. The law provided that at the next municipal election in each city or town of 10,000 or more population in the State, the question of the establishment of playgrounds by the municipality shall be presented to the voters. In case of a majority voting in favor of the establishment of playgrounds, the city must within two years provide playgrounds according to a stated plan based on the population of that city. Forty-two cities in Massachusetts voted on this question in the fall of 1908 and winter of 1909, and of this number forty carried for playgrounds. The total vote in favor throughout the state was 154,495. The vote against playgrounds was 33,836. Three or four cities did not vote on the question because they were already providing playgrounds according to the standard set by the state legislature.

2. *Laws prescribing a minimum amount of play space per child on all new school sites.* At the last session of the Legislature of the State of Washington a bill was presented placing a minimum of 100 square feet of play space per child in connection with all new sites for school buildings. This

bill failed to pass, but its supporters are hopeful of favorable action at the next session of the legislature. The minimum requirement was raised from 60 square feet to 100 square feet at the request of the State Superintendent of Public Instruction. A minimum of 30 square feet has been established in London.

3. *Laws directing that cities set aside for park and playground purposes certain percentages of all additions.* A bill of this sort was also considered at the last session of the Legislature of the State of Washington. It provided that one-tenth of all additions to cities of the first or second class should be set aside for playground purposes. The bill passed the Legislature, but was vetoed by the Governor on the ground that it was confiscatory. It will probably come up in amended form at the next session of the legislature.

Where playground legislation has been put into operation, the experience seems to be that permissive legislation is the most desirable. Permissive legislation must necessarily have the backing of the city authorities and the community before it will be put into operation. In the case of mandatory legislation, very little work of a satisfactory kind is likely to be done unless the city authorities and the community are favorably inclined. Municipalities, like individuals, object to having reforms forced upon them.

ACTION OF THE GENERAL CONFERENCE

This body recommends to the Council:

1. That the report be amended before publication, so as to discuss the nature of the laws which should be enacted. (See supplement to the report.) For example, it should include the different kinds of permissive laws which will permit school property, school funds, to be used for playground purposes; park property, park funds, to be similarly used; cities to appoint commissions; cities to secure funds by a bond issue. It should include mandatory laws which provide a minimum amount of play space on all new school sites, and a given percentage of space to be used for parks and playgrounds in newly acquired property; for the appointment of juvenile commissions, etc.

2. While it is unfortunate to secure laws far in advance of public opinion, the general interest in the subject seems to indi-

cate that in most states the time is ripe for the presentation of bills with reference to state laws regarding playgrounds; and, further, that it is desirable at this juncture to present such bills, because even though defeated they are a strong element in the education of communities.

3. That as it is practically useless to expect a law to enforce itself, in any state or community it is wellnigh necessary to have a playground or other organization definitely committed to the promotion of work in connection with the enforcement of the law—if a state law, a state organization; if a municipal law, a municipal organization.

4. That the statement of the law should not suggest that small or rural communities do not need playground efforts.

5. That wherever the character of the election laws render it feasible, we regard the referendum vote as a means of important publicity for the education of the community.

Session on Playground Statistics

LUTHER HALSEY GULICK, M.D., *Chairman*

TENTATIVE REPORT OF THE COMMITTEE

Statistics should furnish for the 'playground movement standards of comparison by which progress may be measured and a properly collated mass of significant facts by which policies may be shaped. While the movement is as yet young care should be taken to develop a trustworthy system of statistics that shall continue to be of service in future years, that shall be flexible and capable of development as new needs arise, that shall so gather information that the facts recorded now will be comparable with those to be recorded in future years, and that shall not become a burden to playground workers.

With these ends in view your committee recommends that statistics be considered under three general heads:

- A.—In relation to the city system
- B.—In relation to the single playground
- C.—In relation to the individual children

Statistics of the *first* or "*A*" class, those relating to the city system, should be kept in each locality by the playground authorities or the local playground association. The headings under which the Playground Association of America has for the past two years been gathering data should be retained, so that whatever additions may be made from year to year, the data in regard to playgrounds in the country as a whole may always be in such form as to allow comparison with data of former years. We recommend that the local authorities or the local association in each city take steps accurately to gather information under the following headings:

1. Population of city
2. Number of playgrounds
3. Approximate total acreage of playgrounds
4. Managing authority or authorities

5. Annual cost of maintenance
6. Sources of support
7. Total expenditure to date for playgrounds
8. Year work was begun

The above are the headings under which information has been requested for the two years 1907 and 1908. We recommend that the three following headings be added for the inquiry of 1909:

9. Time in weeks playgrounds are open
10. Total average daily attendance in all playgrounds
11. Number of play supervisors employed

Under statistics of the *second* or "*B*" class, those relating to the playground itself, we recommend that the person in charge of each playground take steps to ascertain accurately those data which must be secured from each unit of the system if they are to be reported correctly for the system as a whole. These are:

1. Acreage
2. Managing authority
3. Annual cost of maintenance
4. Source of support
5. Total expenditure to date
6. Time in weeks playground is open
7. Average daily attendance
8. Number of play supervisors employed

In addition each playground should report to the controlling authorities the number of days per week and the number of hours per day the playground is open.

Under *class "C"* will be considered statistics relating to the children themselves. It is evident that the first important fact to be ascertained relates to attendance. The object of this inquiry is to find out how many children are reached by the playground on the average every day. It is evident that it is not feasible to keep track of each individual visiting the playground in the same detailed fashion as attendance is accounted for in the public schools. Some satisfactory substitute must be devised.

The total number of visits to the playground is not the total number of visitors, but a much greater number. Data as to the total number of visits, while commonly stated in printed reports, are nearly valueless and usually misleading.

The total number of children reached each day is not the sum of the morning and afternoon attendance, for probably most of the children visiting the playground in the afternoon have already been there in the morning. The best measure of the number of children reached daily is the morning attendance or the afternoon attendance, whichever is larger. The best way to get the average daily attendance is to keep account of the children visiting the ground in the forenoon and in the afternoon of each day, find the weekly totals for the two separately and divide these totals by the number of days the ground was open. The larger total may be taken as the average daily attendance for the week. This record may be readily kept by the use of a form like the following:

ATTENDANCE RECORD FOR WEEK ENDING.....1909								
..... Playground.....							City	
	Sun.	Mon.	Tue.	Wed.	Thu.	Fri.	Sat.	Total Average
A. M. Boys								
Girls								
Total								
P. M. Boys								
Girls								
Total								

While it is desirable that the record be kept every day, almost the same results may be obtained—where an insufficient force of workers renders the daily record burdensome—by carefully registering the children during a week at the beginning of the summer, a week in the middle, and a week at the end of the summer, and averaging the results.

At least twice, preferably three times, during the summer season careful statistics should be gathered by the census method. That is to say, on a given day facts should be gathered for each and every child attending, something as follows:

1. Name
2. Age
3. Sex

4. Nationality
5. Grade in school
6. Whether in charge of, having charge of, or in company with brothers or sisters in the playground
7. Whether a regular attendant
8. Distance from home to playground

It is feasible to gather these statistics by the census method. If gathered in this way two or three times during the season, the results will be virtually as accurate as though the same data were taken every day. If gathered only once during the season, they will still be of great value. Such data as this will answer questions as to what age, sex, and nationality classes the playground serves to the greatest degree—to what extent it helps out the problem of helping older children care for younger ones, and the size of the radius of influence of the playground. This is the question which decides how near together playgrounds must be.

For the taking of this census, report sheets should be prepared something as follows:

CENSUS REPORT OF CONSTITUENCY OF PLAYGROUND									
City					Date				
No.	Name	Age	Sex	Nation- ality	Grade in School	Having Charge of Brothers or Sisters	In Charge of Brothers or Sisters	Regular Attendant	Distance Home to Playground
1									
2									
3									

Useful information is to be gleaned from a study of the information thus gained, not by adding up the columns and getting averages, but by making distributive summaries. It is not important to know the average age of the visitors. It is important to know what proportion of them are four-year-olds and what proportion fourteen-year-olds. The average grade in school is a matter of no significance, but it is important to know whether

the playground library is to be planned in the main for first-grade pupils or sixth-grade ones. The average distance from the home to the playground may be four blocks, but what we want to know is the radius of influence. Do any children come from as far as half a mile away and, if so, how many?

In this connection it is suggested that interesting and suggestive, and perhaps very helpful material could be gathered by taking another census in the immediate neighborhood of the playground to find out what all the children of the neighborhood are doing at a given time. This would require a large number of volunteers. Probably the best time to do the work would be between ten and eleven on some pleasant Saturday morning. The radius covered should include three or four blocks in every direction—perhaps more. At a given time, say ten o'clock, each volunteer should register on paper what the small children, medium-sized children, and the larger children of both sexes are engaged in doing in his radius of observation. This sort of record would tell what part the playground was taking in accounting for the activities of children of different ages in both sexes who were out-of-doors, within reach of the playground at a given time on a pleasant day.

Another suggested study relates to the amount of time the children spend on the playground. Recent reports from several cities indicate that the children remain on the grounds on the average only about a half hour at a time. If this condition is general, it is very important. The facts may be ascertained in each playground by recording the time of arrival and departure of each child for several days and making up distributive summaries of the results.

We would further suggest that the playground authorities of each locality secure maps of their cities and indicate on them by coloring or other means the density of the population in each voting precinct and the location and size of schoolhouses. Such a record will make possible intelligent judgment as to the desirable locations for playgrounds.

On other maps possible sites for playgrounds should be located. The best method for doing this work is described in Dr. Henry S. Curtis's admirable article in *Charities and The Commons*, for March 7, 1908, in which he tells how he made such a study for the city of Washington. The article is reprinted in the *Playground Proceedings* for 1908.

COMMITTEE ON PLAYGROUND STATISTICS

LEONARD P. AYRES, Associate Director [Education], Department of Child Hygiene, Russell Sage Foundation, New York City, Chairman

E. B. DE GROOT, Director South Park Commissioners, Chicago, Ill.

GEORGE W. EHLE, Secretary Public Athletic League, and Children's Playground Association, Baltimore, Md.

GEORGE E. JOHNSON, Superintendent Pittsburgh Playground Association, Pittsburgh, Pa.

DISCUSSION

C. T. BOOTH

Physical Director, Y. M. C. A., Minneapolis, Minn.

With all the statistics that we may consider necessary for comparison or promotion, let us ever keep in mind that the important statistics are those relating to the child directly, and that those relating to work about or for the child are secondary. I believe the Committee has in its suggested plan realized the danger of complex detailed statistics.

In regard to the classes of statistics as suggested, I would concur in the main, except in the order of importance. I believe the neighborhood census should be taken before the playground is established. Certainly we will be better able to provide playgrounds of the right sort and in the right places after we know the conditions of living in a given locality. By making the study and compiling the statistics relative to the housing, play spaces, and natural plays of the children our playgrounds will not only be supplementary; they will provide the supply.

Next in importance after the neighborhood census is the attendance of the children. Total attendance, as we know, does not mean much. I have tried several plans and am dissatisfied with all. The morning and afternoon attendance varies a little, but, in my experience, there is no material difference as far as statistics go. The evening attendance differs greatly

from the daily, so that if I were to arrive at a total daily attendance for another year I should take the greater number during the day and add to that the largest number at one time in the evening, and thus get my daily total. This, however, is also inaccurate as there must be some children who go morning, afternoon and evening, or at least afternoon and evening. Last year in Minneapolis we used a form of post card and each instructor indicated by age groups the number actually participating in games or exercises. Of course, guesswork had to be used for the general attendance, and then the two results added.

Compared with total attendance, rather more important is the taking of census attendance, say three times in as many months, of the regularity with which the children come and the distances from which they come to the playground. It would seem that regularity and the distance each child came would mean more in getting at the use of the playground than total attendance.

The statistics for comparison with other cities, including acreage, cost, etc., while interesting and perhaps useful in promotion in a given locality, yet are least in importance from a playground standpoint. Of more use in a promotive way is a practical demonstration of a playground in a given community. The suggestions given in that class of statistics are ample, except that I would replace total attendance by a question relating to the kinds of playgrounds: (a) children's, (b) athletic fields, (c) field houses, (d) swimming pools.

BEULAH KENNARD

President, Pittsburgh Playground Association

The Pittsburgh Playground Association in its endeavor to secure accurate attendance records, uses several styles of post cards. Weekly and monthly report blanks have been tried with varying success. At present the attendance report for the recreation parks is in the form shown on the following page. This form is found to be effective. By means of it it is possible to keep accurate records.

ATTENDANCE REPORT USED FOR PITTSBURGH RECREATION PARKS

THE PITTSBURGH PLAYGROUND ASSOCIATION

PARK

19

Attendance Report for the Month of

DATE	Classes	Field	Play-ground	Nursery	Club Room	Library	Gymnasium	Game Room	Swimming Pool	Baths	Auditorium	Spectators	Socials	TOTAL
1														
2														
3														
4														
29														
30														
31														
TOTAL														

The attendance is recorded as follows: The children who are loose upon the playground are counted once during the forenoon, and the number is reported to the office. They are again counted in the afternoon, and the number reported to the office. The attendance for the day is the total of the morning attendance and the afternoon attendance.

In recording attendance in the separate classes, care is taken to eliminate duplicates during any session. That is to say, a child who takes cooking, then goes to physical training, and then to free play is counted once only in the general attendance record. Separate records are kept which tell how many children there are in each of these special class groups for any period. There are three periods during the morning.

ACTION OF THE GENERAL CONFERENCE

It is the opinion of this meeting that:

1. Statistics which tell the general facts about the use of playgrounds are as fundamental to the playground movement as accounting is in business.
2. Such facts can not be secured and recorded without devoting to the playground records such time and attention as are usually given to business accounts.
3. The facts recorded should primarily be those which will be of service in the administration of playgrounds.
4. It is the sense of this meeting that it is desirable after mutual consultation to have data secured and recorded in such a manner as to be mutually intelligible, and that the various municipalities and other authorities be appealed to with this request.

PLAY AND LIFE

GEORGE J. FISHER, M.D.

Secretary, The International Committee of Young Men's Christian Associations, New York City

[Stenographic Report]

I will try to do as the young lady said she would do, who stating that she had never been kissed by a young man and being asked what she would do if a young man would try, replied, "I should at least attempt to meet the emergency face to face."

It is always dangerous to give advice. In this connection I am reminded of the story of the little boy who rushed into his employer's office one day and asked if he might attend the baseball game. The employer did not refuse his request, but objected to the manner in which the question was asked. So he said to the boy, "You sit here and pretend you are the employer, and I will pretend that I am the office boy. I will try and tell you how you ought to address me." Then he went out and knocked timidly at the door. "Come in", said the boy. The man came in and courteously approached his so-called "employer", who was sitting back in his chair with one leg over the other, and said, "May I go to the ball game?" "Sure, sure", replied the employer, "and here is a dollar. Go out and get a seat on the grand stand and enjoy yourself." When one gives counsel, he is expected to do the things that he advises others to do.

I shall speak briefly on "Play and Life," and I shall talk particularly to the people of Pittsburgh, those who have boys of their own and who are not play directors in the sense of being trained for that purpose.

I once saw a boy who never played. He had come to this country from a foreign land. I showed him some American boys who were playing as only American boys can play, and he said, "We never play like that in our country." I turned and looked at him. He was sixteen years old, but no larger than a boy of twelve, narrow-chested, thin-armed, anemic, and all

the life and light and music that characterize the average American boy were absent. He was a man before he knew what it had been to be a boy; he was prematurely grown-up, and lacked that spontaneity and enthusiasm that we expect of boys.

Play is the chrysalis in which the boy is developed. Play is the mould that determines the type of the individual. Play is a necessity. As Joseph Lee says, "It is a part of the process by which a boy becomes a man." A child does not play because he wants to play, but because he has to play. There is a great dominant instinct that forces him, that forms him into a real man. Groos goes so far as to say that we do not play because we are young, but rather that we are given a period of youth because we must play. Play is immensely important to our development.

There is no way that I know of, nor that anyone knows of, for securing organic vigor except through the strenuous exercise of the large muscles of the body. As Dr. Tyler says, "The vital organs are fairly hung on the large muscles." There is no other way than through exercise to invigorate the heart, lungs, kidneys, and liver; and the child of to-day is having a struggle to get the necessary organic vigor. In the narrow city street he lacks opportunity; he lacks play spaces.

The other day I was in Bronx Park, New York City, watching the seals in the water. When I look at that creature I am always filled with pathos. It has the body of an animal, but the tail of a fish. It must seek its food in the water, but must come to the surface for air. It lives upon the land and rears its young there, though it has not the locomotor apparatus necessary to a land animal. The seal seems to be an animal deteriorating into a fish, or a fish emerging into an animal; but the struggle is pathetic. The struggle of the boy in the modern city to retain the muscular coördinations that belong to him, to get organic vigor in an artificial environment, is pathetic; and I wonder if these many defects that we are finding in the school child are not an indication of the boy getting the worst of the process. Therefore this Association is trying to provide means by which organic vigor may be retained by the boy.

Again, as we view play in its relation to life, we find that it is intimately related to the development of mental vigor. It is a significant fact that idiots are not playful. One can tell

by looking at a child the stage through which he is passing. The reflexes that govern the shoulders, the elbows, often the wrists, are developed through play activity. When we see that mental activity is retarded, we can stimulate the mind by prescribing the right kind of play. Play is important from the standpoint of storing up energy, for we are told that the motor area is the storage battery of the brain. The child that gets an all-round physical training stores up energy for that later day when it is required to meet the issues of life.

I see the seriousness of that as I address young men in our colleges, where often they forget that they have bodies. When these men go out mentally equipped for the struggle of life, they frequently fall by the wayside because they lack the physical basis to give them that endurance that is necessary for success in life.

Play is being recognized as a great social factor in the life of the child. I am related very intimately to a little fellow, who up to the time he was four did not know play society. I recall the day when I pushed him out into his first society, which is always to the child the society of play. Then all his selfishness appeared, and oh, the hard knocks that the boy got before he learned the meaning of democracy! The boy who does not learn that is the boy who as a man never learns to govern himself in concerted action for the public welfare. The strong feature with reference to play to-day is that through it boys learn real leadership. They learn it through the democracy of the gang. That is the only way they learn to coöperate with others for some worthy cause, learn to fight for something that is good, that is social, that is altruistic.

But let me go a little further. Play is intimately related to the development of character. I do not believe there is a more vital agency for the building up of character than the playground. The other day I saw two high school teams playing basket ball, and I noticed several characteristics about those boys. They played with tremendous enthusiasm, as if their lives depended upon the winning of that game. Then I noticed the coöperative spirit. I noticed their originality—how quickly they saw an opportunity for scoring.

For about fifteen years I was employed as director of physical training and met men face to face in the activities of the gymnasium and playground. Hence I am speaking from ex-

perience. I have met many men who in their youth never had a wholesome play life, and they were lacking in many directions. They lacked enthusiasm. They lacked spontaneity, creative ability, the ability to coöperate with others; because these qualities are not gained late in life, but in youth and upon the playground. That is why some of us get so enthusiastic about this question of providing opportunities for play for the youth of our land.

Some exercises have what we may term a rich, psychic content. They have been related to some important experiences in the history of the race, and when we repeat those exercises we repeat more or less remotely the true feelings that go with those movements. For instance, when a boy clenches his fist, there are certain feelings that go with that action, feelings that never accompany the mere raising of the arms. That experience of fighting and not being angry, that experience of engaging in the chase without some of the unfortunate feelings that might be associated with it, are necessary to the boy if we are to give him a rich, psychic life.

When I was a little fellow my mother made me promise not to go out and swim with the other boys, and I did promise. I did not learn to swim until late in life; and as I now jump into the water, I do not shout quite as loudly as my companions. I confess that I do not feel as safe and easy in deep water as in shallow. My life is minus that rich confidence. When you take a boy and rob him of a little physical expression here and deny him some play experience there, you cut off an opportunity for free and wholesome physical expression; you are robbing the boy of that richness of life, of that depth of character to which he is heir.

I spent a week not long ago in the cotton mills of the Carolinas and studied boys while I was there. They worked, but seldom played. There was a peculiar monotony about them, a lack of enthusiasm and capacity for enjoyment that I have seldom seen in boys. There was a lack of vigor. That is what we get when we say that our boys must go to factories and not have opportunity for that rich and wholesome expression of play that makes real individuals of us. Therefore, I am anxious to see those boys even now getting the opportunities for that expression through which they will enter into the largeness of life.

The institution with which I am connected is called a religious institution. It seeks to save men and boys. In this work I have met many Christian people and have found some of them hard to get on with. I have occasionally found Christians who were pessimistic, easily disturbed. I could not understand it until I found out that there was such a thing as being saved psychologically and being unsaved physiologically; that many men are carrying on their morals what they ought to carry on their muscles, and that many men are wicked mainly because they are weak. Therefore, recognizing the great place that play has in life, we who are interested in saving boys and young men realize that we must save the whole boy, the whole man. It implies a physiological, as well as a psychological salvation.

So in few words I have tried to show what play means in the life of the child. Good friends of Pittsburgh, your boys must play. Where shall they play? Your boys must play, but how shall they play? Your boys must play, but under whose direction shall they play? All these things bear an important part in the development of the boy psychologically and socially, as well as from the standpoint of character. I congratulate you upon the fact that you are making more and more adequate provision for the boys and girls of this delightful city of yours.

Conference of Young Men's Christian Association Delegates

BAYARD H. CHRISTY, *Chairman*

WHAT THE YOUNG MEN'S CHRISTIAN ASSOCIATION HAS DONE AND CAN DO FOR THE PROMOTION OF PLAYGROUNDS

LEE F. HANMER

Associate Director (Recreation), Department of Child Hygiene, Russell Sage Foundation, New York City

I am glad of this Conference because the Y. M. C. A. has an opportunity of giving more intelligent and thoughtful assistance to the development of playgrounds in various localities than has any other organization except a regularly organized playground association.

The Y. M. C. A. secretaries and the physical directors have been trained along lines that are closely related to the playground work. Young men from the Springfield Y. M. C. A. Training School have done most efficient work in organizing and developing playgrounds during the past year. The advantage, however, is not entirely on the side of the public playgrounds. This coöperation by the Y. M. C. A. offers one of the most effective lines of extension work that the Association can employ. The Y. M. C. A. that undertakes to aid in the establishment of a system of playgrounds for its city immediately puts itself into a most sympathetic relation with the community. It is an opportunity of rendering a decidedly important service.

There are many ways in which the Association may coöperate to this end; briefly, they are

A. *Where there are no playgrounds*

1. Appoint a committee to study conditions and report.
2. Get articles published on the benefits of playgrounds, what other cities are doing, and what this city should do.

3. Collect all available information on sites, equipment, supervision, and administration.

4. Decide to run one or two playgrounds during the coming summer, and announce the plans, including cost.

5. Urge the city to support the work next year through the school board, park board, or a playground commission.

6. In large cities the Y. M. C. A. should work for the organization of a playground association.

B. Where playgrounds are already established

1. Appoint a committee to study the situation and suggest improvements.

2. Coöperate with existing management in securing the needed changes.

3. Publish articles showing possibilities.

4. Organize a playground association to coöperate permanently in the work.

5. Send to the Playground Association of America the names of local people who might be interested in playgrounds and to whom printed matter should be sent.

This Conference is significant, because it is a recognition of the importance of public playgrounds and of the broad spirit of social service that is developing in the work of the Y. M. C. A.

HOW THE YOUNG MEN'S CHRISTIAN ASSOCIATION CAN COÖPERATE IN THE PROMOTION OF PLAYGROUNDS

GEORGE B. AFFLECK

Professor of Hygiene, Gymnastics, Athletics, International Y. M. C. A. Training School, Springfield, Mass.

In noting the history of the Young Men's Christian Association in its endeavor to serve the community there are several more or less distinct policies.

At the outset the endeavor was to confine attention to those boys and young men who came to the one building where the association had its headquarters. It was later realized that only a very small percentage of the boys and young men of the community could thus be reached; so various lines of extension

were undertaken but jealously guarded by being labeled with the Association's name. To-day, however, this second stage has been outgrown and it is generally agreed that the service which the organization may render the community is not limited to those phases of endeavor which are conducted under the name of the Young Men's Christian Association.

There are other and worthy organizations in and through which the employed officer, and the laymen whom he has trained, may coöperate. There is the broader outlook in which what is termed social service offers points of contact and possibilities of influence many times greater than could be discovered did the secretary confine his attention to endeavors conducted under the auspices of the particular organization with which he is definitely connected.

One of the directions in which association extension may be wisely and profitably conducted is coöperation in promotion of playgrounds. Perhaps there is place for a word of caution. Do *not* undertake such because some other associations are doing so. Every city, every community, has its individuality; hence the first step is to study the local situation in the endeavor to ascertain positive and great needs. This investigation of local conditions must be an extensive one, not a superficial or hasty survey, nor a campaign of appeal on mere sentimental grounds. There is too much of this. Before even outlining a method of procedure for actual promotion, each association should be equipped with abundant and significant details; *e. g.*, the opportunity or lack of opportunity for play in the various districts of the city, population in relation to area, housing conditions, available vacant spaces, community attitude towards needs for play, the work already being done, weakness and strength of present methods.

Having some knowledge of the actual, not the apparent, situation, there is another most important factor, *viz.*, the ability of the association to apply play in its various features to the improvement of conditions ascertained. There is not much to be gained by undertaking to employ an agency with which the secretary or director is not reasonably familiar and in which he has not strong faith. How many association officers are really thoroughly conversant with the fundamentals relative to play as a means to accomplish what the community may need? Further, are association men sufficiently conversant with the

technique of play to successfully organize, conduct, or supervise the play activities of children? The problem is markedly different from that of operating a physical or boys' department.

In this dwelling upon the matter of fitness of association men for such work there is no desire to be pessimistic, but simply to offer what experience in not a few localities has indicated as a much-needed warning.

If a gross classification were made of the types of communities where the association expects to coöperate in playground work, there would be at least two divisions, viz.:

1. Those where there are no playgrounds.
2. Those where playgrounds are already organized and in operation.

In the first group of communities there is opportunity for coöperated effort even in the initial investigations; civic improvement clubs, church organizations, departments or boards of the municipal government, women's clubs, or similar groups, are already organized, with some or all of which concerted action should be possible.

The material gathered should be thoroughly classified, its significance carefully studied, a plan of action determined upon, and arrangements made for bringing same to the notice of the public, at the same time showing the relationship of play activities to the various phases of the situation. Among the accepted means for accomplishing this result are the newspapers; public addresses by local and imported talent, literature and other help from the Playground Association of America, and other methods which will be suggested by the local situation.

No amount of theorizing or of enthusiasm will have a permanent benefit equal to that of a practical demonstration of the benefits derivable from organized and supervised play; and, on the other hand, an attempt which fails is the most serious handicap to future accomplishment, hence the vital importance of the caution voiced in the introductory portion of this discussion.

In the very great majority of cases the initial step in this demonstration is that of organizing and conducting one or more playgrounds during the summer vacation. But it frequently happens that a demonstration of the benefits of play activity is first made by the Young Men's Christian Association independently through athletic leagues in the grammar schools, by

Sunday school leagues, sectional competitions, etc., and thus the practical workings are begun before public attention is called to any plan of coöperated effort.

It is a matter of history that most, if not all, reforms or advances in civic and social righteousness originate with and are promoted by an individual or a relatively small group of individuals. In terms of the present topic, this means the organization of a local playground association, uniting with real promoters, those who by their ability, wealth and property or position in social, educational or political circles may be of definite service in supporting the activities of the playground or in securing increased interest and favor with the public. It is well, also, to have identified with such local organization one or more who have some technical knowledge or experience in the activities to be conducted.

In the main the initiative for this work must be assumed by some voluntary organization such as has been suggested. The real trend of the movement does not as yet appear to be definitely determined. Is it in its purpose and method primarily a philanthropic enterprise? Should the supervision of the various activities conducted be vested with the department or board of education, thus making playgrounds an integral part of the educational system? Is the chief benefit to be derived an improvement in the health and vigor of the community, and therefore a matter for the health board to supervise? What about the great social benefits? Various cities have different answers, but the usual source of at least the beginnings is in the voluntary organization.

This stage being reached, the community is transferred automatically into the second group, viz., that in which organized and supervised work is being conducted.

Not the least of the problems confronting any committee or board in charge of playgrounds is that of securing the right kind of help, especially in conducting their athletic contests and tournaments of games. Here is one place where the association has had experience and can furnish experienced officials or suggest schemes for increasing the usefulness of the playground effort.

In many cities the association does not own or control athletic fields. As a result, there is a strong tendency that the intimate relations existing during the indoor season between

the director and his members will be interrupted. It frequently happens that the physical department is closed during the summer months, and in many cases the director could be spared for coöperation with other employees of the playground. Not only would this provide one at least partially trained for playground supervision, but also would favor continued contact with those who during the winter months had been attendants at the gymnasium. The director's circle of acquaintance would be widened and his influence correspondingly increased. In fact, some associations have found it profitable as a means of advertising to delegate their director to playground work during the summer, paying his entire salary in the hope of being reimbursed even financially by the additional following which he would thus secure, thereby increasing the gymnasium membership during the succeeding season.

WHAT THE Y. M. C. A. HAS DONE AND CAN DO REGARDING BOYS' ATHLETICS IN SMALL CITIES AND TOWNS

JOHN BRADFORD

Boys' Secretary, Young Men's Christian Association, Pensacola, Fla.

In considering this topic let us define the Y. M. C. A.'s relationship to the boys of the community.

Many boys cannot become members (privilege buying) of the Association, some of the reasons being: lack of means, prejudice, misunderstanding of the work of the Y. M. C. A.

Have we then no relationship to or responsibility for the athletic life of these groups? On the contrary, our responsibility to them is a very definite one, as all movements for the development of school athletics, physical training, playgrounds, etc., must have the expert direction of the Y. M. C. A. at the beginning and until such a time as the work has secured such a hold on the community that school boards and municipal authorities will see the desirability and necessity for assuming the financial support of the work.

In order to determine the needs and scope of the work to be undertaken, a thorough study of the situation must be made. The Y. M. C. A. officers should be thoroughly conversant with the needs of boys in schools, stores, shops, factories, Sunday

schools, clubs, institutions, etc. The situation in regard to playgrounds should be carefully studied. The coöperation of school boards, of principals, teachers, pastors, Sunday school workers, municipal authorities, and prominent people should be secured; and a conference of representatives of all organizations working for the boy held, at which time a carefully prepared plan of work should be submitted calling for the coöperation of all these organizations.

In order to be concrete, we will take the work developed in two cities, one of 40,000, the other of 14,000.

In the first, the Y. M. C. A. had been long established and was doing good work within its building, but nothing more. The officers decided that this was not enough and that the work must be extended. During the first year a Sunday School Athletic League was organized; fourteen churches entered. Twenty-eight baseball teams were organized and a track meet was held with 150 entries, one of which was a foot race for pastors in which five men ran. During the winter a Basket Ball League with twenty teams was conducted, the men using the gymnasium on Saturday nights and the boys on Saturday afternoons. The second year the work was extended still further. Playgrounds were demanded by the Mothers' Association, and the organization and direction of the work was given to the Y. M. C. A. The Sunday School Athletic League was again successfully directed. In addition, six playground centers were conducted and a Twilight Baseball League was formed, the teams representing the various shops, stores, trades, Fire Department, Police Department, mail carriers, milk men, etc., playing after six o'clock. Forty-five teams in seven leagues played that summer. One of the boys, meeting the secretary in charge of the work said to him, "Gee! Mr.——, the boys are being kept so busy this summer that they have no time to get into mischief." The official figures of the Playground Committee show that 700 children a day were reached by the playground work that summer (1908).

In the second city, a careful study of the situation was made, interesting facts relating to the boyhood of the community were gathered, and a map of the city illustrating these facts was made. The coöperation of the Mayor, School Board, principals, teachers, Y. M. C. A., churches, Civic League, and prominent men and women was secured and recommendations for broad work were made and adopted. Athletics and other systematic phys-

ical work were introduced into the schools at recess periods; classes in folk dancing, children's singing games, etc., were conducted at the Armory in the evenings; special work for older girls was given at the high school after school hours; playground centers were opened and salaried and volunteer supervisors were placed in charge of the work at all points. The School Board heartily indorsed the work, and it is being extended into the county schools. The Civic League (an organization of prominent women) contributed \$300 toward the work, and money came in from many sources. Large plans for further development of the work are now under consideration.

Thus from these two examples we have seen what the Y. M. C. A. has done, and this is a measure of what it can accomplish elsewhere. The opportunity is ours for shaping the ideals of the boys of towns and cities for manliness and clean sport, and we must measure up to the opportunity. Let me close by quoting a remark made to me recently by one of the most prominent of the officials of the Playground Association: "When I visit a city in which the Y. M. C. A. is not held in high esteem by the people and where its work is of the 'marking time' kind, I am sure to find an association which is not trying to extend its influence beyond its own walls; but where I find the Y. M. C. A. an important factor in the life of the community and its secretaries 'live' men, it is always an association which is carrying on not only good work at its building, but is pushing out into extension work along many lines."

REVIEW OF CONFERENCE OF YOUNG MEN'S CHRISTIAN ASSOCIATION DELEGATES

C. R. H. JACKSON

Physical Director, Young Men's Christian Association, Scranton, Pa.

At the invitation of Dr. Luther Halsey Gulick, a conference of the representatives from the various Young Men's Christian Associations in the vicinity of Pittsburgh was called to meet in Carnegie Institute Auditorium at Pittsburgh, Friday morning, May 14th, at 9.30.

Great care had been taken in selecting the speakers. Mr.

Bayard H. Christy, an attorney of Pittsburgh and an active officer of the Sewickley Y. M. C. A., presided. Mr. Lee F. Hammer, then Field Secretary of the Playground Association of America, who is thoroughly conversant with the work the Association has done, and of its opportunities for coöperation, was the first speaker. The two other speakers were Prof. George B. Affleck, a man of wide experience, formerly Superintendent of Physical Training at the Iowa Normal School, Physical Director of the Chicago Central Young Men's Christian Association, now Professor of Hygiene, Gymnastics, and Athletics at the Springfield Training School; and Mr. John Bradford, Boys' Work Secretary of Pensacola, Florida, who has organized the entire play life of that city. These men made a quartet of enthusiastic workers and experienced advisers.

Mr. Hammer stated that while many organizations had done much for the playground movement, in actually bringing things to pass the Young Men's Christian Association had been most effective; that playground work is in safe hands when in the hands of the Young Men's Christian Association, because they have had the best training for such work. He suggested that coöperation is needed in the organization of games and athletics in the public schools, both during recess and after-school hours, with the churches and Sunday schools in organizing and conducting athletic tournaments, and advised the delegates "To aim to get the coöperation of the city council, the mayor, the school board, and the superintendent of schools."

Mr. Affleck gave a very thoughtful and practical outline on "How the Young Men's Christian Association can Coöperate in the Promotion of Playgrounds," and impressed the delegates with the fact that the association must be as big as its opportunity for service to the entire community; and that while the association should not rush blindly into every new movement, neither should it refuse to coöperate with any organization doing some needed work for the improvement of the city.

The last speaker was Mr. John Bradford, who, filled with enthusiasm, gave illustrations of what associations had done, especially for the children of towns and small cities.

Growing out of the discussion which followed, which was both earnest and animated, a majority of the delegates agreed that the Young Men's Christian Association should coöperate with the Playground Association in securing supervised play-

grounds for the children of towns and cities, realizing that the busy child is the good child, and idleness leads to crime.

Based upon the good results obtained by the Young Men's Christian Association in this work, the delegates agreed that the Association should establish playgrounds as object lessons of what playgrounds have done and will do in developing right habits and character in children.

The city should be requested to assume responsibility for playgrounds and conduct the same on a scale commensurate with the need of the community.

The organization of school children into leagues for regular and properly supervised games and contests can also be undertaken by the Young Men's Christian Association, thus encouraging and training the children in everything that makes for the best type of manhood and womanhood.

The accumulated experience of the Playground Association of America places it in a position to assist the Y. M. C. A. in launching a playground movement in nearly every community. Information regarding methods of procedure can be secured by writing to the main office in New York. A visit of one of the playground representatives to the local field may be secured upon request, and in conducting mass meetings to popularize the movement the Playground Association will supply speakers. They also loan lantern slides, showing what is being done in many cities. Such slides may be used in theatres, at lectures or in some places on street corners.

The Young Men's Christian Association may easily be the only organization in a position to inaugurate a popular movement for play spots for the children, in which case its duty appears clear.

A lot 100 by 100 feet, or larger, fenced either by wire or palings, can often be secured for the summer, either borrowed or rented; two hundred and fifty dollars (\$250) or more raised for equipment and conduct; and the work begun. Part of the public park may be set aside for a playground. The school-yards may be turned into what they should always be—playgrounds. But the most important part of the equipment will always be a wise, kind, capable instructor, who will be a true friend to each child. Any spot with a good instructor is both a playground and a character school, and no matter how elaborate the equipment, with an inferior instructor the work will

in its last analysis be a failure. The influence of a strong man or woman will permeate the entire playground.

The association, especially in the small cities and towns, should at once get on friendly terms with the school board, the superintendent of schools, the teachers, also with the mayor and city council, and go over the vitally important question of properly supervised, organized play for all of the children outside of school hours, remembering that more juvenile arrests are made during vacation than at any other time.

Experience has taught that playgrounds should not be established in a quiet, residential neighborhood, near a church, or near a hospital; but if a vacant lot is found where it is most needed, *i. e.*, where many children live, that is the place to establish a playground, and that is where good supervision is of greatest value.

Various methods have been used successfully to raise a playground fund, but no one method should be used too often in the same community, and no method will succeed without the right people to carry it through to success. Some of the successful methods are: tag days; sale of playground buttons by the children, especially school children, banks offering a savings account for the child in any school selling the most buttons or tags; childrens' playground days at amusement places, on which occasions a percentage of all receipts goes to playground fund, as well as all money secured for the sale of admission tickets sold outside; local theatres giving benefit playground performances; mass meetings with strong speakers at which subscriptions are taken for fund; solicitation of private subscriptions.

Usually the actual need of a playground must be demonstrated before municipal support can be obtained. While the work falls naturally under the jurisdiction of the school board, the park board is often to be considered, and most often the mayor and city council are the only source of power. Before a city council is approached as a body, each member should be visited, and the whole plan explained to him, and if possible his support of the movement secured. Individual, personal work, including every person in power is the only sure way to succeed.

Abandoned cemeteries are often the worst schools of vice in an entire city. These often can be secured for playground sites.

It is the city's work, and private support is only desirable until the city assumes the responsibility for the care of its children out of school as well as in school; but legal knowledge is necessary in dealing with city laws and expenditures, and this suggests prominent attorneys as members of every playground committee.

The success of the special conference of Young Men's Christian Association delegates is due largely to the good work of Mr. E. B. Buckalew, State Secretary of Pennsylvania; Mr. C. B. Horton, Boys' Work Secretary of Pennsylvania; Mr. Bayard H. Christy, of Pittsburgh, Pa., Mr. A. L. Mould, Physical Director of Sewickley, Pa.; Prof. Geo. B. Affleck, Springfield Training School; and Mr. John Bradford, Young Men's Christian Association, Pensacola, Fla.

Session on Festivals

LUTHER HALSEY GULICK, M.D., *Chairman*

TENTATIVE REPORT OF THE COMMITTEE

The Committee on Festivals notes with gratification increasing signs of the growth of the festal spirit in America in dance festivals, play festivals, and national festivals; in pageant and drama; in procession and commemorative ceremonial.

The Committee is impressed, however, by the need of some expert guidance and help in the arrangement and conduct of these festivals. Some of them lack expressiveness because there is no central and coördinating idea. Some are ill adapted to actual conditions. Some are groping attempts to find opportunities for the expression of the festal spirit on holiday occasions.

To meet the situation, as your Committee sees it, a few suggestions are offered with a view to answering some of the many inquiries which have been addressed to the officers of the Playground Association during the past year.

It is desirable to select from the many festival days already found on our national calendar those which lend themselves most readily to enrichment and transformation. The most important of these days are: First, the two great ancient festivals of the seasons—the Spring and Fall or Summer and Winter Feasts, which are kept in May (May Day) and at Harvest Home or Thanksgiving; then the great patriotic festivals of Memorial Day, Independence Day, Columbus Day, and the birthdays of Washington and Lincoln; and miscellaneous festivals like New Year's Eve, Hallowe'en, Arbor Day, and Labor Day. To these may be added such festivals as St. Patrick's Day—at least where it attains to the importance which it has in New York City; and a new festival of such promise as the new voters' festival, celebrated in Boston.

In many cities some one or more of these festivals stand out from among the rest, and may well be selected for development. Thus, in New York City there is an interesting and tempting survival of the old May Day festival in the numerous May parties which journey to Central Park and there attempt to revel—often forlornly and pitifully enough. The May Queen under her canopy and her attendants, bearing the still distinguishable classic characters of the old English celebration, march solemnly to the green and there disband, play games, and partake of ice cream and cake. There are great possibilities here awaiting an organizing hand. It should prove practicable to bring back the full colors of meaning into the beautiful and interesting ritual of the old English May Day, the crowning of the May Queen with rite and song and dance, the athletic contests and frolics of Robin Hood and his merry men with Maid Marian and all her blithe company of Sherwood foresters, the Maypole dancing and Morris dancing, and all the social games and sports of the village green.

The nations have other May customs which might well be revived and developed: Italian, German, Norse, etc. What a breath of the country, in flowers and garlands, might be brought into our stony cities! What color and fragrance might enliven our city streets as the varied processions passed through them on their way to park or playground! What varied dances and dance-dramas and songs and singing games of all nations might give expression to the spirit of the May!

In almost every town the Fourth of July is a festive—not to say festal—day. What a senseless orgy of noise it is! Several interesting and successful attempts have been made to transform it; and it might easily be converted into a national festival of great dignity and beauty, in which honor should be paid to the great Fathers of the Republic, and, in the name of Liberty, to the liberators and heroes of all nations who fought in the same great cause. Our national history, our national poetry and song, and our national greatness and genius in all forms might well be drawn upon for play and pageant on this great day. Memorial Day and Arbor Day similarly await the transforming touch of the genuinely festal spirit.

Another existing festival which might well be reclaimed from meaningless folly is New Year's Eve. Let every church and hall, every school auditorium and concert hall have its choral

and musical celebration. Let great poems be read and great choral songs be sung. Let every organ peal forth its greeting at the midnight hour, and refined gladness replace the wild and senseless noise of our present celebration of one of the most significant and solemn of our festivals.

These are mere hints and suggestions which might be indefinitely multiplied. There is a rich harvest to be reaped from our immigrants; a great heritage to be reaped before it is too late. What variety in unity might characterize our great national festivals!

As to the methods of organizing these festivals, all sorts of local organizations might be involved: social settlements and neighborhood houses, recreation leagues and athletic associations, pleasure clubs, dramatic associations, choral societies, flower societies (for the supply of May flowers), sewing societies (for costumes) and so on. The work of preparation for the May festival might be one of the great purpose-giving tasks of the settlement classes. Baskets, properties and costumes, banners and favors might be made; songs might be composed and learned; dances and plays prepared; games and sports developed as part of the winter work of classes in all educational and social institutions. Such aims would give meaning and zest to work which is at present lacking in motive and stimulus. The local playground associations might well function as initiating and coördinating agencies in these coöperative undertakings.

The aim of these festivals should be to involve the people in self-amusement and self-expression. The festival should be the greatest and most characteristic form of democratic art. It should interpret the ideals of the people to themselves. It should stimulate the creative energies of the people, and bring forth the latent imagination and poetry which is in them.

Help in studying the festivals of the past for the purpose of culling available material may most easily be found in Chambers' "Book of Days," Brand's "Popular Antiquities," Strutt's "Book of Sports and Pastimes," and Chambers' "Medieval Stage" (Vol. 1).

COMMITTEE ON FESTIVALS

LILLIAN D. WALD, Headworker, The Nurses' Settlement, New York City, Chairman.

LOUIS H. CHALIF, Principal, The Chalif Normal School of Dancing, New York City.

PERCIVAL CHUBB, Secretary, The Society for Ethical Culture, New York City.

MRS. FRANK JEROME, Principal, Pestalozzi-Froebel Kindergarten Training School, Chicago, Ill.

ALICE LEWISOHN, New York City.

IRENE LEWISOHN, New York City.

DISCUSSION

GRAHAM ROMEYN TAYLOR

Secretary, Playground Association of Chicago, Chicago

The purpose of play festivals, most of us will probably agree, is for different ages and nationalities to show each other the various ways in which their play and recreation spirit expresses itself. This is partly carried out in the many play festivals which show and interest adults in the play activities of children. If the idea, however, is followed out more completely, a festival involves the participation not only of children but of young people and adults as well, and every nationality represented in the community.

Such festivals have during the past two years in Chicago been held on a city-wide scale. So successful have they been that this summer will see several neighborhood play festivals conducted at recreation centers. In many respects these neighborhood play festivals have values and advantages not found in the larger city-wide occasions.

The neighborhood play festival brings together people who, through living near together, have better opportunity to associate in various neighborhood activities—an association which frequently needs only a center of common interest about which to rally. This is afforded by the playground, for recreation is one of the few planes upon which all can unite. The festival affords the event to bring all together at a given time. In the

case of the city-wide play festival participants and on-lookers usually come from such distances that the social spirit stimulated is more general in character.

The size of the crowd, moreover, in the case of the city-wide play festival is so great, and the field arrangements and regulations so much more numerous and rigid, that these large events tend to become not so much festivals as spectacles. The multitude of people usually means that either a large proportion will be unable to see, or such seating arrangements must be provided as emphasize the spectacle or show rather than the festival.

This problem of handling the crowd is a strong factor in determining the character and spirit of the festival. Obviously it is more in keeping with the true festival spirit that the event should be held on the greensward of a public park without the introduction of grand stands and similar seating arrangements. Yet most public parks are so flat that only a small proportion of the crowd—those in front—are able to see. Perhaps the ideal could be found in a park meadow flanked on one or more sides by hill slopes.

Both the city-wide and the neighborhood play festivals are needed and each promotes the other. The relation between them is not unlike that between the "scrub" baseball nines throughout a city, and the one team which is looked upon as the "crack nine" in town. Participation of many boys in the "scrub" games is stimulated by a sort of hero worship for the "crack" team. On the other hand the "crack" team has better and better opportunity to secure good players if larger and larger numbers of boys become interested in playing the game. Applying the analogy to play festivals, neighborhood festivals are easier to promote and carry through successfully if people know that the whole community makes a great event of the city-wide festival. In turn the city-wide festival is enabled to secure the participation of a greater variety of groups representing more nearly all the ages and nationalities in the population.

Play festivals impress upon a community the value it may secure through promoting recreation. They can do much, moreover, to impress people with the worth of various kinds of recreation. For example, consider the effect which doubtless was made upon the tough youths of a Chicago neighborhood, accustomed to the lower type of dance hall, when they saw at a

play festival a hundred husky young men from eighteen to twenty-five years of age getting real pleasure out of their enthusiastic participation in an old folk dance.

The city-wide play festival should be made of sufficient importance in the life of the community to make its influence felt upon the commercial leaders. In our large cities especially we need to link more closely together the community's work and play—a companionship of promise for the city's spirit and happiness. Members of commercial organizations should be enlisted in the festival arrangement, and the festival itself might well be held in a park in a central location where alongside the great buildings which throb with commerce and industry it may symbolize the truths that, to be efficient, work needs play, and that both must be combined to secure the happiness of us all.

MARY WOOD HINMAN

Teacher, University of Chicago High School, Chicago

I was glad when Dr. Gulick asked me to speak on the subject of festivals, for I think nothing in my life ever made the impression upon me which I received at the Midsummer Eve Festival in the North of Sweden on June 22d. The whole country seemed in a condition of expectancy and preparation for weeks preceding the day. Everyone knew he had an active part awaiting him. Two days before Midsummer people began to leave Stockholm and settle down in some gay little village. We pushed as far north as Lake Syljan, reaching there on the 21st. The spirit of goodwill prevailed—everything was orderly, quiet, and expectant. We went to bed early because the first boat left at half-past five. Bright and early the next morning we took the little steamer around the lake by slow stages, and watched for an hour or so the village inhabitants, in their best clothes, celebrating the happiest day of all the year to them. During the morning hours each village church was crowded. It is the custom to open the day by all attending service. This they do, to a man. The churches were filled with gaily dressed peasants in their wonderful, varying costumes.

As we walked around the village of Mora, in which the painter Zorn lives, we saw many of his pictures come to life as we stood in the village road watching the peasants pouring out of the

church, singly or in groups. Later we reached Lakesend, the village which promised to be the center of festivities that evening—Lakesend, where everyone that possibly can comes to dance the night out. They drive, walk, or come by boat all day, until by evening the roads are quite crowded with gaily dressed, soft-speaking, happy groups.

At about eleven the band struck up a national air, and all poured into the village square. It was like a scene from the grand opera. Almost at once the pole was lifted into place. The pretty flowers and wreaths, with hearts and little images and the Arms of Lakesend, fell into place as the pole was straightened. Like "Alice in Wonderland," we found ourselves gaily dancing in circles round and round the pole, sometimes near enough to touch it, then swinging to the outside circle only to work our way slowing back again to the center. Suddenly, with a cheer, all the circles broke, and following the band we went trooping down the winding street to the wharf below. Dance followed dance, and all were at liberty to dance with whom they pleased. On one side, far enough away for the music to be quite faint, there formed circles of people singing and dancing different ring games. I was always under the impression that ring games were intended for children. One must go to Sweden to learn. Old women, young girls, boys, students, and old men—all with absolutely no thought of picking and choosing! They all dance because they love the dance itself, and were filled with the joy of the festival.

Can we not have this spirit of festivity follow its own people across the sea to our land? Can we not bring something practical to our country from to-day's program, which, as I understand it, culminates the winter's work of the Festival Committee? Would it be possible to prepare a definite series of programs—say three or four with dancing as the central idea; three or four with dramatics, music, or athletics as the dominant idea? From these programs the different cities may choose appropriate numbers adapted to their conditions, and when a city has chosen a certain program to be carried out, let all unite in this central idea—use every channel, press, church, school, playground, theatre, social settlement, and Young Men's Christian Association, to help move the entire community toward the celebration of a given day in a certain way.

Could this be accomplished by a "Committee of Three" com-

posed of, let us say, a prominent philanthropic worker, some one who has influence on the school board, and a director from the playgrounds? Let their duty be to select the day and decide on the central idea to be worked out, the location in the different parts of the city for the merry-making, and to keep the matter before the public. Through them the different social centers could be set in motion to accomplish this central idea. In a few years the schools, church activities, settlements, etc., could organize themselves in such a way as to respond more directly to this central plan, and thereby establish a means for self-amusement and self-expression. Think of the opportunity for variety we have—greater than any other country! Think of the number and variety of our foreigners! For instance, let us imagine Chicago has selected three persons to serve on this committee. Let us imagine still further, after due consideration, this committee selects July Fourth as an appropriate holiday to be devoted to a festival of dancing by the city of Chicago. They make known their general plan, and all organized social activities begin preparing for a day of dancing. Each group chooses the dances it wishes to render, and plans its own picnic or outing. On July Fourth all the city dances—German, Swedish, Italian, Russian—each in his own way. This, of course, would take a winter's work of preparation to place the technique of even their own dances within the reach of all. But this could be accomplished through organized effort, and the following year a more central idea could be worked out.

We are a country made up of other nations. We have no folk dances or legends of our own, and our history is still undramatized. If it can be made possible for the centers of social life and education to teach these people their own dances and songs, having them performed on our holidays, we are surely uniting the parents' past with the children's future in a practical though dramatic way. The environment and leisure which caused the perpetuation of these dances from generation to generation are lost when the parents are absorbed into our civilization, and they cease to teach their children folk songs, dances or games. Either the children will not learn them or the parents will not teach them. It seems as if the process of parent teaching child, or passing on to the child the accumulated knowledge, stops when parents come to this country. The process is reversed—the parent learns from the child, and the child is taught by "America," and refuses to be taught by the Old World.

Taking conditions as they are, earnestly trying to unite the Old World's past times with our spirit of rush, festivals and festivities of all kinds, rightly directed, seem to hold wonderful possibilities for the future of our great "melting pot."

ACTION OF THE GENERAL CONFERENCE

We believe that the development of the festival, which is primarily the celebration of an idea, is more needed than the development of the carnival in America. One of the best occasions for immediate action is the Fourth of July.

We recommend that the Committee on Festivals prepare, if possible, from the results of actual experience May Day programs that will fit schools and yards of various kinds and various conditions.

We recommend that so far as possible groups representing the various arts and industries shall be involved in the different festivals.

We believe that in any cosmopolitan community the transmission, to some extent at least, of the old folk ceremony is of distinct use in bringing to the whole community, not only the whole-hearted devotion of the newer citizen, but the wholesome development of the children in respect for their parents and the history of the land from which they came; that it is important for people to maintain a wholesome loyalty to the traditions of their own land if they are to make a genuine contribution to this country.

We would request the Committee on Festivals to prepare definite suggestive programs for other days and for various groups of people.

We believe in general that the celebration of festivals by neighborhoods is more generally practicable and useful than the city-wide festival. This does not imply that there may not be many festivals going on at once in different parts of the city.

We believe that the emphasis should be laid on securing the participation of as large numbers as possible, rather than laying emphasis on securing a large number of spectators, and that even in the case of spectators it is desirable, where possible, to have them participate by singing, by raising and waving a flag, or in some other way so that they may recognize themselves as being part of the whole.

GOOD HEALTH AND GOOD GOVERNMENT

JAMES FRANCIS BURKE

United States Representative from Pennsylvania

[Stenographic Report]

I am glad, indeed, to be here to-night. I had rather be at home than any other place on earth, and if I have to be absent I prefer to spend that time representing those who are at home; and whether it be in the halls of Congress or elsewhere the best that any man can do is not above or beyond that which the people of this city would have him do. There is to my mind no place where there is a better moral tone, a finer virtue, a loftier aspiration and a more thorough industry exhibited upon the part of the people than here among the hills and valleys of western Pennsylvania. No matter what may be the idle words or the thoughtless sentences of the critics from beyond our borders, there can always be upon our part a consciousness that we are doing the best that we can, and that, as compared with any other community, we are fit to rank with the best the world knows.

We appreciate as deeply as any one the fact that the Playground Association of America, the work of which is nationwide, has seen fit to conduct its deliberations in Pittsburgh this year. We always welcome the leaders in these great movements. There never was a movement in any legislative body, or a commendable movement in any line, that was not begun by volunteers. What these ladies and gentlemen are doing is to crystallize the feelings that are gradually and certainly finding a place upon the statute books.

Your presiding officer has adverted to the fact that I was somewhat friendly to the proposal presented at the last session of Congress with reference to the playgrounds of the city of Washington. While that is true, the fact is that I was interested in those playgrounds because of what I learned in my home city under the tutelage of the Playground Association of Pittsburgh.

I wish outsiders knew of the work that is being done by these ladies. The men have not had much to do with it. The energy, the enterprise, and the success that have attended the work have been contributed by the women of Pittsburgh. The names of many of these women are already written upon the history of the city as leaders in the expression of its public spirit. I hesitate in their presence to attempt to talk about a subject in which they are masters. But I have learned from them, and I propose to learn more to-night.

The one great trouble with the men in this world, I find, is that they pay too little attention to the games and pastimes of childhood. In the hot race for money, in the never ending ambition to acquire and accumulate, men will forget for the time being, no matter how generous or charitable they may be otherwise, the little ones who are really dearer to them than the most priceless jewels on earth. I am going to claim one virtue, in which I have a pardonable pride. I have a boy nine years old with whom I play baseball every day of my life that the sun shines and the Lord permits me to leave my business; and it makes me younger and better each time than I was before. There is more pleasure in the companionship of childhood at play than there is to be found in any other recreation or pastime.

One of the best men I ever knew in the professional world was so constantly engrossed in the business in which he was engaged that he always appeared absent-minded. He provided generously for his family, giving them a beautiful home equipped with all the adornments and comforts to which they were entitled; but he paid so little attention to his children that when the nurse came to the door of his study one evening and said, "It's a little boy", he replied, "Ask him what he wants." He was accustomed to have people call at his office, and unless it was upon some serious business, he left them to his subordinates.

Other men have the idea that their duty to children and to the institutions that care for and protect the health and encourage the pastimes of children come when they themselves are dead; that a man needs to do nothing for children as long as he lives, but fulfills his duty if after he is dead he leaves some endowment providing for their care. That is a false conception of duty, although a good arrangement with reference to the endowment.

You say, "What has that to do with good health and good

government?" Probably not much. You say, "What relation has good health to government?" It has this to do with it: I would rather have three hundred and ninety healthy, good-natured, high-spirited, generous-hearted men sitting beside me in the halls of Congress than have beside me men who are dyspeptic, discontented, enemies of the outdoor life. A body of men whose hearts are right, whose minds are clear as the result of enjoyment of the beauties and benefits that fresh air and sunshine alone can give, will make better legislators; they will make better laws, and will do more good for their country than if they were otherwise conditioned. I believe that the healthier a people are and the more alert they are intellectually, the better men will they elect to office; the healthier the men elected to office, the better laws they will make; and the better laws we have, the better will be the regulations of human society.

Mr. Taft was nominated on the seventh of June and on the seventh of July he had every opponent around him at Hot Springs, Virginia. He spent his mornings playing golf, and his afternoons playing baseball with the "boys." We had eighteen "men", and several of those were under eighteen years of age; and the smaller they were, the bigger they thought they were. Mr. Taft was shortstop on one nine and Senator Crane was pitcher on the other nine. When it was told in the newspapers that that was the way he was spending his time, many people did not believe it. Senator Murray Crane of Massachusetts is one of the most popular statesmen in New England. He pitched with the vigor of a boy of twelve.

The following story is told of Senator Crane. When he was Governor of Massachusetts he would frequently go out and play ball. One day a farmer passed that way. He saw the baseball game going on and quite a crowd surrounding the amateur field. There were so many people there that the farmer was surprised and said, "What is all the crowd about?" He was told, "There is a great game going on. The fellow pitching is the Governor of Massachusetts. The fellow at the bat is the Attorney-General of the State." The farmer said, "Well, who might that be catching?" "Oh, that is the Lieutenant-Governor of Massachusetts," the other replied. Continuing, his informant said, "That fellow on first base is the Assistant Attorney-General of Massachusetts." "Well", said the farmer, thinking he was being ridiculed, "I guess I know who all those fellows are.

Maybe you don't know who I am. I'm Napoleon Bonaparte." The farmer could not convince himself that the governor of a state and the other men of that age and distinction could spend their time in the open air playing baseball. And yet, why should they not, and, as a matter of fact, do you not believe that those eighteen men were getting more real benefit out of it than boys from twelve to fifteen years of age?

If all men did that, or a greater proportion of them, there would be less pessimism and more optimism in the world. It is important from this other standpoint: the tendency to get out and build oneself up has a generally elevating effect upon the physical standard of the nation.

The people of this and other countries rarely stop to ask whether we are advancing or deteriorating physically, unless a war breaks out and we are confronted with the dire necessity of military defense. Then, when the call goes out and recruits are brought in, the weights are recorded and the heights are measured, and through a great volume of work it is determined whether the race has gone down or advanced.

Take for example an enlightened nation, one that has written its achievements where all men may read—the English. Only a short time ago the attention of the nation was called to the fact that the physical standard of its men had been deteriorating to an alarming extent. The Inspector-General of the English army said:

"The one subject that causes anxiety in the future is the great deterioration of physique of that class of the people from which the bulk of the army must be called. Were all classes to provide their offspring with simple food and good air, a healthy race would be produced and proper material would be obtained."

In 1853 the standard of height in the English army was five feet six inches; in 1883 it was reduced to five feet three inches. Three inches had been taken from the standard height of the entire army in thirty years. In 1900 it was five feet. That meant six inches of deterioration in height in seventeen years. The comparison between the standard in the English army in 1853 and 1900 is startling.

A similar shrinking in chest measurements was shown. Out of every 1000 men in 1900, 511 measured thirty-four inches, which was less than the minimum chest measurement in 1883.

In weight one-third of the whole army fell short of the one hundred and thirty-six pounds that they were weighing a generation ago. In 1900 the average British recruit at the age of nineteen was two inches shorter, one inch smaller around the chest, and fifteen pounds lighter than the normal Anglo-Saxon at that age ought to be. That is a matter that should give rise to very serious thought.

Fifty per cent. of the London youths were rejected as unfit, even after the standard had been lowered. Of the recruits who responded to the call to go into the Boer War, fifty per cent. of those that came from the streets of London were rejected. Of the 11,000 young men examined in Manchester, 8,000 were rejected for want of stamina and because of defects. In 1903, after less than two years' service, 81,000 British soldiers were discharged as unfit for duty. The necessary hardihood was not there, the stamina and steadying qualities were lacking. The result was that when England was in the midst of a great crisis in her history, she found herself confronted on every hand by one of the greatest dangers which she has ever had to face. To a very large extent the crowded condition of the English cities was responsible.

Until a few years ago we in this country have not even had statistics upon which physicians, scientists, legislators and those engaged in playground activities could work. The census was taken every ten years as provided by law, and millions were spent on it. The money was devoted to paying men who were engaged in asking, "What is the name of the father, what is the name of the mother, and how many children are there?" There may have been cholera in the backyard, there may have been every disease known to science in the neighborhood, but the government agents walked out satisfied with knowing the number of people that lived in a house, gaining no information from a sanitary standpoint that might be of value to the government in promoting the general health and welfare of the people. The State of Massachusetts established a law by which vital statistics were prepared. It has been in force for fifty years, and city after city has taken it up, until this year (in 1909) 44,000,000 people in the United States are covered by this process of gathering vital statistics.

The government appropriated a few years ago \$500,000 to prevent the spread of yellow fever in the Southern States,

and as a result of the preventive measures used we have not heard of yellow fever since. Much disease and discouragement attended the opening work of the Panama Canal. The government spent \$100,000,000, and still found difficulty in getting Americans to go there. It was said that the canal would have to be built by Chinese and Jamaicans, who apparently could work many hours per day without fatigue. But when Theodore Roosevelt placed the digging of the canal which is to connect the two great oceans of the world in charge of the United States Army,—which is a disciplined force, the best organized and the finest fighting force of its size in the world,—from that very hour until now we have been driving out disease. Good government has established good health in Panama. That is one illustration of the relation of good government to good health.

In the center of the working district of Pittsburgh there lay a piece of idle property. There was a wall around it and on the streets about were people who needed that field and were entitled to it—women with babies in their arms on the hot nights of summer longing for the breeze that blew over the field. As the result of the inspiration obtained from the work of the Playground Association—this field being in the heart of my district—I went to the Secretary of War, described the existing conditions, and said “I want that for the people. It is lying idle, the government is not using it, and I believe as a matter of equity that the people of Pittsburgh should have it for use as a park and recreation ground.” He replied, “Burke, draw up the papers and let the people have it.” The papers were signed. On the twenty-ninth day of May the President of the United States will be here in Pittsburgh, in this Arsenal Park, gazing upon its beauty and participating in the dedication of a drinking fountain presented to the city. That will be a glad moment for him and a proud moment for us. With the thought of him in your minds I will leave you, as I believe that is the happiest frame of mind you have reached to-night—in thinking of the President of the United States as a friend who has expressed his interest in the playground movement by giving Arsenal Park to the people of Pittsburgh.

Session on Play in Institutions

HASTINGS H. HART, M.D., *Chairman*

TENTATIVE REPORT OF THE COMMITTEE

The study of this subject has been undertaken with reference to the following points:

1. Play as a means of happiness to the inmates and their consequent benefit in all directions.
2. Play as a means of normal physical development, including its therapeutic uses for the healing of disease.
3. Play as a means of promoting the intellectual education of children.
4. Play as a means of moral education and reformation by cultivating self-control, regard for the rights of others, etc.
5. Play as a means of social education, teaching the inmates how to live one with another.
6. A study of these questions has been carried on through correspondence with the superintendents of orphan asylums, children's homes, juvenile reformatories, schools for the deaf, the blind and the feeble-minded, and also with superintendents of institutions for the insane and epileptic. About one hundred and thirty replies have been received.

First: PLAY AS A MEANS OF HAPPINESS

There is a marked contrast in the appearance of inmates of institutions. In some there is an atmosphere of heaviness. Visitors to reform schools sometimes notice a sombre, despondent and sullen aspect in the faces of the pupils. Their school work and their domestic tasks are performed dilatorily and unwillingly. In other institutions of the same class the children are found alert, cheerful, and responsive. This spirit of goodwill, which is essential to success in reformatory work, can be greatly promoted by the wise development of play.

A correspondent writes:

"I accompanied Miss —— on a visit to an asylum in which 1,000 orphans are well cared for by a Roman Catholic sisterhood, under the supervision of an experienced clergyman of that communion. I am myself a Roman Catholic and know this asylum to be in all respects a model of its kind. The children want for no bodily comfort or schooling, or even manual training, to fit them for after-life. Their attachment to the Sisters was manifest, as was the tender solicitude of the Sisters for them.

"Our visit was on a Sunday afternoon; there had been a four-inch snow fall and the air was frosty, but exhilarating, and not too cold for us who did not move quickly and are more likely to be chilled than active children. There was not a child's footprint about the grounds, for the children had all remained docilely indoors. The Sisters, rather accustomed to an indoor life, had simply assumed that it was too cold for any of the children to go out, even for the walk which is their customary recreation or health exercise. No child had had the enterprise to propose an excursion into the open. You are aware that innocent games on a Sunday afternoon are not discountenanced by any rule of our Church, and in fact some of the boys and girls were playing 'mumbly-peg,' jacks, etc. The asylum grounds are large and situated in a beautiful, salubrious, not very populous suburban district, and the proposal of a snow-ball fight or fights for boys and girls in suitable squads would no doubt have been carried by acclamation and cheerfully permitted; but there was no one to take the initiative. A little lesson in playing was needed in that Christian home."

Second: PLAY AS A MEANS OF PHYSICAL DEVELOPMENT AND A THERAPEUTIC AGENT FOR THE HEALING OF DISEASE

The operation of natural forces for the renovation of the human body is steadily coming into recognition. Modern medicine and modern surgery are operating largely in giving nature the opportunity to exercise its marvelously renovating and healing agencies.

A large proportion of children received in institutions for dependent, delinquent and defective children are in some way physically deficient. The use of certain gymnastics for the remedying of curvature of the spine and other physical deformities is well understood; but its uses for the development

of flat chests, slim legs, and anæmic bodies are too often forgotten.

Our correspondence reveals a clear recognition of the therapeutic value of play for the healing of disease by superintendents of institutions for epileptics and hospitals for the insane, most of whom are medical men, as is indicated by the following quotations from the replies received:

Passavant Memorial Home for the Care of Epileptics, Rochester, Pa.

"We have so far found work each day for our people. There are a few quiet games played in bad weather. We have no system of play, but think it the proper thing in large and crowded institutions."

New Jersey State Village for Epileptics, Skillman, N. J.

"Systematic exercise is a very important therapeutic agency in the treatment of our unfortunate inmates. It is my belief that through exercise many seizures pass over, unobserved. The physicians on our staff organize and direct our play. We have baseball, football, lawn tennis and croquet as our outdoor sports, and calisthenic exercise indoors."

Indiana Village for Epileptics, New Castle, Ind.

"It is hard to overestimate the value of play as a therapeutic agent. It must be made to occupy the patient's mind and take his thoughts from his condition. It is attended to largely by the superintendent. For indoor play we have entertainments, music, games, etc.; for outdoor play we have baseball, rambles in the woods, fishing, etc."

Middletown State Homeopathic Hospital, Middletown, N. Y.

"I consider play of much value as a therapeutic agent among the insane. It promotes cure by exercise for diversion, rather than through compulsion. Our supervisor of amusements arranges entertainments."

Danvers State Hospital, Danvers, Mass.

"Play is decidedly important for our patients. We have a dance every Monday evening; a baseball game every Saturday afternoon in the season, and a dramatic entertainment or some other entertainment on Friday evenings as regularly as possible."

New Hampshire State Hospital, Concord, N. H.

"We utilize different kinds of work for patients, but have not yet devoted any special time to the organiza-

tion of any specific amusements. In the winter months we have a regular system of dances. In summer the patients are out-of-doors a great portion of the time, either at work or walking. We did at one time have games of ball, but discontinued them. We have no gymnasium."

Maine Insane Hospital, Augusta, Maine.

"I attach very great importance to play as a therapeutic agent, principally for the diversion of the mind, drawing attention from illusions. This institution has a fund for amusements. The sum of \$2,500 per year as a rule is expended for the benefit of the patients in this direction—in offering them entertainments, trolley rides, etc. We have a band throughout the summer and an orchestra throughout the winter, and have two dances a week for five months of the year. The fund also allows me to furnish some outside entertainments. We also have a summer resort accommodating sixty people where we keep our patients four months of the year."

Third: PLAY IN THE INTELLECTUAL EDUCATION OF CHILDREN

A large proportion of the children found in institutions are, when first received, much below normal in their intellectual development. This is due sometimes to neglect and deprivation of school privileges and at other times to defective mentality. In either case it will be found that a reasonable amount of active outdoor play is essential in order to overcome the natural sluggishness of the child's mind. It is not sufficient that these children should be turned loose on a playground or in a playroom and left to their own devices. Mrs. Martha P. Falconer, of the Committee, says:

"I have visited institutions in all parts of this country. Institutional children do not know how to play. They have no initiative. I think for the most part the managers and directors are good people, who mean well. They want the children to be kindly treated, well fed, given a good time at Christmas and on the Fourth of July, [saying pieces, etc.,] but the children are not allowed sufficient freedom to play. I think the children might play without leadership if there were piles of lumber, sheds where the children might climb, old wagons, etc., all of which would look disorderly in a well regulated institution but would add very much to the joy of the children."

The need of supervision in order to develop the child properly is indicated in the correspondence. Replies were received from 29 orphan asylums. Ten replies emphasized the necessity for a special director of play; fourteen indicated the need of such supervision by ordinary caretakers; and five superintendents stated that they considered supervision desirable, without, however, specifying how it should be maintained. Out of 25 reports from juvenile reformatories, nine declared the need of a special director of play, ten considered supervision by ordinary caretakers sufficient, two favored supervision without specifying, and one declared supervision unnecessary.

The institutions which report an employee whose special duty it is to oversee the play of the children are:

A. Reformatories

Girls' House of Refuge, Philadelphia, Pa.
New York State Training School for Girls, Hudson, N. Y.
St. Charles School for Boys, St. Charles, Ill.
Lyman School for Boys, Westboro, Mass.

B. Orphan Asylums

The Jewish Orphan Asylum, Cleveland, O.
Boys' and Girls' Aid Society, San Francisco, Cal.
Chicago Orphan Asylum, Chicago, Ill.
Hebrew Sheltering Guardian Society of New York, New York City.
St. Agnes, Sparkill, N. Y. (Drillmaster).
Home for the Friendless, Pittsburgh, Pa.
Colored Orphan Asylum and Association for the Benefit of Colored Children, New York City.

C. Institutes for the Deaf and Dumb

The New York Institution for the Instruction of the Deaf and Dumb, New York City.
Virginia School for the Deaf and the Blind, Staunton, Va.
The New Jersey School for the Deaf, Trenton, N. J.
Institute for the Improved Instruction of Deaf Mutes, New York City.
Nebraska School for the Deaf, Omaha, Neb.

D. Institutes for the Blind

Western Pennsylvania Institution for the Blind, Pittsburgh, Pa.

Ohio State School for the Blind, Columbus, O.

The Pennsylvania Institution for the Instruction of the Blind, Overbrook, Pa. (Two directors).

E. Institutes for the Feeble-Minded and Epileptics

Bancroft Training School, Haddonfield, N. J.

Ohio Hospital for Epileptics, Gallipolis, O.

State Hospital for the Insane, Norristown, Pa. (Bandmaster).

Fourth: PLAY AS A MEANS OF MORAL EDUCATION AND REFORMATION

The most progressive heads of juvenile reformatories are keenly awake to the essential value of play. Superintendent Chas. D. Hilles, of the Children's Village at Chauncey, N. Y., a member of the Committee, says:

"I believe the old-fashioned popular games are far preferable to gymnastics. Unlike gymnastics, play has in it as much soul as body. Among the street boys of New York City who come to us—and we receive the Protestant boys from the children's court—the favored pastimes are baseball, swimming, skating, coasting, snowballing, football, quoits, marbles, 'cat,' foot racing, etc. All these bring out and develop will power and staying qualities. A large playground with sufficient equipment for these games of national popularity and national importance, and with a few play instructors and directors, will yield a larger return to society than several times as much money invested in gymnasium outfits.

"But the most important phase of this problem is to secure strong men and women to mingle with the boys and girls, people who have learned to play, and encourage them to cultivate a *sense of fair play*. More can be done in this direction with a group of boys on a play area by a man whom they admire and trust and imitate than can be done by any teacher in a school of letters. A man whose presence discourages profanity, obscenity, coarse play, unfair play and oppression can do more for the training of young manhood than most of us realize or will admit.

"We do not want these great spaces pre-empted by rowdies and loafers and tramps and bullies, but kept open and available for use by the small and innocent who need them most and to whom natural, joyous, healthful play is essential. Nor do we want the crowds of children to degenerate into mobs, lacking wise leadership. They must be trained."

Mrs. Harriet Heller, of the Detention School of Omaha, Neb., a member of the Committee, says:

"Institution bred children—when the institution lives up to its abnormal possibilities—do not play. The real delinquent cannot truly play. He cannot hold his temper, take his turn, and be fair. All these children, in proportion as they are abnormal, seem to lose the power of exercising the self-expressing creative play. Without this experience, their chances of normal maturity are too meagre to risk. They must be taught to play. Play expresses the spiritual as well as the physical exuberance. Exuberance and normal youth are synonymous."

Fifth: PLAY AS A MEANS OF SOCIAL EDUCATION

It is a fact familiar to all who are acquainted with children in institutions for dependents, delinquents, and defectives that such children are unsocial and that it is difficult for them to meet their fellows happily. The neglected, dependent child is often like a little wild animal. He kicks, scratches, bites, struggles, and pushes. Similar tendencies are observable in delinquent and feeble-minded children, and in many insane patients. It is a very significant fact that one of the insane hospital superintendents reports a kindergarten carried on for the benefit of insane women.

The playground has extraordinary mixing qualities, provided the patients actually play instead of simply sitting on the benches and watching others at play. The ordinary "entertainment" is deficient at this point.

The boy who learns to submit to and enforce the rules of the game, to recognize the authority of the umpire and to await his turn at the swing has learned a social lesson.

RECOMMENDATIONS

The following recommendations are respectfully submitted:

First. That the larger institutions for dependent, delin-

quent, and defective children, and institutions for epileptic, and insane patients, be encouraged to employ one or more specially trained employees to promote and direct play.

Second. That the smaller institutions for dependent, delinquent and defective children be encouraged to secure trained employees for part time to promote and direct play, either by mutual coöperation or by securing competent instructors from public playgrounds; or, if this plan is not practicable, to require some one of their regular employees to take a short course of training for this line of work.

Third. That the various schools of philanthropy be urged to establish special normal classes in their summer schools for the benefit of employees of institutions, and that institutions be urged to send members of their staff to such classes.

Fourth. That the Playground Association of America take steps to secure the preparation of a suitable text-book for the benefit of those who are called upon to conduct play in institutions; this text-book to set forth the uses of play for the happiness and the physical, intellectual, moral and social training of children and its usefulness as a therapeutic measure. Such a text-book should describe suitable games and methods of recreation with detailed directions for instruction therein; it should also set forth the importance of stimulating spontaneous play and avoiding monotonous routine.

COMMITTEE ON PLAY IN INSTITUTIONS

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DISCUSSION

F. H. NIBECKER,

Superintendent of Glen Mills School, Glen Mills, Pa.

The question of playgrounds and of play in institutions is not a single question, but involves as many questions as there are classes of institutions. The cheap and easy way of classing all institutions together is mere insincerity or ignorance seeking popular approbation by intensifying and trading on popular prejudice.

A broad classification may be made of institutions into:

1. Those for the very young.
2. Those for children from infancy up to early adolescence.
3. Those for children from ten or twelve years old to early adolescence.
4. Those for people from the early adolescent period up to early maturity.

Of course, institutions for defectives would come in a class by themselves.

For no two of the classes of institutions named is the question of play development with reference to physical and educational advantages the same.

The first two classes are almost negligible, or should be, because in the first it is a question of the nursery rather than the playground, and the second is or should be quite eliminated, as no such institutions should exist. If they exist they cannot exist with the slightest justification except when the inhabitants are thoroughly sub-divided so as to practically throw the problems of play into either the first class or the third class, which latter is made up of institutions for those from ten or twelve years of age to early adolescence and whose pupils only remain in them a comparatively short time. This third class includes most boarding schools for delinquents.

The mission of play in normal childhood is to give opportunity for the expression of child tendencies and inclinations in absolutely untrammelled freedom both in physical exertion and mental activity, principally through free play of the imagination and entirely by the child's own initiative. The forms taken in such play are almost always either some kind of imitation of adult activity or expression of animal life.

I take it that the above statement is hardly liable to very serious contradiction, although the form and language may not conform to the nomenclature of the latest play experts.

It is then the departure from normal conditions that makes this great and vital subject of playgrounds and play activities of such vast importance; and inasmuch as political society is responsible for these conditions, the body politic is under obligations to meet the need arising from them.

The science that is being developed in this matter is one of methods for supplying through play certain parts of the child's education and life that do not belong to the idea of pure play, but which must be furnished for his good and which he will not otherwise receive.

Having presumed thus far to take time for these fundamental statements to avoid need of interjected explanations and amplifications, something may be said concerning play in institutions. Any establishment deserving the name of a "live" or modern institution should be able to furnish as nearly perfect conditions for the play life of the child as the information of the present day can prescribe. Indeed the problem is so simple that the one dealing with it is fortunate as compared with the one dealing with the same question in a congested city district, or even in a comparatively small community. There is no ex-

cuse for other than proper play conditions in an institution having a suitable site and facilities for child life between twelve and sixteen years.

Just what part of what is commonly considered the playground's mission shall be performed by the institution playground, will depend upon how far other parts of the educational system go in supplying what is not the proper function of pure play, but what must ordinarily be supplied by the playground in less perfectly and highly organized communities.

The physical training department should furnish the organized mass plays, with competition in feats of strength, endurance and even daring. Do not misunderstand me as referring to class calisthenics, apparatus work, or other forms of prescribed body building work as covering the ground of mass play or gang work, for these are distinct and lack some of the psychologic elements that are essential to play as play. I refer to games that have all the elements of pure play, excepting perhaps that of true initiative, and even this as far as directed play can have. Large numbers of such games have been developed by physical directors throughout the country and serve their purpose excellently. A considerable portion of the time allotted to physical training may be given to such games with excellent results.

Evening hours may be spent in the gymnasium, when the usual order of procedure and conduct of the place may be entirely forgotten and all may engage in directed contests. The interest and good of such procedure is much enhanced when records are kept and trophies awarded at stated intervals in each group of contestants who are on a physical parity.

Drills in marching and various evolutions, and response to various and varied command, may be given in the military training of the companies, where modified military discipline and training is adapted to educational purposes.

All the functions that are performed by these various activities are by some considered functions of the playground, and they are functions of the playground when they are not better and more completely done elsewhere and by a department with which they are more properly associated.

Where an institution can thus do the recreative work above referred to in the various departments of its educational system, it will be seen that the question of the proper function and ad-

ministration of the playground is comparatively simple, for it is merely a question of providing the proper place and facilities for play adapted to the age and sex of those who are to use them.

It is right here that the worst mistakes are made. Playgrounds are not always furnished for the different classes of pupils, and consequently no class is satisfactorily provided for, except at the expense of all other classes.

An athletic field, to which all go, is no provision at all. It can only be used when there is time to go there and to stay there, which usually is about once a week. The older, stronger and more domineering will monopolize the facilities, and the younger, weaker and more retiring will, even when a director is on the field, be put aside. A congregate playground has no more place in an institution to-day than congregate living quarters, and even when these exist, the sub-division for play must be as thorough and careful as for mental education.

If, then, the institution is properly classified in living quarters, each class will have its playground immediately contiguous to its home, and it will be fitted for its use. If those who are to use the grounds are under twelve, not much use will be made of the provisions for baseball and other games. The little fellows will be largely responsible for their own amusements. With thorough oversight always provided, every facility will be given for all the pretences, makeshifts and aimless activity properly associated with that age.

The various playgrounds for older groups, even for the oldest, should each provide a baseball diamond with back stop and all the essentials of regulation baseball. Playing the games of men like men helps to dignify little men immensely. The balls, bats, etc. are also a necessary part of the equipment, and even the toggery of the players for the "first nine" is legitimately furnished. Of course such a ground will give ample opportunity for quoits, marbles, peggy, and all seasonable games. A director, or overseer, or officer, or whatever he may be called, is essential to see that all pupils, and the different sports to which the inclination of the players may lead, have an equal and fair chance, and also to teach and enforce the ethics of sport.

On such playgrounds, where, as has been explained, other departments provide the instruction and direction sometimes

imposed upon the playground, little play direction is required, and the great advantage of stimulating childish initiative is made the most of.

Sometimes we are told that institution children do not know how to play. That is a libel upon childhood and nature. One might as well claim that young foxes need an instructor to teach them to romp and frolic at the mouth of their den, or that young lambs need to be shown how to skip and climb and gambol in their rocky pasture. Institution children may not know all the games taught by teachers to amuse a crowd of pupils in a paved school-yard, but there is a difference between not knowing some specified "plays" and not knowing how to play. Children play as naturally as any other young animals, if permitted to do so.

What will you do when the proper conditions outlined cannot be, or are not furnished? is a fair question for any one to ask.

Even then the institution management has an advantage in being in command all of the time, although in other respects the problem is about the same as that of the neighborhood playground. But as an organization we should not permit this to be the case, and if proper emphasis is placed upon such conduct of the department of educational recreation, and means are taken to force this home upon those responsible for the institution and not upon its administrative officers alone, much may be done to normalize conditions.

Nothing has been said so far about the mission of play as the expression of loyalty and enthusiasm for the whole community in the institution.

Just as there are the general athletic teams and squads in a college or university, and as these bind together the whole body of students, there should be the general teams and squads in an institution, made up from the pick of all of the smaller squads as shown by the internal competitions of clubs, teams and squads in the institution itself.

And if the cultivation of school spirit, social attachment and loyalty to representative bodies is to be cultivated, the institution should enter into competition with all other schools and organizations for educational or athletic purposes.

The school or institution whose plays or athletic activities are entirely internal loses much of the educational value of such activities, whether considered from a mental or spiritual standpoint.

MRS. CHARLES F. WELLER

Pittsburgh, Pa.

The viewpoint from which I have considered this report is not that of one who has seen much of children in institutions, but rather that of one who has known well in their own homes a number of children who afterward became institution inmates.

From this point of view I have been impressed not so much with the positive advantages of playgrounds as with what might be called their negative advantages. As I have watched girls and boys going away from their homes to institution life, I have hoped not so much that they would bring something back with them as that they would leave behind some of the evil thoughts that filled their minds.

There was John, who, from one of the most sordid homes I ever knew, was sent to the reform school. On her first visit to him, his mother—dissipated and immoral, but not without maternal affection—said, "Johnnie, what did you do that first evening? Weren't you awful homesick? Didn't you miss the other boys?" "No," said John, "I went right out on the playground and I forgot all about it." John came home a few months later a much improved boy. I could not say that the playground was wholly responsible for this, but surely the fresh air and exercise and the wholesome, vigorous play must have been like a strong disinfectant to the poisonous germs that filled his mind.

What were those poisons? First of all, a morbid interest in the horrible and uncanny things of life. Even thoroughly normal children in the most favorable surroundings frequently pass through a period when the most ghastly things have for them a terrible fascination, when they pore in secret over the sensational columns of a newspaper until their days become filled with vague terrors and their nights are sleepless with fear. In the case of boys like John there is the added force of sad reality to make the pictures vivid and lasting. To him an ambulance on its way to the hospital, a funeral, a fight, an arrest, a dastardly crime, were objects of delighted interest, and he lived a life of constant unwholesome excitement. Nothing but wholesome, vigorous play could beat out of him these sickening memories and fill up the vacuum with something virile and wholesome.

More than this, his life had bred into him a growing cruelty. But a few doors from his own home there stood a shed where chickens for market were killed in a most horrible fashion; and John had often joined the groups of eager children who gathered about the door to take in the barbarous sights and sounds of the place. In his own home he had grown familiar with vices of every sort. At night he had lain in his bed and listened with wondering, slowly waking senses. In the daytime he had heard and seen as well, till his mother herself sometimes opened the door and pushed the frightened children out into the street. John surely had need at first of much play—noisy, wild, boisterous play—to make his mind pure and wholesome as a boy's mind should be. He was ready not for the quiet peaceful sports, but for those that would compensate with equal riotousness the wild intoxication of his old life.

John was a boy, but I might have told you a similar story of Sarah, who lived next door to him. Her mind, too, was a storehouse of evil thoughts and evil memories, and perhaps she had gone even deeper into immoral experiences. Did not she, too, need strong and all-absorbing sport to win her back to a pure womanhood?

This brings me to another point I wish to emphasize. I had not supposed that it needed setting forth in this conference, but the discussion yesterday morning of "Athletics for Girls" made me feel that it does. It seemed to be the general opinion at that meeting that rollicking, lively games for girls were, at least, of doubtful benefit. It was further suggested that the form of athletics which girls like best and therefore that most to be encouraged is dancing. I have no quarrel with dancing of any proper kind and I appreciate its beauty and its value. But let us not make our girls care only for things that suggest grace and beauty and charm; let us let them play sometimes with the wild abandon that drives away self-consciousness and with a force that will strengthen their womanhood. Judgment must be used, of course. Limit the individual if she has physical disabilities, do away with sports which for physical reasons are dangerous for girls, and avoid excesses always.

We are fond of telling people in our talks about playgrounds that active, organized games develop honor, fidelity and consideration for others. It has been one of the jests of the ages that in the larger relations of life women are inclined to be narrow-

minded, shortsighted and mean; and no one can deny that there is some truth in the declaration. Then, is it not true that girls need training in fair play even more than their brothers?

It was my privilege a few years ago to spend two months at a girls' industrial school, and to see ten "nines" learning to play baseball. Many of the girls had lived in their short lives through experiences too sordid and terrible to describe. Some of them chafed against the dull monotony of their present lives and confessedly longed for the vicious excitement of other days. On the baseball field their passion for activity was satisfied and they forgot for a time to be vain and foolish and self-conscious. They fell in the dust, they tore their dresses, they were flushed and disheveled, they scratched their faces and tumbled their hair, and one girl lost a tooth in the heat of the conflict. But they struggled on with good courage, and forgot utterly that they did not look pretty at all. To many of those girls the "fatal gift of beauty," overprized, had brought ruin and disgrace.

The victorious team was the one that represented the hospital cottage. The captain of that team, its pitcher and best "all-round player" was a girl who but a few months before had been an invalid.

Let us not talk about the lack of traditions favorable to sports for girls. Most of the traditions that have to do with women are odious to us all. Let us lay aside the "women for the hearthstone and men for war" theory. War is no longer a heroic word, it is only a relic of barbarism. The hearthstones of to-day are wider than in the days of Penelope, and a woman's possibilities far broader and nobler than hers.

NOTE.—In the report of the meeting on Folk Dancing is a discussion by Miss Florence L. Lattimore, which contains definite suggestions with reference to the use of play and folk dancing in institutions.—ED.

APPENDIX

YEAR BOOK

of the

Playground Association of America

1908-09

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ACTIVITIES OF THE PLAYGROUND ASSOCIATION OF AMERICA

(1) *Annual Congress.* Each year the Playground Association of America holds a play congress. Experts discuss the practical recreation problems confronting playground workers. Experienced leaders organized in special committees submit reports on:

- Activities for Girls
- Athletics for Boys
- Equipment
- Festivals
- Folk Dancing
- Legislation
- A Normal Course in Play
- Organization and Administration of a Playground
- Playgrounds in Relation to Social Centers
- Play in Institutions
- Recreation Buildings for Large and Small Communities
- Statistics
- Storytelling

(2) *Publications.* The Playground Association of America publishes the proceedings of each annual congress and such other material as is judged to be of practical value to the playground cause. These publications are distributed at cost price to those desiring to use them. "A Normal Course in Play", a syllabus intended for use in normal schools, departments of education in universities and colleges, and in educational institutions generally, has already been put to good use in all parts of the United States. It has justified thoroughly the expense involved.

The Executive Committee through its chairman, Mr. Seth T. Stewart, publishes each month five thousand copies of a magazine called *The Playground*, which aims to give the latest news regarding playground developments.

Sample copies of the various publications of the Association are sent to any convention expressing a desire for them, so that the persons in attendance may have without expense literature which will deepen their interest in playgrounds.

(3) *Library Department.* The Association has 933 photo-

graphs, 222 cuts, and 260 lantern slides which are being loaned to various cities to help in increasing the interest in playgrounds. Five playground models are loaned for use at conventions and in special campaigns for playgrounds.

Books, pamphlets, and magazine articles are collected and carefully indexed, in order that special bibliographies may be prepared for those desiring this information. Newspaper clippings are also gathered and put in useful form.

(4) *Clearing House for Playground Information.* Statistics regarding the work of various cities are gathered, adapted, and made available for the entire country. An attempt is made to learn of new developments in any part of the country and to make a knowledge of such experiences available to all. Inquiries regarding nearly every phase of playground work are received in the office of the Association. If the information is not already at hand, the Association tries—as far as its resources will permit—to gather the facts. Newspaper and magazine writers and public speakers are furnished with information they desire, as far as time permits.

(5) *Play Leaders.* The Association has on file a list of playground workers desiring positions, with their recommendations. These names with the information about each worker are placed at the disposal of any city desiring play leaders.

(6) *Field Work.* Effort is being made to advise cities that are trying to secure playgrounds as to the best plan of campaign. Where speakers are desired, the Association endeavors to send them, upon payment of the necessary travelling expenses. An attempt is made to furnish speakers for conventions desiring addresses on playgrounds. Where any city has a difficult situation and desires to have a representative of the Playground Association of America to consult with the local workers, the Association tries to arrange for such consultation. Whenever any state or any community desires to devote several days to a play institute, in order that playground problems may be taken up in a comprehensive way, and is ready to arrange for the expenses involved, the Playground Association of America is ready to arrange for an institute of this character.

The people of America interested in increasing the joy of living by providing adequate opportunity for play for all have banded themselves together, in order that through their united

efforts in the Playground Association of America the playgrounds already established may be made more efficient, and may receive more adequate moral and financial support; that the hundreds of cities and towns not having playgrounds may establish them as early as possible, and upon the right basis; that the time shall come when every citizen shall have an opportunity for wholesome recreation.

LOCAL PLAYGROUND ASSOCIATIONS

Up to December 1, 1909, the following 55 cities in the United States and two cities in Canada had reported to the office of the Playground Association of America that they had organized local associations for the furtherance of playground interests in their respective municipalities.

In the list enumerated below the year of organization is given wherever it was possible to obtain the information.

UNITED STATES

Allegheny, Pa.

Playground and Vacation School Association, organized in
1907

President, Mrs. John Cowley
Treasurer, Mrs. Edward A. Jones
Secretary, Mame M. Stoner

Altoona, Pa.

Playground Association of Altoona, organized in 1909

President, S. H. Replogle
Treasurer, A. W. Beckman
Secretary, Miss M. G. Kilday

Attleboro, Mass.

Attleboro Playgrounds Association, organized in 1908

President, Edward A. Sweeney
Treasurer, Fred. A. Ward
Secretary, C. F. Coykendale

Baltimore, Md.

Children's Playground Association, organized in 1897

President, Mrs. George Frame
Treasurer, John Philip Hill
Secretary, George W. Ehler

Birmingham, Ala.

Birmingham Playground and Athletic League, organized
in 1908

President, W. D. Nesbitt

Treasurer, L. W. Friedman

Secretary, T. C. Young

Buffalo, N. Y.

Buffalo Playground Association, organized in 1908

President, Hon. Harry L. Taylor

Treasurer, Warren Smith

Secretary, Thomas Cook

Cambridge, Mass.

Cambridge Playground Committee, organized in 1902

Chairman, Annie E. Allen

Treasurer, Mrs. Charles Almy

Secretary, Mrs. Charles Almy

Camden, N. J.

Playground Association of Camden, organized in 1908

President, Wilbur F. Rose

Treasurer, Howard M. Cooper

Secretary, P. C. Messersmith

Canton, O.

Canton Park and Playground Association, organized in 1909

President, Fred. Witter

Treasurer, Mrs. N. T. Krause

Secretary, Mrs. N. T. Krause

Chicago, Ill.

Playground Association of Chicago, organized in 1907

President, Frederick Greeley

Treasurer, Clarence Buckingham

Secretary, Graham Romeyn Taylor

Columbus, O.

The Young Ladies Playground Association, organized in
1902

President, Frances McClellan

Treasurer, Margaret W. McCarty

Secretary, Helen Huling

Davenport, Ia.

Playground Association of Davenport, organized in 1909

President, Charles Francis

Treasurer, William Heuer

Secretary, Rev. R. K. Atkinson

Dayton, O.

Vacation Schools and Playgrounds Association, organized
in 1901

President, Rev. Holmes Whitmore

Treasurer, Sarah H. Pierce

Secretary, Grace A. Greene

Denver, Colo.

Denver Playground Association, organized in 1908

President, A. C. Foster

Treasurer, O. D. Cass

Secretary, Mrs. C. M. Kassler

Duluth, Minn.

Duluth Playground Association, organized in 1908

President, R. D. Haven

Treasurer, B. Silberstein

Secretary, L. A. Barnes

Erie, Pa.

Erie Playground Association, organized in 1908

President, Conrad Klein

Treasurer, Marvin Griswold

Secretary, Jane Wier Pressley

Evanston, Ill.

Evanston Small Park and Playground Association, organized in 1909

President, Edwin L. Harpham

Treasurer, William A. Dyche

Secretary, Mrs. Robert Berry Ennis

Fresno, Cal.

Fresno Playground Association, organized in 1909

President, C. L. McLane

Treasurer, Robert Lohead

Secretary, William Glass

Ft. Wayne, Ind.

Ft. Wayne Playground Association, organized in 1909

President, Dr. L. Park Drayer

Treasurer, E. W. Boshart

Secretary, Mrs. Samuel R. Taylor

Grand Rapids, Mich.

Playground Association of Grand Rapids, organized in 1908

President, A. E. Ewing

Treasurer, Liela E. Snowhook

2* Secretary, Liela E. Snowhook

Hornell, N. Y.

The Hornell Playground Association, organized in 1908

Chairman, Mrs. Samuel Mitchell

Treasurer, H. S. Smith

Secretary, Mary E. Latham

Kansas City, Mo.

Public Playgrounds Association, organized in 1907

President, Louis W. Shouse

Treasurer, C. G. Hutcheson

Secretary, V. J. O'Flaherty

Lancaster, Pa.

The Lancaster Playground Association, organized in 1909

President, H. S. Williamson

Treasurer, P. E. Slaymaker

Secretary, W. F. Corey

Memphis, Tenn.

Playground Association of Memphis, organized in 1908

President, Mrs. Thomas M. Scruggs

Treasurer, C. Hunter Raine

Secretary, Marion Griffin

Milwaukee, Wis.

Children's Betterment League, organized in 1901

President, Hon. John C. Karel

Treasurer, Rosalie Winkler

Secretary, Clara W. Rich

Mobile, Ala.

Mobile Public Playgrounds Association, organized in 1909

President, John Gaillard

Treasurer, E. J. Buck

Secretary, F. W. Evans

Morristown, N. J.

Morristown Playground Association, organized in 1909

President, Grinnell Willis

Treasurer, F. W. Ford

Secretary, F. W. Ford

New Orleans, La.

Civic Improvement and Playground Association, organized
in 1908

President, Mrs. Alden McLellan

Treasurer, Mrs. W. H. Nourse

Secretary, Mrs. I. D. Stafford

Newport, R. I.

Newport Playground Association, organized in 1909

President, J. P. Cotton

Treasurer, W. H. Chapin

Secretary, W. H. Chapin

Newport News, Va.

Newport News Playgrounds Association, organized in 1909

President, E. S. Robinson

Treasurer, Mrs. A. Thomas

Secretary, Eugene G. King

New York, N. Y.

Parks and Playgrounds Association of the City of New
York, organized in 1908

President, Eugene A. Philbin

Treasurer, James Renwick

Secretary, Howard Bradestreet

Northampton, Mass.

Northampton Playground Association

President, H. D. Hemenway

Treasurer, Ralph H. Evans

Secretary, Ralph D. Warner

Omaha, Neb.

Playground Association of Omaha, organized in 1906

President, William M. Davidson

Treasurer, Luther L. Kountze

Secretary, Charles E. Foster

Oswego, N. Y.

The Oswego Municipal Playground Association, organized
in 1909

President, Dr. R. K. Piez

Treasurer, L. W. Mott

Secretary, Mrs. Mac Elroy

Passaic, N. J.

Passaic Playground Association, organized in 1909

President, Hon. George H. Dalrymple

Treasurer, Christian Bahnsen

Secretary, John R. Meader

Paterson, N. J.

Paterson Playground Association

President, Elias J. Marsh

Treasurer, Charles S. Fayerweather

Secretary, Dr. Orville R. Hagen

Philadelphia, Pa.

Playground Association of Philadelphia, organized in 1908

President, Dr. Martin G. Brumbaugh

Treasurer, John H. Converse

Secretary, William A. Stecher

Pittsburgh, Pa.

The Pittsburgh Playground Association, organized in 1906

President, Beulah Kennard

Treasurer, Mrs. Frank M. Roessing

Corresponding Secretary, Mrs. Robert D. Coard

Poughkeepsie, N. Y.

Poughkeepsie Playground Association, organized in 1908

President, Clarence J. Reynolds

Treasurer, Frederick M. Morgan

Secretary, Hon. Wilfred H. Sherrill

Providence, R. I.

Providence Playground Association, organized in 1909

President, Hon. Frederick Rueckert

Treasurer, Mrs. Mary E. S. Root

Secretary, James Minnick

Rochester, N. Y.

The Children's Playground League, organized in 1903

President, Benjamin B. Chace

Treasurer, Winfred J. Smith

Secretary, Helen Wile

St. Joseph, Mo.

St. Joseph Playground Association, organized in 1908

President, Horace Wood

Treasurer, Henry King, Jr.

Secretary, B. M. Lockwood

San Antonio, Texas

Public Playground Association of San Antonio, organized
in 1908

President, Mrs. Belle Dilgarde

Treasurer, J. J. Meier

Secretary, Mrs. Hattie Roundtree

San Diego, Cal.

San Diego Playground Association, organized in 1908

President, Dr. W. F. Gearheart

Treasurer, M. German

Secretary, Elizabeth Rogers

Scranton, Pa.

Scranton Children's Playground Association, organized in
1908

President, H. W. Kingsbury

Treasurer, F. L. Hitchcock

Secretary, B. L. Lathrop

Seattle, Wash.

Seattle Playground Association, organized in 1909

President, Austin E. Griffiths

Treasurer, C. S. Wiley

Secretary, S. W. Yerkes

Sioux City, Ia.

The Playground Association of Sioux City, organized in 1909

President, E. E. Stacey

Treasurer, Mrs. M. P. Smith

Secretary, J. B. Mondsitt

Somerville, Mass.

Somerville Playground Association, organized in 1909

President, A. A. Perry

Treasurer, W. Scott

Secretary, Rev. C. L. Noyes

Spokane, Wash.

Spokane Playground Association, organized in 1908

President, L. E. Gandy

Treasurer, J. L. Kerchen

Secretary, Paul Priest

Springfield, Mass.

Springfield Playground Association, organized in 1905

President, George D. Chamberlain

Treasurer, Ralph B. Ober

Secretary, Raymond Bidwell

Topeka, Kansas

Playground Association of Topeka, organized in 1908

President, Mrs. B. F. Shumate

Treasurer, Mrs. W. H. Tyler

Secretary, Mrs. A. J. Evans

Trenton, N. J.

Trenton Playground Association, organized in 1908

President, John E. Gill

Treasurer, Philip Freudenmacher

Secretary, Kendrick C. Hill

Washington, D. C.

Washington Playground Association, organized in 1903

President, Hon. Frank H. Hitchcock

Treasurer, John B. Sleman

Secretary, James E. West

Wheeling, W. Va.

Wheeling Playground Association, organized in 1909

President, George O. Nagle

Treasurer, James Cummins

Secretary, R. B. Naylor

Wilmington, N. C.

Children's Playground Association, organized in 1908

President, Rev. A. D. McClure

Treasurer, W. N. Harris

Secretary, Thomas H. Wright

CANADA**Toronto, Ont.**

Toronto Playground Association, organized in 1908

President, C. A. B. Brown

Treasurer, J. Russell Snow

Secretary, A. P. Lewis

Winnipeg, Man.

Winnipeg Playgrounds Association, organized in 1909

President, Hon. T. Mayne Daly

Treasurer, E. L. Drewry

Secretary, E. A. Peterson

PLAYGROUND COMMISSIONS ORGANIZED AS CITY DEPARTMENTS FOR THE ADMINIS- TRATION OF PLAYGROUNDS

Up to December 1, 1909, fifteen cities in the United States had reported to the Playground Association of America the establishment of playground commissions acting as city departments for the administration of public playgrounds. The list of these commissions, together with the names of their officers and members, so far as it has been possible to gather the information, is given below.

Several other cities in the United States have organized temporary playground commissions. We have reported here only those permanently established.

UNITED STATES

Alameda, Cal.

Park and Playground Commissioners
President, Fred. W. Delancy
Frederick W. D'Evelyn
S. Bruce Wright

Camden, N. J.

Board of Playground Commissioners
President, Upton S. Jeffreys
Secretary, P. C. Messersmith
Mrs. Richard G. Develin
W. Leonard Hurley
Mrs. Stephen Pfeil

East Orange, N. J.

Board of Playground Commissioners
Chairman, Thomas R. Creede
Secretary, Lincoln E. Rowley
Edward E. Reed
Joseph P. Schiller

Evansville, Ind.

Playgrounds Commission of Evansville
John R. Brill } of the Board of Public Education
Fred Lauenstein }
Joseph Brentano } of the Park Commissioners
Elmer Q. Lockyear }
J. W. Bailey, appointed by Mayor

Hartford, Conn.**Hartford Juvenile Commission****President, Rev. Rockwell Harmon Potter****Secretary, Lucy A. Perkins****Edward J. Garvan****Mrs. Appleton R. Hillyer****Mary Graham Jones****George A. Parker****Thomas S. Weaver****Hoboken, N. J.****Board of Playground Commissioners****President, A. J. Demarest****Treasurer, Mrs. Caroline B. Alexander****Secretary, Julius Lichtenstein****Indianapolis, Ind.****Indianapolis Playground Commission****President, H. D. Tutewailer****Secretary-Treasurer, C. M. McElwaine****John E. Cleland****C. N. Kendall****Rev. F. S. C. Wicks****Los Angeles, Cal.****Los Angeles Playground Commission****President, Mrs. W. Rodman****Secretary, Bessie D. Stoddart****Ethan R. Allen****Dr. W. A. Lamb****James G. Scarborough****Mt. Vernon, N. Y.****Mt. Vernon Playground Commission****Chairman, Rev. Robert P. Kreitler****Treasurer, James A. Blanchard****Secretary, Suzanne M. Stone****Mrs. Robert McVickar****Newark, N. J.****Newark Playground Commission****President, George W. Jagle****Secretary, Philip A. Gifford****Supervisor, Wm. J. McKiernan****Louis V. Aronson****Dr. Joseph C. Froelich**

Oakland, Cal.**Oakland Playground Commission****President, A. S. Macdonald****Mrs. G. P. Bunnell****Prof. E. Hudspeth****Mrs. Cora E. Jones****Ethel Moore****Plainfield, N. J.****Plainfield Playground Commission****Chairman, H. W. Marshall****Joseph Ganett****George P. Melick****St. Louis, Mo.****Public Recreation Commission of St. Louis****Theodore Benoist****Eugene R. Cuendet****Victor Hugo****E. S. Klein****San Francisco, Cal.****San Francisco Playground Commission****President, H. J. McCoy****Secretary, John W. Sweeney****J. C. Astredo****Mrs. L. A. Hayward****John McLaren****Joseph O'Connor****George H. Schlitter****Mrs. Lovell White****Trenton, N. J.****Trenton Playground Commission****President, Edmund C. Hill****Treasurer, William Allfather****Secretary, Erwin E. Marshall**

PLAYGROUND STATISTICS FOR 1908 AND 1909

The statistics given in the following tables present facts concerning playground activities in cities of the United States for the years 1908 and 1909. The information was gathered by the Playground Association of America from official reports,

through correspondence, and by means of questionnaires filled out by municipal officials, superintendents of schools, playground directors, or others conversant with the playground situation in the various cities.

The questionnaire on which Table I. is based was sent out in January, 1909, to the one hundred largest cities in the United States. The statistics in this table show the extent of playground activity and the amounts of money expended for playground work in 77 of these cities during the entire year of 1908. It was found that in 1908, twenty-three of the hundred largest cities had not established supervised playgrounds.

The questionnaire for securing the information given in Table II. was sent out on August 31, 1909, to the 914 cities and towns in the United States having a population of five thousand and over. Hence only the spring and summer work for the year 1909 is included in Table II. Only those cities that were maintaining playgrounds are listed in Table II. In some cases, however,—as has been indicated—it was not possible to obtain specific data.

The population figures for the hundred largest cities in the United States in Table I. are the estimated figures computed for the year 1908 by the United States Census Bureau. The population figures of the cities in Table II.—municipalities having five thousand and more inhabitants—represent the actual United States Census figures of 1900.

To the right of or beneath many of the total figures will be found other figures in parentheses. This means that data were secured from the number of cities given in the parentheses, it being impossible to procure the information from all the cities.

While every effort has been made to make these statistics as complete and accurate as possible, there are a number of cities from which it was impossible to secure the desired information; and in some cases the data given cannot be vouched for as being absolutely accurate.

From information gathered by the Playground Association of America it appears that on December 1, 1909, the number of cities and towns in the United States having a population of five thousand and over that were operating public playgrounds, either through municipal departments or through private organizations, aggregated 336, thus leaving 578 municipalities of this class unprovided with public play facilities for their children.

TABLE I. 1908.—PLAYGROUND STATISTICS OF THE 100 LARGEST CITIES IN THE UNITED STATES.
PART I. NORTH ATLANTIC STATES

STATE AND CITY	POPULATION 1908	NUMBER OF PLAY- GROUNDS IN 1908	APPROXI- MATE ACRE- AGE	MANAGING AUTHORITIES	EXPENDITURES FOR 1908		SOURCES OF SUPPORT.	TOTAL EXPENDITURE, INCLUDING 1908	YEAR WORK WAS BEGUN
					Main- tenance	Sites and Equip- ment			
MAINE Portland.....	56,839	2	..	Portland Civic Club	\$290	\$60	City appropriation and contribu- tions	\$3,000.00	1901
NEW HAMPSHIRE Manchester....	67,275	6	38	Street and Park Commission	276.84		City treasury	482.72	1902
MASSACHUSETTS Boston.....	616,072	57	300	Department of Parks, Board of Education	103,000		City treasury	2,631,050.00	1882
Worcester.....	133,963	5	..	Department of Parks	..	..	City treasury	..	..
Fall River.....	106,301	3	3	Park Commission	..	..	City treasury	752.00	1906
Lowell.....	95,141	3	2	Park Commission	25.87	1,460	City treasury	2,000.00	1907
Cambridge.....	100,762	12	..	Voluntary Com- mittee	1,420	200	City appropriation and private sub- scription	2,601.00	1902
Lynn.....	82,159	3	41	Park Commission	4,342		Loan and tax levy	82,514.00	1889
Lawrence.....	74,544	None	..	..	815	240	Private subscrip- tion	..	..
New Bedford..	81,514	4	1	Woman's Club	..	..	Private subscrip- tion	4,500.00	1901
Springfield.....	80,428	5	3	Springfield Play- ground Associa- tion	1,641	..	Private subscrip- tion	3,859.00	1905

TABLE I. 1908.—PLAYGROUND STATISTICS OF THE 100 LARGEST CITIES IN THE UNITED STATES. PART 1. NORTH ATLANTIC STATES—(Continued)

STATE AND CITY	POPULATION 1908	NUMBER OF PLAY- GROUNDS IN 1908	APPROX- IMATE ACTE- AGE	MANAGING AUTHORITIES	EXPENDITURES FOR 1908		SOURCES OF SUPPORT	TOTAL EXPENDITURE, INCLUDING 1908	YEAR WORK WAS BEGUN
					Main- tenance	Sites and Equip- ment			
MASSACHUSETTS (Continued)									
Somerville.....	73,849	5	17	City, and Somerville Playground Association	\$1,274	..	City and private subscription	\$1,274.00	1908
Holyoke.....	52,466	None	..	..	..	..	..	..	..
Brockton.....	52,432	9	..	..	1,000	..	City treasury	..	1898
RHODE ISLAND									
Providence	212,457	15	9	Park Commission, committee ap- pointed by Mayor	5,969	\$15,763	City treasury	30,351.00	1904
Pawtucket.....	45,871	1	‡	City and Associ- ated Charities	90	150	City appropri- ation and sub- scription	250.00	1908
CONNECTICUT									
New Haven.....	125,627	10	7	Park Commission, Civic Federation	2,060	1,191	City treasury, Civic Club, and private sub- scriptions	..	1902
Hartford.....	101,146	4	..	..	5,260	..	Park Board, Board of School Visitors	..	1898
Bridgeport.....	88,700	None	..	..	..	..	..	..	..
Waterbury.....	65,489	2	4	Park Department	400	625	Park Department appropriation	2,500.00	1906

TABLE I. 1908.—PLAYGROUND STATISTICS OF THE 100 LARGEST CITIES IN THE UNITED STATES. PART I. NORTH ATLANTIC STATES—(Continued)

STATE AND CITY	POPULATION 1908	NUMBER OF PLAY- GROUNDS IN 1908	APPROX- IMATE ACRE- AGE	MANAGING AUTHORITIES	EXPENDITURES FOR 1908		SOURCES OF SUPPORT	TOTAL EXPENDITURE, INCLUDING 1908	YEAR WORK WAS BEGUN
					Mainte- nance	Sites and Equip- ment			
NEW JERSEY (Continued)									
Trenton.....	90,703	11	10	Playground Com- mission	\$2,500	\$1,500	City appropria- tion and private subscription	\$4,000.00	1908
Hoboken.....	69,130	None	..	..	..	..	..	..	..
Elizabeth.....	65,786	None	..	..	..	..	..	..	..
PENNSYLVANIA									
Philadelphia...	1,491,082	59	..	Board of Educa- tion, Playground Association of Philadelphia	17,244	7,580	City and private subscription	..	1895
Pittsburgh.....	547,523	22	..	Board of Educa- tion, Pittsburgh Playground As- sociation	42,600	70,000	City and private subscription	246,724.00	1896
Scranton.....	123,952	5	5	Scranton Chil- dren's Play- ground Associa- tion	5,000	3,000	Private subscrip- tion	..	1907
Reading	95,201	2	4	Woman's Club and Olivet Club	418	100	Private subscrip- tion	1,944.00	1904
Erie.....	62,442	1	1½	Woman's Club	250	800	Private subscrip- tion	1,050.00	1908
Wilkes-Barre..	62,922	3	5	Park Commission	3,200	..	City appropria- tion	5,000.00	1905

Harrisburg.....	57,601	4	30	Park Commission	\$4,920	..	City appropriation	\$33,754.00	1904
Lancaster.....	49,017	None	..	..	..	..	..	..	..
Altoona.....	49,846	1	4	Pennsylvania Railroad	..	..	..	..	..
	11,288,149 (45)	432 (36)	563½ (28)		\$942,436.96 (33)			\$19,146,352.72 (29)	

TABLE I. 1908.—PLAYGROUND STATISTICS OF THE 100 LARGEST CITIES IN THE UNITED STATES.
PART 2. SOUTH ATLANTIC STATES

STATE AND CITY	POPULATION 1908	NUMBER OF PLAY- GROUNDS IN 1908	APPROX- IMATE ACRE- AGE	MANAGING AUTHORITIES	EXPENDITURES FOR 1908		SOURCES OF SUPPORT	TOTAL EXPENDITURE, INCLUDING 1908	YEAR WORK WAS BEGUN
					Mainte- nance	Sites and Equip- ment			
DELAWARE Wilmington....	87,700	3	3	Private associa- tion, Park Com- mission	\$200	\$500	City and private subscription	\$9,000.00	1906
MARYLAND Baltimore.....	568,571	40	21	Children's Play- ground Associa- tion, Public Ath- letic League	14,998	28,595	Park Board, City Council, sub- scriptions	167,000.00	1896
DISTRICT OF COL- UMBIA Washington....	317,380	31	15	Washington Play- ground Associa- tion	15,000	3,000	Congressional ap- propriations and contributions	..	1901

TABLE I. 1908.—PLAYGROUND STATISTICS OF THE 100 LARGEST CITIES IN THE UNITED STATES. PART 2. SOUTH ATLANTIC STATES—(Continued)

STATE AND CITY	POPULATION 1908	NUMBER OF PLAY- GROUNDS IN 1908	APPROX- IMATE ACRE- AGE	MANAGING AUTHORITIES	EXPENDITURES FOR 1908		SOURCES OF SUPPORT	TOTAL EXPENDITURE, INCLUDING 1908	YEAR WORK WAS BEGUN
					Mainte- nance	Sites and Equip- ment			
VIRGINIA									
Richmond.....	107,844	4	2	Civic Improve- ment League, Mothers' Club Superintendent of Schools	\$1,000	..	Private subscrip- tion	\$2,500.00	1904
Norfolk.....	70,130	30	..	..	..	..	..	..	..
West VIRGINIA									
Wheeling.....	42,364	1	..	..	..	..	..	..	..
SOUTH CAROLINA									
Charleston.....	56,487	None	..	..	..	..	..	..	..
GEORGIA									
Atlanta.....	109,545	4	5	Associated Char- ities	500	..	City appropria- tion	1,125.00	1906
Savannah.....	71,163	None	..	..	..	..	..	..	..
Augusta.....	44,353	None	..	..	..	..	..	..	..
	1,475,537 (10)	113 (7)	46 (5)		\$63,793 (5)			\$179,625.00 (4)	

TABLE I. 1908.—PLAYGROUND STATISTICS OF THE 100 LARGEST CITIES OF THE UNITED STATES.
PART 3. SOUTH CENTRAL STATES

STATE AND CITY	POPULATION 1908	NUMBER OF PLAY- GROUNDS IN 1908	APPROX- IMATE ACRE- AGE	MANAGING AUTHORITIES	EXPENDITURES FOR 1908		SOURCES OF SUPPORT	TOTAL EXPENDITURE, INCLUDING 1908	YEAR WORK WAS BEGUN
					Main- tenance	Sites and Equip- ment			
KENTUCKY									
Louisville.....	233,069	7	60	Park Commission, Recreation League	\$2,200	..	City appropria- tion and private subscription	\$27,200.00	1900
TENNESSEE									
Covington.....	51,105	1	1	Woman's Club	250	..	City appropria- tion	700.00	1906
Memphis.....	132,582	4	5	Park Commission, Playground As- sociation of Mem- phis	..	\$450	Private subscrip- tion	1,000.00	1908
ALABAMA									
Nashville.....	105,877	1	..	Centennial Club	..	..	Private subscrip- tion	..	1908
MOBILE.....	54,381	None	..	..	..	..	..	..	..
Birmingham...	48,325	1	3	Playground and Athletic League	200	100	Private subscrip- tion	..	..
LOUISIANA									
New Orleans...	323,157	2	1½	Civic Improve- ment League and Neighbor- hood House	700	..	Private contribu- tion	700.00	1907
TEXAS									
San Antonio....	65,839	None	..	..	..	..	..	..	..
Houston.....	61,794	2	1	City Park Commis- sion	..	..	City appropria- tion	..	1905
Dallas.....	54,895	1	1	Playground Com- mittee of Federa- tion of Women's Clubs	..	3,356	City appropria- tion	3,356.00	1908

TABLE I. 1908.—PLAYGROUND STATISTICS OF THE 100 LARGEST CITIES OF THE UNITED STATES. PART 3. SOUTH CENTRAL STATES—(Continued)

STATE AND CITY	POPULATION 1908	NUMBER OF PLAY- GROUNDS IN 1908	APPROX- IMATE ACRE- AGE	MANAGING AUTHORITIES	EXPENDITURES FOR 1908		SOURCES OF SUPPORT	TOTAL EXPENDITURE, INCLUDING 1908	YEAR WORK WAS BEGUN
					Main- tenance	Sites and Equip- ment			
ARKANSAS Little Rock.	42,445	1	3	City Council Com- mittee, School Board	\$100		..	\$100.00	1908
	1,173,469 (11)	20 (9)	75½ (8)		\$7,356 (7)			\$33,056.00 (6)	

TABLE I. 1908.—PLAYGROUND STATISTICS OF THE 100 LARGEST CITIES OF THE UNITED STATES. PART 4. NORTH CENTRAL STATES

STATE AND CITY	POPULATION 1908	NUMBER OF PLAY- GROUNDS IN 1908	APPROX- IMATE ACRE- AGE	MANAGING AUTHORITIES	EXPENDITURES FOR 1908		SOURCES OF SUPPORT	TOTAL EXPENDITURE, INCLUDING 1909	YEAR WORK WAS BEGUN
					Main- tenance	Sites and Equip- ment			
MICHIGAN Detroit.	376,174	9	10	Board of Educa- tion, Recreation League	\$5,000	\$2,500	City taxes	\$22,000.00	1901
Grand Rapids.	103,871	5	..	Board of Educa- tion	1,500	..	School funds	..	1902
Saginaw.	50,875	1	..	Department of Parks	..	..	City treasury	..	..

WISCONSIN	327,873	7	5	Board of School Directors	\$500	\$1,000	School funds, private funds	\$15,000.00	1903
Milwaukee.....									
MINNESOTA	297,527	10	5½	Park Board, City Council, School Board, church, private	14,225	..	Taxation, School Board, church, private contributions	30,550.00	1905
Minneapolis....									
St. Paul.....	217,397	4	10	Park Board and City Council, Health Department	10,000	10,000	Municipal appropriation	42,400.00	1903
Duluth.....	72,125	None	..	..	..	..	..	..	..
Iowa	83,717	None	..	..	..	..	..	..	..
Des Moines....									
NEBRASKA	131,370	2	5	Playground Association of Omaha	1,800	500	City and voluntary subscription	4,000.00	1905
Omaha.....				..	..	..	..	..	..
Lincoln.....	50,949	None	..	..	..	..	..	..	..
KANSAS	83,132	None	..	..	..	..	..	..	..
Kansas City...									
OHIO	491,403	7	17	Board of Public Service	3,300	97,824	Taxes and bonds	180,000.00	1901
Cleveland.....									
Cincinnati....	349,316	4	4	Department of Parks	10,000	500,000	Taxes and bonds	600,000.00	1906
Toledo.....	169,366	2	5	School Board, Toledo Federation of Women's Clubs	1,000	..	School Board, Federation of Women's Clubs	2,000.00	1905
Columbus.....	152,031	None	..	..	..	..	..	..	..
Dayton.....	106,198	3	10	Board of Public Service, Vacation Schools and Playground Association.	5,000	..	City appropriation, private subscription	75,000.00	1907

TABLE I. 1908.—PLAYGROUND STATISTICS OF THE 100 LARGEST CITIES OF THE UNITED STATES. PART 4. NORTH CENTRAL STATES—(Continued)

STATE AND CITY	POPULATION 1908	NUMBER APPROXIMATE OF PLAY- GROUNDS IN 1908	APPROXIMATE ACRE- AGE	MANAGING AUTHORITIES	EXPENDITURES FOR 1908		SOURCES OF SUPPORT	TOTAL EXPENDITURE, INCLUDING 1908	YEAR WORK WAS BEGUN
					Main- tenance	Sites and Equip- ment			
OHIO (Continued)									
Youngtown...	56,613	5	1½	Woman's Club League	\$250	..	Private contribu- tions	\$65,250.00	1905
Akron.....	53,408	None	..	..	..	..	..	..	..
Springfield.....	43,339	8	30	Board of Public Service	500	\$150	City appropria- tions	2,150.00	1906
INDIANA									
Indianapolis...	234,994	10	..	Board of Educa- tion Park Board	4,000	..	School Board, Park Board	..	1904
Evansville.....	66,115	None	..	..	..	..	..	..	..
Fort Wayne.....	53,199	None	..	..	..	..	..	..	..
ILLINOIS									
Chicago.....	2,166,055	25	297	Special Park Com- missions, other Park Commis- sions	303,150	303,150	City appropria- tion	10,000,000.00	1898
Peoria.....	69,043	1	..	..	..	..	..	..	1908
MISSOURI									
St. Louis.....	674,012	17	7	Public Recreation Commission	14,510	4,238	City treasury	57,005.00	1904
Kansas City...	188,582	3	..	Park Commission, Public Playground Association	1,000	2,000	City appropriation and subscrip- tions	5,000.00	1907
St. Joseph.....	123,004	1	5	Board of Education	150	450	Public subscriptions	600.00	1908
	6,791,688 (27)	124 (19)	412½ (14)		\$984,547 (17)			\$11,100,955.00 (15)	

TABLE I. 1908.—PLAYGROUND STATISTICS OF THE 100 LARGEST CITIES OF THE UNITED STATES.
PART 5. WESTERN STATES

STATE AND CITY	POPULATION 1908	NUMBER OF PLAY- GROUNDS IN 1908	APPROX- IMATE ACTE- AGE	MANAGING AUTHORITIES	EXPENDITURES FOR 1908		SOURCES OF SUPPORT	TOTAL EXPENDITURE, INCLUDING 1908	YEAR WORK WAS BEGUN
					Mainte- nance	Sites and Equip- ment			
COLORADO									
Denver.....	155,124	2	10	Park Board	\$6,000	\$4,000	Taxation	\$45,500.00	1905
UTAH									
Salt Lake City .	63,612	None	..	..	..	..	..	..	..
OREGON									
Portland.....	116,630	1	1	Park Department and People's Inst.	..	2,000 Equip- ment	..	3,000.00	1907
CALIFORNIA									
San Francisco..	360,294	2	2	Playground Com- mission appoint- ed by Mayor	..	..	City appropria- tion	15,000.00	1908
Los Angeles....	133,201	10	35	Playground Com- mission appoint- ed by Mayor	15,000	25,000	City appropria- tion	79,116.00	1905
Oakland.....	72,695	1	..	Oakland Club (Women)	600	..	Club treasury	600.00	1907
WASHINGTON									
Seattle.....	112,542	5	17	Park Commission- ers, Seattle Play- ground Associa- tion	21,612	..	City appropria- tion	74,614.00	1908
	1,014,098 (7)	21 (6)	64½ (5)		\$74,212 (5)			\$217,830.00 (6)	

SUMMARY OF TABLE I. PLAYGROUND STATISTICS OF THE 100 LARGEST CITIES IN THE UNITED STATES
IN 1908

	NORTH ATLANTIC STATES	SOUTH ATLANTIC STATES	SOUTH CENTRAL STATES	NORTH CENTRAL STATES	WESTERN STATES	UNITED STATES
Number of cities.....	45	10	11	27	7	100
Cities having playgrounds.....	36	7	9	19	6	77
Cities without playgrounds.....	9	3	2	8	1	23
Population of cities having playgrounds.....	10,658,495	1,303,534	1,053,249	6,177,012	950,486	20,142,776
Population of cities without playgrounds.....	629,654	172,003	120,220	614,676	63,612	1,600,165
Number of playgrounds in 1908.....	432 (36)	113 (7)	20 (9)	124 (19)	21 (6)	710 (77)
Acres of playgrounds in 1908.....	563½ (28)	46 (5)	75½ (8)	412½ (14)	64½ (5)	1,161½ (60)

MANAGING AUTHORITIES, BY CITIES:	NORTH ATLANTIC STATES	SOUTH ATLANTIC STATES	SOUTH CENTRAL STATES	NORTH CENTRAL STATES	WESTERN STATES	UNITED STATES
Park commission.....	8	..	1	3	1	13
Board of education.....	..	1	..	3	..	4
Other municipal authority.....	4	1	..	3	..	8
Playground association.....	5	1	..	1	1	8
Other private organizations.....	7	..	2	1	1	11
Combinations of above.....	10	3	6	7	3	29
Information lacking.....	2	1	..	1	..	4
	36	7	9	19	6	77

**SUMMARY OF TABLE I. PLAYGROUND STATISTICS OF THE 100 LARGEST CITIES OF THE UNITED STATES
IN 1908**

FINANCIAL:	NORTH ATLANTIC STATES	SOUTH ATLANTIC STATES	SOUTH CENTRAL STATES	NORTH CENTRAL STATES	WESTERN STATES	UNITED STATES
Expenditure for 1908: maintenance, sites and equipment...	\$942,436.96 (33)	\$63,793 (5)	\$7,356 (7)	\$984,547 (17)	\$74,212 (5)	\$2,072,344.96 (67)
Total expenditure, including 1908.....	\$19,146,352.72 (29)	\$179,625 (4)	\$33,056 (6)	\$11,100,955 (15)	\$217,830 (6)	\$30,677,818.72 (60)

SOURCES OF SUPPORT:	NORTH ATLANTIC STATES	SOUTH ATLANTIC STATES	SOUTH CENTRAL STATES	NORTH CENTRAL STATES	WESTERN STATES	UNITED STATES
Municipal funds.....	16	1	3	9	4	33
Private subscriptions.....	7	1	4	2	1	15
Both.....	12	3	1	6	..	22
Information lacking.....	1	2	1	2	1	7
	36	7	9	19	6	77

SUMMARY OF TABLE I. PLAYGROUND STATISTICS OF THE 100 LARGEST CITIES IN THE UNITED STATES
IN 1908

YEAR WORK WAS BEGUN:	NORTH ATLANTIC STATES	SOUTH ATLANTIC STATES	SOUTH CENTRAL STATES	NORTH CENTRAL STATES	WESTERN STATES	UNITED STATES
1882.....	1	..	..	..	..	1
1889.....	1	..	..	..	..	1
1890.....	1	..	..	..	..	1
1895.....	1	..	..	..	..	1
1896.....	1	1	..	..	..	2
1897.....	..	..	..	..	..	..
1898.....	3	..	..	1	..	4
1899.....	2	..	..	..	..	2
1900.....	1	..	1	..	..	2
1901.....	2	1	..	2	..	5
1902.....	3	..	..	1	..	4
1903.....	..	..	..	2	..	2
1904.....	3	1	..	2	..	6
1905.....	3	..	1	4	2	10
1906.....	3	2	1	2	..	8
1907.....	3	..	1	2	2	8
1908.....	6	..	4	2	2	14
Information lacking.....	2	2	1	1	..	6
	36	7	9	19	6	77

TABLE II. 1909.—PLAYGROUND STATISTICS OF CITIES IN THE UNITED STATES HAVING A POPULATION OF 5000 AND OVER.—PART I. NORTH ATLANTIC STATES

STATE AND CITY	POPULATION, 1900	NUMBER OF PLAY- GROUNDS, 1909	NUMBER OF EM- PLOYEES, 1909	MANAGING AUTHORITIES, 1909	EXPENDITURES, 1909	SOURCES OF SUPPORT, 1909
CONNECTICUT						
Hartford.....	79,850	4	17	Board of School Visitors, Park Board cooperates	\$1,000	School funds
Middletown.....	9,589	1	1	Middletown Improve- ment Association	500	Private funds
Naugatuck.....	10,541	1	1	School Board	300	School funds
New Britain	25,998	3	3	{ (1) Y. M. C. A.	(1) 400	(1) City
				{ (2) Sunshine Club	(2) 200	(2) Private contributions
				{ (3) Woman's Club	(3) 200	(3) Private contributions
New Haven.....	108,027	9	34	{ (1) Playgrounds Com- mission of the Civic Federation	2,575	\$2500 city, \$75 private contributions
				{ (2) Lowell House		
				{ (3) Park Commission	300	Private funds
New London.....	17,548	2	3	Hempstead Association		
Southington	3,890	No re- port				
Stamford.....	15,997	1	1	School Board.		School funds
Waterbury.....	45,859	4	5	{ 3 Park Board 1 Industrial School	{ 2,000 100	City appropriation, private funds
MAINE						
Auburn.....	12,951	1	1	Women's Literary Union	210	\$200 city, private con- tributions
Bangor.....	21,850	3	4	Playground Committee	700	\$400 city council, \$300 subscription
Lewiston	23,761	1	1	Women's Literary Union	200	City appropriation
Portland.....	50,145	3	5	2 Portland Civic Club, 1 Portland Fraternity	300	Private funds

TABLE II. 1909.—PLAYGROUND STATISTICS OF CITIES IN THE UNITED STATES HAVING A POPULATION OF 5000 AND OVER.
PART I. NORTH ATLANTIC STATES—(Continued)

STATE AND CITY	POPULATION, 1900	NUMBER OF PLAY- GROUNDS, 1909	NUMBER OF EM- PLOYEES, 1909	MANAGING AUTHORITIES, 1909	EXPENDITURES, 1909	SOURCES OF SUPPORT, 1909
MASSACHUSETTS						
Andover.....	6,813	No re- port	..	..	..	..
Arlington.....	8,603	Play- ground(a)	..	..	..	..
Beverly.....	13,884	1	2	Playground Committee of 15	\$800	City appropriation
Boston.....	500,892	77	75	30 Park Department, 8 Emergency and Hygi- ene Association, 12 Settlement House, 27 School Department	55,000 (b)	City appropriations, private funds
Brockton (c).....	40,063	..	..	..	..	..
Brookline.....	19,953	16	16	Park Department	..	..
Cambridge.....	91,886	12	17	Voluntary Committee	1,634.64	\$200 city, private funds
Concord.....	5,652	4	4	Road Commission	100	City appropriation
Everett.....	24,330	4	4	Park Commissioners	1,000	City appropriation
Fall River.....	104,863	3	3	Park Commission	..	..
Fitchburg.....	31,531	1	2	Y. M. C. A. Park Commission	750	City appropriation
Gardner (d).....	10,813	..	..	..	..	..
Haverhill (e).....	37,175	1	1	Park Board	..	..
Holyoke.....	45,712	4	4	3 (f) Park Commission, 1 Board of Public Works	25,000	..
Lawrence (g).....	62,559	..	..	..	..	..
Lowell.....	94,969	4	5	Park Board	3,500	City appropriation
Lynn.....	68,513	4	4	2 City, 1 Boys' Club, 1 Neighborhood House	2,000	City appropriation, private contributions

TABLE II. 1909.—PLAYGROUND STATISTICS OF CITIES IN THE UNITED STATES HAVING A POPULATION OF 5000 AND OVER.
PART 1. NORTH ATLANTIC STATES.—(Continued)

STATE AND CITY	POPULATION, 1900	NUMBER OF PLAY- GROUNDS, 1909	NUMBER OF EM- PLOYEES, 1909	MANAGING AUTHORITIES, 1909	EXPENDITURES, 1909	SOURCES OF SUPPORT, 1909
<i>MASSACHUSETTS (Con- tinued)</i>						
Wellesley.....	5,972	1	1	Park Commission	..	School funds, private
Westfield.....	12,310	2	2	School Board, Public Playground Committee	\$650	funds ..
W. Springfield	7,105	No re- port	..	..	..	..
Whitman.....	6,155	1	3	Park Board	1,100	Park funds
Winchester	7,248	1	1	Board of Selectmen	..	Town funds
Winthrop.....	6,958	1	2	Voluntary organization	300	Private subscriptions
Woburn.....	14,254	No re- port	..	..	..	..
Worcester	6,063	3	15	2 city, 1 Woman's Club	550	\$450 city appropriation, \$100 Woman's Club
NEW HAMPSHIRE						
Concord.....	19,632	No re- port	..	..	..	..
Dover.....	13,207	2	2	City Councils	175	City appropriation
Franklin.....	5,846	1	1	Park Commission	5,000	City appropriation
Manchester	50,987	7	..	Street and Park Com- mission (no supervi- sors)	276.84	..
Nashua.....	23,898	2	2	Park Board	..	..
NEW JERSEY						
Atlantic City.....	27,838	No re- port	..	..	..	..
Bayonne.....	32,722	1	1	Park Commission	717	City appropriation
Camden.....	75,935	6	16	5 Playground Commis- sion, 1 Y. M. C. A.	3,250	City appropriation

East Orange	21,506	7	9	6 Playground Commission, 1 Essex County Park Commission	\$7,500	City appropriations
Englewood	6,253	2	11	Civic League, Neighborhood Association	325	..
Hoboken	59,364	2	2	Board of Playground Commissioners, Hudson County Park Commission	25,138	\$25,000 city appropriation, \$138 Hudson County Park Commission
Jersey City	206,433	4	1	1 Street and Water Board, 1 Park Commission, 2 Board of Education	2,500	..
Montclair	13,962	1	8(m)	Daughters of the American Revolution	1,000	Private contributions
Morristown	11,267	No report	..	..	..	..
Newark	246,079	24	136	17 Board of Education, 3 Playground Commission, 4 Park Commission, 1 Summer Camp	19,000	\$10,000 Board of Education, \$5,000 Playground Commission, \$2000 Park Commission, \$2000 City Council
New Brunswick	20,006	3	5	1 Rutgers Elementary School, 1 City Improvement Society, 1 private	2,800	\$300 Rutgers Elementary School, \$500 City Improvement Society, \$2000 Mr. Watson Whittlesey
Orange	24,041	1	3	Board of Education, Woman's Club	600	\$300 Board of Education, \$300 Woman's Club
Passaic	27,777	1	1	Passaic Playground Association	1,800	Private contributions

(m) Includes 7 special instructors for raffia work, cooking, etc.

TABLE II. 1909.—PLAYGROUND STATISTICS OF CITIES IN THE UNITED STATES HAVING A POPULATION OF 5000 AND OVER.
PART I. NORTH ATLANTIC STATES—(Continued)

STATE AND CITY	POPULATION, 1900	NUMBER OF PLAY- GROUNDS, 1909	NUMBER OF EM- PLOYEES, 1909	MANAGING AUTHORITIES, 1909	EXPENDITURES, 1909	SOURCES OF SUPPORT, 1909
NEW JERSEY (<i>Continued</i>)						
Paterson.....	105,171	3	8	Paterson Playground Association	\$600	Private contributions
Red Bank.....	5,428	2	2	Y. M. C. A.	1,200	Y. M. C. A. funds
Summit.....	5,302	2	3	Committee of Citizens	800	Private donations
Trenton.....	73,307	19	18	10 voluntary organizations, 4 School Board, 2 Park Board, 3 Playground Commission	1,300	\$500 voluntary organization, \$800 Playground Commission
NEW YORK						
Albany.....	94,451	2	7	Mothers' Club, Y. M. C. A.	1,500	Private contributions
Auburn.....	30,345	5	5	Parent-Teachers' Association	400	Private subscriptions
Buffalo.....	352,387	8	22	6 Health Department, 1 Park Department, 1 Welcome Hall Settlement	17,420	\$15,920 Health Department fund, \$1,500 Park funds
Canandaigua.....	6,151	1	3	Voluntary organization	825	Mrs. F. F. Thompson
Catskill.....	5,484	1	1	Board of Education	50	..
Fulton.....	5,281	1	1	School Board	400	Private contributions
Geneva.....	10,433	1	1	B. P. O. Elks	300	Private funds
Gloversville.....	18,349	No report	..	..	..	..
Hoosick Falls.....	5,671	4	..	School Board (no supervisors)	..	..

Hornell.....	11,918	3	3	Federated Clubs and Park Commission under direction of Y. M. C. A.	\$732	City appropriation, private contribution
Ilion.....	5,138	No report	..	..	..	..
Ithaca.....	13,136	2	2	1 Ithaca High School, 1 Cornell University	..	..
Little Falls.....	10,381	1	1	City Playground Commission;	1,500	City appropriation
Mt. Vernon.....	21,228	1	1	Civic Section, Westchester Woman's Club	300	Private contributions
Newburgh.....	24,943	1	3	Mothers' Council	470.15	Private contributions
New Rochelle.....	14,720	No report	..	..	..	..
New York.....	3,437,202	261	1023	246 Board of Education, 15 Park Board, 10 Parks and Playgrounds Association	123,000	\$105,000 Board of Education, \$18,000 Park Department
Niagara Falls.....	10,457	2	3	Political Equality Club	819.09	Private contributions
Norwich.....	5,766	No report	..	..	..	..
Ogdensburg.....	12,633	1	1	Park Board	..	..
Oswego.....	22,199	1	2	Oswego Municipal Playground Association	3,700	\$3,000 private subscription, \$600 Common Council, \$100 Park Commission
Poughkeepsie.....	24,029	4	3	3 Board of Education, 1 Daughters of the American Revolution	75	School funds, private funds
Rochester.....	162,608	11	41	6 Park Board, 4 School Board, 1 Children's Playground League	11,077	\$5,077 Park Board, \$4,500 School Board, \$1,500 Children's Playground League

TABLE II. 1909.—PLAYGROUND STATISTICS OF CITIES IN THE UNITED STATES HAVING A POPULATION OF 5000 AND OVER.
PART 1. NORTH ATLANTIC STATES—(Continued)

STATE AND CITY	POPULATION, 1900	NUMBER OF PLAY- GROUNDS, 1909	NUMBER OF EM- PLOYERS, 1909	MANAGING AUTHORITIES, 1909	EXPENDITURES, 1909	SOURCES OF SUPPORT, 1909
NEW YORK (Continued)						
Rome (n).....	15,343	..	..	..	..	..
Syracuse.....	108,374	1 (o)	5	Park Commission	\$31,642.50	City appropriation
Troy.....	60,651	2	2	Women's Improvement League	600	Private contributions, city appropriation
Utica.....	56,383	3	16	Park Commissioners	2,500	Park Department, private contributions
Watertown.....	21,696	2	1 (p)	Municipal Improvement League	150	..
Watervliet.....	14,321	1	2	Mothers' Club	1,000	Private subscriptions
RHODE ISLAND						
Newport.....	22,034	4	3	Newport Playground Association	365.11	Private contributions
Pawtucket.....	39,231	2	2	Associated Charities	1,250	\$1,000 city appropriation, \$250 voluntary contributions
Providence.....	175,597	19	53	12 city through Mayor's Committee, 4 Park Commission, 1 Providence Playground Association, 2 Calvary Baptist Church	6,000	..
Woonsocket.....	28,204	1	1	Manville Company (q)	..	City appropriation
PENNSYLVANIA						
Allegheny.....	129,896	19	145	Playground and Vacation Schools Association	24,000	\$22,000 city appropriation, \$2000 private contributions

Altoona.....	38,917	4	4	Penna. R. R. Company, municipality, private association, 16th Street Playground Association	\$50 (r)	Private contributions
Braddock.....	15,654	1	1	Woman's Club	..	..
Bradford.....	15,029	1	1	School Board	500	City appropriation
Carlisle.....	9,626	1	1	Civic Club	..	..
Chambersburg.....	8,864	1	1	Board of Education	3,000	Private contributions,
Charleroi.....	5,930	3	2	2 Merchants' Association, 1 School Board	300	city appropriation
Chester.....	33,988	..	..	Civic Committee of the New Century Club	..	New Century Club
Dubois.....	9,375	No report	..	..	..	..
Dunmore.....	12,583	1	2	Y. M. C. A.	..	..
Duquesne.....	9,036	2	1	Board of Commerce	350	Private contributions
Easton.....	25,238	1 (s)	..	Easton Amusement Co.	..	Private corporation
Erie.....	52,733	2	6	Erie Playground Association	1,500	Private contributions
Harrisburg.....	50,167	11	16	6 Park Commission, 3 Civic Club, 2 Roberta Disbrow Lloyd Sunshine Society	4,050	\$3,450 city appropriation, \$300 Civic Club, \$300 R. D. L. Sunshine Society
Hazleton.....	14,230	1	1	Women's Civic Club	100	Private contributions
Hornstead.....	12,154	1	3	Local Board	300	Private subscriptions
Huntingdon.....	6,053	No report	..	..	..	..
Lancaster.....	41,459	4	8	Voluntary organization	2,000	Private contributions
Lebanon.....	17,628	1	1	Voluntary	20	Private contributions

(s) Memorial Playground of Dr. and Mrs. Reid in course of construction.

(t) Took charge of each ground three days a week.

(u) Expended by Altoona Playground Association.

(o) Also 11 baseball grounds.

(p) City furnishes supervisor.

(q) This is two miles out of the city and is private.

TABLE II. 1909.—PLAYGROUND STATISTICS OF CITIES IN THE UNITED STATES HAVING A POPULATION OF 5000 AND OVER.
PART 1. NORTH ATLANTIC STATES—(Continued)

STATE AND CITY	POPULATION, 1900	NUMBER OF PLAY- GROUNDS 1909	NUMBER OF EM- PLOYEES, 1909	MANAGING AUTHORITIES, 1909	EXPENDITURES, 1909	SOURCES OF SUPPORT, 1909
PENNSYLVANIA (<i>Con- tinued</i>)						
McKeesport.....	34,227	6	4	2 Chamber of Commerce, (1) 3 voluntary organization, 1 School Board	\$2,300	City appropriation, private subscription, school funds
Mahoney.....	13,504	4	4	School Board	..	Private subscriptions
Meadville.....	10,291	5	1	Playground Committee of Social Center	340	..
Norristown.....	22,265	1	1	School Board	14,000	City appropriation
Philadelphia.....	1,293,697	73	200	60 Board of Education, 10 Playground Association of Philadelphia, 3 Octavia Hill Association	30,934.46 (4)	\$25,410.35 city appropriation, \$5,524.11 Playground Association of Philadelphia
Phoenixville.....	9,196	2	2	School Board	500	School funds
Pittsburgh	321,616	28	247	City, Board of Education, Pittsburgh Playground Association	22,650	City appropriation, Central Board of Education, private contributions
Pottstown.....	13,696	2	2	School Board	220	Voluntary contributions
Reading.....	78,961	4	8	2 Woman's Club, 1 School Board, 1 Olivet Fathers' Club, 1 group of neighbors	2,250	\$1,300 Woman's Club, \$200 School Board, \$600 Olivet Fathers' Club, \$150 group of neighbors

Sayre.....	5,243	No re- port	..	..	..	Private subscriptions	..
Scranton.....	102,026	3	7	Scranton Playground Association	\$1,800		
Tamaqua.....	7,267	1	1	Y. M. C. A.	..	Private contributions	..
Tarentum.....	5,472	1	1	Civic Club	..	City appropriation	..
Titusville.....	8,244	1	1	School Board	200	City appropriation	..
Wilkes-Barre.....	51,721	5	10	Park Commission	4,000	School Board funds, pri- vate contributions	..
Williamsport.....	28,757	6	4	1 Y. M. C. A., 5 Y. W. C. A.	..		..
York.....	33,708	No re- port	..	..	..		..
VERMONT							
Montpelier.....	6,266	No re- port	..	..	..		..
Rutland.....	11,499	No re- port	..	..	..		..
St. Johnsbury.....	5,666	10	2	School Directors	50		..
	10,785,710 (149)	873 (123)	2,434 (119)		\$515,412 (101)		

(i) Also one swimming pool.

(*) Does not include amount expended by Octavia Hill Association.

TABLE II. 1909.—PLAYGROUND STATISTICS OF CITIES IN THE UNITED STATES HAVING A POPULATION OF 5000 AND OVER.—PART 2. SOUTH ATLANTIC STATES

STATE AND CITY	POPULATION, 1900	NUMBER OF PLAY- GROUNDS, 1909	NUMBER OF EM- PLOYEES, 1909	MANAGING AUTHORITIES, 1909	EXPENDITURES, 1909	SOURCES OF SUPPORT, 1909
DELAWARE Wilmington.....	76,508	3	6	1 Board of Park Com- missioners, 1 West End Reading Room, 1 Cor- nelius Mundy	\$1,410	\$735 city appropriation, \$675 private contribu- tions
DISTRICT OF COLUMBIA Washington.....	278,718	32	95	22 School Board, 10 Washington Play- ground Association	15,500	\$10,000 Washington Playground Associa- tion, \$1,500 Congress appropriation, \$4,000 School Board
FLORIDA Pensacola.....	17,747	4	5	Playground Committee	306	Private contributions
GEORGIA Athens.....	10,245	2	2	1 voluntary, 1 Univer- sity Campus,	10	..
Atlanta.....	89,872	8	6	4 Associated Charities, 4 Park Commission	956	\$500 city, \$456.00 volun- tary subscriptions
Rome.....	7,291	1	1	School Board	..	..
MARYLAND Baltimore.....	508,957	50	137	Children's Playground Association, Public Athletic League, Park Board	45,539.18	\$32,039.18 city appropri- ation; \$13,500.00 pri- vate subscription
NORTH CAROLINA Raleigh.....	13,643	2	2	School Committee	..	Mr. and Mrs. Sprunt
Wilmington.....	20,976	1	1	Mr. and Mrs. Sprunt	1,000	..

SOUTH CAROLINA	Columbia.....	21,108	4	4	Board of Education	..	..
	Spartanburg.....	11,395	6	6	School Board	..	..
VIRGINIA	Alexandria.....	14,528	3	3	School Board	..	\$20 Y. M. C. A., \$50 city
	Danville.....	16,520	2	2	1 Y. M. C. A., 1 city	\$70	Voluntary contributions
	Newport News	19,935	3	3	Newport News Play-ground Association	500	
	Richmond.....	85,050	5	7	City Council	1,881.85 (9)	Private contributions, city funds
WEST VIRGINIA	Parkersburg.....	11,703	1	10	City Council	10,000	City appropriation
	Wheeling.....	38,878	1	1	Wheeling Playground Association	600	Public subscription
		1,244,774 (17)	128 (17)	291 (17)		\$79,772 (12)	

(9) Federation of Mothers' Clubs furnished apparatus.

TABLE II. 1909.—PLAYGROUND STATISTICS OF CITIES IN THE UNITED STATES HAVING A POPULATION OF 5000 AND OVER.—PART 3. NORTH CENTRAL STATES

STATE AND CITY	POPULATION, 1900	NUMBER OF PLAY-GROUNDS, 1909	NUMBER OF EMPLOYEES, 1909	MANAGING AUTHORITIES, 1909	EXPENDITURES, 1909	SOURCES OF SUPPORT, 1909
ILLINOIS						
Alton.....	14,210	1	1	Park Board	\$1,000	City appropriation
Aurora.....	24,147	3	3	City Council	..	City appropriation
Blue Island.....	6,114	5	5	School Board	103	Private funds
Cairo.....	12,566	12	12	Board	..	..

TABLE II. 1909.—PLAYGROUND STATISTICS OF CITIES IN THE UNITED STATES HAVING A POPULATION OF 5000 AND OVER.—
PART 3. NORTH CENTRAL STATES—(Continued)

STATE AND CITY	POPULATION, 1900	NUMBER OF PLAY- GROUNDS, 1909	NUMBER OF EM- PLOYEES, 1909	MANAGING AUTHORITIES, 1909	EXPENDITURES, 1909	SOURCES OF SUPPORT, 1909
<i>ILLINOIS (Continued)</i>						
Canton.....	6,564	1	..	City Council	..	..
Chicago.....	1,698,575	29	311	Park Commissions	\$500,000	City appropriations
Chicago Heights....	5,100	No re- port	..	..	..	..
Decatur.....	20,754	2	2	Playground Committee appointed by Civic Im- provement Association	75	..
De Kalb.....	5,904	4	4	School Board	..	..
East St. Louis.....	29,655	2	6	Commercial Club, Board of Education	400	\$300 Commercial Club, \$100 Board of Educa- tion
Elgin.....	22,433	2	2	Park Commission	..	..
Evanston.....	19,759	2	3	Evanston Small Park and Playground As- sociation	..	School Board gave use of sites, voluntary con- tributions
Galesburg.....	18,607	1	1	Federated Brotherhood of 12 Churches	100	Voluntary contributions
Harvey.....	5,395	5	5	Board of Education	..	..
Jacksonville.....	15,078	No re- port	..	..	..	..
La Salle.....	10,446	No re- port	..	..	..	..
Macomb.....	5,375	4	4	Board of Education	..	..
Moline.....	17,248	1	1	Mothers' Club	60	Private contributions
Ottawa.....	10,588	No re- port	..	..	..	..

Pekin.....	8,420	9	3	8 School Board, 1 Park Board	..	..
Peoria.....	56,100	No report	..	..	..	..
Rockford.....	31,051	5(w)	1	Voluntary organization, School Board	\$1,100	\$600 voluntary sub- scription, \$500 School Board
Rock Island.....	19,493	No report	..	..	..	..
Streator.....	14,079	10	10	School Board	..	..
Urbana.....	5,728	No report	..	..	..	..
INDIANA						
Alexandria.....	7,221	No report	..	..	..	..
Anderson.....	20,178	No report	..	..	..	..
Brazil.....	7,786	6	6	School Board	300	School funds
Connersville.....	6,836	3	3	School teachers	100	Raised by ladies through entertainments
Crawfordsville.....	6,640	5	5	School Board	60	School funds
Evansville.....	59,007	5	9	Playground Commission working with School Board	1,000	..
Fort Wayne.....	45,115	1	2	Playground Association	1,200	Private contributions
Indianapolis.....	169,164	7	22	Playground Commission	2,050	City appropriation
Kokomo.....	10,609	No report	..	..	..	..
Michigan City.....	14,830	5	5	Board of Education	..	School funds
Richmond.....	18,226	1	2	School Board	450	\$500 Civic League and
Terre Haute.....	36,673	2	3	Civic League and School Board, City Council	700	School Board, \$200 City Council
Washington.....	8,551	1	1	Board of Education	3,000	School funds

(w) Four schoolyards

TABLE II. 1909.—PLAYGROUND STATISTICS OF CITIES IN THE UNITED STATES HAVING A POPULATION OF 5000 AND OVER.—
PART 3. NORTH CENTRAL STATES—(Continued)

STATE AND CITY	POPULATION, 1900	NUMBER OF PLAY- GROUNDS, 1909	NUMBER OF EM- PLOYEES, 1909	MANAGING AUTHORITIES, 1909	EXPENDITURES, 1909	SOURCES OF SUPPORT, 1909
IOWA						
Burlington.....	23,201	1	1	Park Board	\$100	..
Cedar Rapids.....	25,656	No re- port	..	..	..	..
Council Bluffs.....	25,802	14	14	School Board	..	..
Creston.....	7,752	No re- port	..	..	..	..
Davenport.....	35,254	5	9	Davenport Playground Association	1,800	Voluntary subscriptions
Des Moines.....	62,139	19(x)	19	17 under teachers, 1 Ladies' Jewish Society, 1 Woman's Club	600(y)	\$100 Ladies' Jewish So- ciety, \$500 Woman's Club
Marshalltown.....	11,544	1	1	City Park Commission	100	City appropriation
Oskaloosa.....	9,212	6	6	Board of Education.	..	..
Ottumwa.....	18,197	1	1	Federation of Women's Organizations	140	Private contributions
KANSAS						
Kansas City.....	51,418	1	7	Park Board	..	..
Leavenworth.....	20,735	1	1	Civic League	..	..
Topeka.....	33,608	No re- port	..	..	..	..
Winfield.....	5,554	No re- port	..	..	..	..
MICHIGAN						
Ann Arbor.....	14,599	No re- port	..	..	..	..
Detroit.....	285,704	11	58	Board of Education	6,510	School funds
Escanaba.....	9,549	1	4	Park Department	..	City appropriation

Flint City.....	13,103	No re- port	..	..	..	School funds	..
Grand Rapids.....	87,565	5	25	..	\$1,914.23	..	..
Ironwood.....	9,705	No re- port	..	..	..	..	..
Jackson.....	25,180	14	14	..	..	..	..
Kalamazoo.....	24,404	4	4	..	..	\$225 voluntary contribu- tions, \$350 School Board	..
Manistee.....	14,260	No re- port	..	..	..	..	..
Marquette.....	10,058	No re- port	..	..	..	..	..
Owasso.....	8,696	1	1	..	Y. M. C. A.	Private funds	..
Port Huron.....	18,158	11	..	..	3 Park Commission, 8 Board of Education	Park Commission funds, Board of Education funds	..
Traverse.....	9,407	5	5	..	School Board	..	..
MINNESOTA							
Duluth.....	52,969	2	2	..	Duluth Playground As- sociation	Private contributions	..
Mankato.....	10,599	No re- port	..	..	..	..	..
Minneapolis.....	202,718	15	22	..	11 Park Board, (2) 1 Settlement, 2 School Board, 1 church	\$4000 Park Board, \$100 Settlement, \$700 School Board, \$75 church	..
Red Wing.....	7,525	1	1	..	Colvill Park Association	..	..
Rochester.....	6,823	6	6	..	School Board	..	..
St. Paul.....	163,065	4	8	..	Citizens' Committee of 3 in connection with Park Board	City appropriation	..
Winona.....	19,714	3	3	..	School Board	..	..

(s) Seventeen were schoolyards (t) Does not include money spent in schoolyards (u) Also Gerber Baths (va) Not including \$12,000 for baths

TABLE II. 1909.—PLAYGROUND STATISTICS OF CITIES IN THE UNITED STATES HAVING A POPULATION OF 5000 OR OVER.—
PART 3. NORTH CENTRAL STATES—(Continued)

STATE AND CITY	POPULATION, 1900	NUMBER OF PLAY- GROUNDS, 1909	NUMBER OF EM- PLOYEES, 1909	MANAGING AUTHORITIES, 1909	EXPENDITURES, 1909	SOURCES OF SUPPORT, 1909
MISSOURI						
Brookfield.....	5,484	6	6	School Board	..	..
Carthage.....	9,416	No re- port	..	..	..	..
Columbia.....	5,651	1 (bb)	1	School Board	..	..
Kansas City.....	163,752	3	4	2 Public Playgrounds Association, 1 Park Board	\$2,300	Private subscriptions, city appropriations
Marshall.....	5,086	5	5	School Board	..	..
St. Joseph.....	102,979	4	5	St. Joseph Playground Association, School Board	..	Private contributions, city appropriation
St. Louis.....	575,238	11	63	9 Public Recreation Commission, 1 Set- tlement, 1 Neighbor- hood House City authority	6,135	City appropriation, pri- vate funds
Trenton.....	5,396	1	..	..	..	Private subscriptions
NEBRASKA						
Lincoln.....	40,169	2	2	City Improvement So- ciety, Prescott School	816	\$516 City Improvement Society, \$300 school funds
Omaha.....	102,555	2	2	Voluntary organization and Park Board	2,000	City appropriation, Omaha Playground Association
York.....	5,132	1	1	Park Board	200	City appropriation
NORTH DAKOTA						
Fargo.....	9,589	1	1	Y. M. C. A.	750	Park Commission

TABLE II. 1909.—PLAYGROUND STATISTICS OF CITIES IN THE UNITED STATES HAVING A POPULATION OF 5000 AND OVER.—
PART 3. NORTH CENTRAL STATES—(Continued)

STATE AND CITY	POPULATION, 1900	NUMBER OF PLAY- GROUNDS, 1909	NUMBER OF EM- PLOYEES, 1909	MANAGING AUTHORITIES, 1909	EXPENDITURES, 1909	SOURCES OF SUPPORT, 1909
OHIO (Continued)						
Mt. Vernon.....	6,633	6	6	School Board	..	Raised by athletic games
N. Philadelphia....	6,213	2	2	School Board	..	..
Norwalk.....	7,074	No re- port	..	..	..	..
Norwood.....	6,480	1	1	School Board	..	..
Piqua.....	12,172	1	1	Council and Commission,	\$9,000	City appropriation
Springfield.....	38,253	8	8	4 Board of Public Ser- vice, 2 Park Commis- sion, 1 public school, 1 church	500	\$500 city appropriation, voluntary contribu- tions
Steubenville.....	14,349	3	3	Woman's Club	..	Private contributions
Toledo.....	131,822	6	8	Board of Education	1,750	..
Xenia.....	8,696	No re- port	..	..	..	..
Youngstown.....	44,885	1	1	Free Kindergarten As- sociation	..	Private contributions
SOUTH DAKOTA						
Lead.....	6,210	1	1	Board of Education	1,500	City appropriation
Sioux Falls.....	10,266	No re- port	..	..	..	..
WISCONSIN						
Appleton.....	15,085	No re- port	..	..	..	..
Baraboo.....	5,751	No re- port	..	..	..	..
Beaverdam.....	5,128	5	5	School Board	..	..

Kaukuna.....	5,115	4	4	3 church City Council	3 School Board, 1	..	..	..
Madison.....	19,164	3	3		tee Commit-	\$500 to 800	City appropriation	
Marinette.....	16,195	9	1		8 Board of Education, 1 Common Council	300 (dd)	City appropriation	
Marshfield.....	5,240	No re- port	..		..	..	..	
Menasha.....	5,589	No re- port	..		..	..	..	
Milwaukee.....	285,315	No re- port	..		..	..	..	
Racine.....	29,102	1 (ee)	1		Park Board	5,000	Park funds	
Sheboygan.....	22,962	8	8		School Board	..	..	
Superior.....	31,091	No re- port	..		..	..	..	
Watertown.....	8,437	No re- port	..		..	..	..	
Wausau.....	12,354	No re- port	..		..	..	..	
	6,659,021 (123)	416 (87)	868 (84)			\$631,430 (49)		

(dd) City Park only

(ee) Site was donated

TABLE II. 1909.—PLAYGROUND STATISTICS OF CITIES IN THE UNITED STATES HAVING A POPULATION OF 5000 AND OVER.—PART 4. SOUTH CENTRAL STATES

STATE AND CITY	POPULATION, 1900	NUMBER OF PLAY- GROUNDS, 1909	NUMBER OF EM- PLOYEES, 1909	MANAGING AUTHORITIES, 1909	EXPENDITURES, 1909	SOURCES OF SUPPORT, 1909
ALABAMA.....						
Birmingham.....	38,415	2	1	1 Birmingham Play- ground and Athletic League, 1 Free Kin- dergarten Association Voluntary organization Mobile Public Play- grounds Association	\$400	City appropriation, pri- vate contributions
Florence.....	6,478	1	1		..	..
Mobile.....	38,469	1	1		450	Public subscription
ARKANSAS.....						
Little Rock.....	38,397	No re- port	..	..	..	..
KENTUCKY.....						
Covington.....	42,938	2	3	Women's Clubs	300	\$50 Women's Clubs, \$250 City Council
Henderson.....	10,272	1	1	Woman's Club	50	Private contributions,
Lexington.....	26,369	4	6	Civic League	950	City appropriations, private contributions
Louisville.....	204,731	12	13	..	2,500	\$1500 city appropria- tions, \$1000 private subscriptions
LOUISIANA.....						
Alexandria.....	5,644	2	2	School Board	..	..
New Orleans.....	287,104	2	2	1 Civic Improvement League, 1 Kingsley Neighborhood House Civic League, Park Com- mission	..	Voluntary contributions, city appropriations
Shreveport.....	16,013	2	2		..	City appropriation, pub- lic contributions

TABLE II. 1909.—PLAYGROUND STATISTICS OF CITIES IN THE UNITED STATES HAVING A POPULATION OF 5000 AND OVER.—PART 5. WESTERN STATES

STATE AND CITY	POPULATION, 1900	NUMBER OF PLAY- GROUNDS, 1909	NUMBER OF EM- PLOYEES, 1909	MANAGING AUTHORITIES, 1909	EXPENDITURES, 1909	SOURCES OF SUPPORT, 1909
ARIZONA						
CALIFORNIA						
Alameda.....	16,464	3	3	Playground Commission	\$13,000	City appropriation
Berkeley.....	13,214	2	2	1 School Board, 1 City Council	..	..
Fresno.....	12,470	1	2	Playground Association	1,000	Voluntary contributions
Los Angeles.....	102,479	9	31	8 Playground Commission, 1 Settlement House	2,190	Voluntary contributions, city appropriation
Oakland.....	66,960	2	5	Woman's Club, Playground Commission	..	Voluntary contributions
Pasadena.....	9,117	1	1	Playground Committee	4,000	City appropriation
Riverside.....	7,973	1	1	Park Board	500	City appropriation
San Francisco.....	324,782	5	2	2 Playground Commission, 3 Park Commission	55,000(gg)	City appropriation
San Jose.....	21,500	1	1	City School Board	..	City appropriation
Santa Barbara.....	6,587	1	1	Santa Barbara Neighborhood House	..	Voluntary contributions
Vallejo.....	7,965	1	1	Women's Improvement Club	..	Private contributions
COLORADO						
Denver.....	133,859	6	9	4 City Park Board, 1 private school, 1 by individual	13,480	City appropriation, private contributions
Pueblo.....	28,157	No report	..	..	..	..
IDAHO						

MONTANA									
Butte.....	30,470	1	No re-						..
Helena.....	10,770	..	port			Park Board	..		..
NEVADA									
NEW MEXICO									
Albuquerque.....	6,238	2				School Board	..		..
OREGON									
Baker City.....	6,663	4				School Board	\$330		School funds
Portland.....	90,426	1				People's Institute in con- nection with Park De- partment	..		..
UTAH									
Provo.....	6,185	..	No re-			..	..		..
WASHINGTON									
Seattle.....	80,671	4				Park Board	7,000		City appropriation
Spokane.....	36,848	..	No re-			..	..		..
Tacoma.....	37,714	2	port			School Board	..		..
Walla Walla.....	10,049	1				Volunteers, Park Board, and Woman's Club	2,000		..
WYOMING									
Cheyenne.....	14,087	..	No re-			..	..		..
	1,081,653 (24)	48 (19)					\$98,500 (10)		

(EE) \$20,000 for 1908-09, \$35,000 for 1909-10

SUMMARY OF TABLE II. CITIES IN THE UNITED STATES HAVING A POPULATION OF 5000 AND OVER MAINTAINING SUPERVISED PLAYGROUNDS IN 1909

	NORTH ATLANTIC STATES	SOUTH ATLANTIC STATES	NORTH CENTRAL STATES	SOUTH CENTRAL STATES	WESTERN STATES	UNITED STATES
Cities having playgrounds.....	149	17	123	23	24	336
Population of cities having playgrounds.....	10,785,710	1,244,774	6,659,021	1,089,601	1,081,653	20,860,759
Aggregate number of playgrounds in 1909.....	873(123)	128(17)	416(87)	70(21)	48(19)	1,535(267)
Aggregate number of employees in 1909.....	2,434(119)	291(17)	868(84)	79(21)	84(18)	3,756(259)
Aggregate expenditures in 1909.....	\$515,412(101)	\$77,772(12)	\$631,430(49)	\$30,000(12)	\$98,500(10)	\$1,353,114(184)

MANAGING AUTHORITIES, BY CITIES:	NORTH ATLANTIC STATES	SOUTH ATLANTIC STATES	NORTH CENTRAL STATES	SOUTH CENTRAL STATES	WESTERN STATES	UNITED STATES
Park department.....	31	3	19	7	7	67
School board.....	27	5	45	4	2	83
Playground commission.....	6	..	3	..	4	13
Other municipal authorities.....	7	4	5	..	2	18
Playground association.....	16	4	11	4	2	37
Other private organizations.....	81	8	31	13	7	140

SUMMARY OF TABLE II. CITIES IN THE UNITED STATES HAVING A POPULATION OF 5000 AND OVER MAINTAINING SUPERVISED PLAYGROUNDS IN 1908

SOURCES OF SUPPORT:	NORTH ATLANTIC STATES	SOUTH ATLANTIC STATES	NORTH CENTRAL STATES	SOUTH CENTRAL STATES	WESTERN STATES	UNITED STATES
Municipal funds.....	30	1	22	2	7	62
Private subscriptions.....	38	4	16	4	4	66
Combination of above.....	41	6	19	10	2	78
Information lacking.....	40	6	66	7	11	130
	149	17	123	23	24	336

Corrections in Playground Statistics

Although the playground statistics for the years 1908 and 1909 appearing in the Year Book of the Playground Association of America (Appendix 25-67), issued December 1, 1909, were gathered and compiled with the greatest care possible, a number of errors concerning the amounts of money expended for recreational work, the controlling authority of the playgrounds in a given community, etc., have been brought to the attention of the Association. These misstatements are corrected below. The Playground Association depends upon those actively interested in playgrounds to keep it informed regarding playground data.

Page 6 (Appendix). Council.—Among the Chicago members of the Council appears the name of Mrs. Clarence Buckingham. This should read, "Mr. Clarence Buckingham."

Page 16 (Appendix). Local Playground Associations.—Mr. Harold McCormick is the present President of the Playground Association of Chicago, instead of Mr. Frederick Greeley.

It will be found that a number of local playground associations and commissions that were formed during 1909 do not appear in the lists. The information concerning such organizations was received too late for inclusion in the Year Book.

Page 36 (Appendix). Chicago, Ill., 1908.—It is stated that since the beginning of the work in Chicago in 1898 and including the year 1908, a total sum of \$10,000,000.00 was expended for playgrounds and that this amount of money was furnished through city appropriation. The sum was actually provided jointly by the city and through special tax levies.

The control of the Chicago playgrounds was by the various Park Commissions of that city.

Page 54 (Appendix). Chicago, Ill., 1909.—The amount of money spent during 1909 is stated as being \$500,000.00, supplied by city appropriations. Mr. Graham Romeyn Taylor, Secretary of the Playground Association of Chicago, states that only

\$50,000.00 of this sum was a direct appropriation from the city, the remainder of \$450,000.00 being raised by tax levies.

Page 62 (Appendix). Louisville, Ky., 1909.—The number of playground employees in Louisville is given as 13. Mr. Lafon Allen of that city reports that the Recreation League actually employed during the season of 1909, 21 instructors, including the supervisor. This number does not include the guards employed by the Board of Park Commissioners for maintaining order in the interior squares in which the playgrounds are located. The managing authorities of the playgrounds were the Recreation League and the Park Department.

The figure of \$2,500.00 given in the adjoining column represents money expended for salaries and supplies. It does not include the expenditures made for equipment and for improvements in the squares.

Page 64 (Appendix). Los Angeles, Cal., 1909.—The amount of money specified as having been expended during 1909 for the playgrounds of Los Angeles is \$2,190.00. In a letter received from Miss Bessie D. Stoddart, Secretary of the Playground Commission of Los Angeles, she states that the total expenditure for 1909 was \$39,988.31. This sum covers the work of the entire twelve months—not only for the summer season. The money was spent on three permanent, equipped playgrounds and five vacation playgrounds. The management of all the grounds was under the direction of the Playground Commission, and the work was supported by city appropriation.

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