

CHILDREN AND THE ARTS

by

Albert J. Kennedy

Children are just as critical of the ideals, aims, skill and knowledge of those who teach the arts, as they are of athletic leaders and coaches. They quickly spot artistic four-flushing and heartily despise it. Unless administrators in charge of policy and program understand and appreciate the value of visual design, and are able and willing to secure, by payment or otherwise, thoroughly skilled and human minded art leaders, work in the arts should not be attempted. "Recreational art" always spells degredation both to art and to character because it is based on a double life. ✓

If the administration of an organization is sympathetic to the arts and the leaders are competent artists and craftsmen, two main lines of effort should be carried on. First and most important, respect for design as an element in sound and gracious living should be inculcated. The order of the rooms in which children carry on their activities should be carefully considered, i.e. redesigned day by day to express the inner spiritual conviction of the group. Equipment, furnishings, trophies, pictures should form a broad and simple design. Opportunity to see works of art should be multiplied. There should be constant exhibition of fine works of art, some in the originals but many in adequate reproduction, so that the boys and girls may come to have mental images and norms of what good pictures, sculpture, pottery, metal and wood work, architecture really look like. Trips to museums, monuments and beauty spots should be arranged for those who enjoy them. Children should be exposed to the works of art, not to comment of a historical, sociological or moral nature upon them. The message of a work of visual beauty is appreciated by the effort of the eyes and not of the mouth. Hot air of all kinds should be eschewed and the art object given an opportunity to tell its story in its own terms. If there is only a little time and money available for art, this form of education will reach the largest number and produce the greatest social effect.

Anywhere from ten to twenty-five percent of children have temperamental inclination to make visual designs. For this minority a studio with instruction in drawing and modelling in charge of one or more competent artists should be provided. Drawing and modelling are the language of art and it is impossible to express one's self in the arts and crafts without some grounding in one and preferably both of them. If a child has no interest in drawing and modelling he evidently does not belong in an arts department, and will find his opportunity and place in some other part of the program. Putting children to work on tin, copper, leather or wood without preliminary acquaintance with drawing and modelling is a waste of time. To deceive the child by pretending that he can make something beautiful without any knowledge or skill is one of the most frequent offenses committed by social workers (artists don't do this) today. There are many conscious and cold-blooded crimes against art, ethics and good taste which are excused in the name of "character," "recreation" and "social work." Recreation workers should refuse to be party to this sort of double dealing.

Drawing and modelling occasionally lead an exceptional child into an art school. But most children stop at pottery and ceramic modelling, which is universally popular, making designs for boxes and portfolios in various substances, wood carving, and metal work. The results of self-discipline gained through the arts and crafts is chiefly an enriched sensitiveness and sensibility. This has its effects on vocations, and men who have become mechanics and tool-makers, workers in the building trades, salesmen and managers testify to the advantages that their early art instruction in the settlement or recreational centers has been to them.

The visual arts are one among the gateways which lead from a quantitative into a qualitative world, and all those of us who care for the arts ask is that leaders keep faith with the children and the arts in their dealing with both.

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CRAFT WORK IN A RECREATION PROGRAM

by

Ruth Canfield

Perhaps a brief perusal of some of the existing behaviors in craft work in the recreation centers may provoke thought and some new ideas - perhaps, even experiments, on the subject. An almost immediate notation will be of the two quite different concepts of the arts and crafts and their contribution to recreation programs; the one, - that they make excellent "busy work" programs for large groups, and the other, that their rightful place is in the cultural training programs for individuals.

If we analyze these ideas, what have we? In the first place, what is the possible aim of the "busy work" idea? Perhaps as a way of teaching some of the principles of community life in limited space and with limited facilities; and perhaps any one of several other ideas. If the best teachers of the crafts together with the best craftsmen do make up opinion which we can count as factual, we must believe that the person who knows and respects a craft would alone, surely, attempt hand work with groups of not more than ten or twelve children. In other words, for an individual to attempt groups of very much greater size would mean very much above the average ability - or, what one dislikes to discover, complete lack of understanding of the craft. Suppose that we should attempt to lead a group of 20 boys and girls to a community understanding, or whatever we will, by an indifferent quality of craft workmanship, do we believe that the group will not sense the quality of their work or "vehicle"? Is there reality or anything but rowdyism in the experience? Could not this leader better be turning the group interest to a field with which he is thoroughly familiar, as the organization of round table discussions, or to excursions to see interesting objects or to teaching them some healthy out-of-doors game, as soccer; in which case nothing but reality could enter the experience because the leader is perfectly able to interpret it honestly. If sociability has levels of excellency which can be taught, surely the way to teach them must be through honest experiences of as high an order as the field of activity employed can afford.

Drawing and modelling are both essential to craftsmanship. An interesting and prevailing idea seems to be that the so-called fine arts, drawing, painting, modelling and sculpture, are activities which we do not expect to use unless we have the help of an artist; but the so-called crafts, that is, pottery, woodwork, metal-work, textiles, and others, can be handled by almost anyone. Still, the first so-called fine arts group actually are essential to the crafts.

It is also interesting to note that the people who are attempting crafts work with unskilled, untrained teachers and with groups of whatever size seems convenient in the social program, are trying for results comparable to those coming out of centers where trained teachers, with ideals of group sizes and of teaching, are producing the sought for results. In other words, we want to adopt a new field of activity without consideration for that field's own intrinsic capacities or limitations. Does not an instrument or process exist and contribute by the understanding given it, and is it not the greatest understanding of a medium which may find the newest and greater capacities within the field?

Secondly, let us look momentarily into the ideas which place the arts and crafts only in the cultural training programs for individuals or in the courses encouraging so-called creative work. Here the 100% artist finds what seems reasonable to him, but the 100% social worker has ideals which have to do with not only the setting up of isolated benefits (such as arts schools) within underprivileged neighborhoods, to which people are welcome - but using the technique of the social worker in persuading a neighborhood of the desirability, even the indispensability of the benefit.

As I have observed the working of these two quite different ideals, there seems to be very little meeting or cooperation between them, and one's natural reaction has to do with the subject of "How is an arts and crafts program most ideally useful in a community house or neighborhood."

Could not such an organization begin its use of the arts and crafts by accepting at least a few of the ideals which the craftsmen have learned to respect, as well as some of those from the social workers' handbook? Suppose that we go so far as to secure the interest of artists and craftsmen as leaders in a few of our clubs. Artists and craftsmen are creative souls, perhaps beyond the average comprehension, and many of them enjoy people; surely numbers of them are interested in our neighborhoods and would like contacts with them. Too, artists are apt to respect techniques, and the "how to lead a club" idea ought not to be difficult to teach to them. My point here being that we must have artists and craftsmen somehow, if we are going to teach arts and crafts, for whatever purposes, in our centers. I would go so far as to say that it cannot otherwise be done. I would suggest for centers in which the arts and crafts are not already a popular interest that clubs led by artists or craftsmen do not label themselves as arts or crafts groups too soon. Out of whatever interest a group may have, an experience related to the arts may be devised and eventually children would be found who would enthusiastically start a study of the subject quite directly.

To suggest processes or projects for such groups would be to deny the very thesis which I wish to develop. Surely it is a more normal human ability to have a social sense and freedom which would go to the making of club leadership than it is to have acquaintance and skill with processes as intricate as those of the arts and crafts. Would it not be more reasonable for the recreation director to attempt teaching an artist or craftsman how to handle a project within his or her center than for anyone to here set down ways for good clubworkers to use the arts and crafts as means to good programs? I do not wish to give the idea that it is an altogether easy job to find the artist or craftsman who might do such a piece of work; even is it difficult to find them when a salary of reasonable size is attached to the proposition. But is it an easy job to find a good club leader of any sort?

And now may we do a little exploring of the possibilities for a center which has some space, some time and some money for a program in the crafts field or of the objective for a center where such exploration as I have suggested has been carried on, and groups are ready for the next step.

Is the training of skills our objective? Our thought along these lines should be related to the general idea of searching^{out} the newest human needs and of discovering the way of satisfying them as ideally as possible. We know that the need of training for the trades is generally accepted today, particularly since the public schools have recognized this opportunity and are using it as rapidly as the moneys are available. Plans are now under way for general crafts shops in all New York State schools, where pottery, metals, wood and textiles will be available.

Could the next possible invitation of the arts and crafts be related to the cultural experience gained from acquaintance with history of humanity, through study of records left in all these mediums, which could come most directly by some actual acquaintance with the mediums themselves? This is a step in advance of the first one suggested, but one which schools, particularly the so-called progressive schools, all over the country are using, and a field which needs little or no exploration and experimentation at this time.

Can we see no further? Of what experiences is the average individual's day made up? Is there any place in all of the weekly hours^{or} encouragement of his individual personal abilities? Can he write prose or verse or plays, or songs, or

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paint pictures, or build things from materials, in a way which develops his own individuality or style of expression? Does he not spend his days conforming to laws for the mob, or surviving because he is the fittest physically or mentally or emotionally?

To know the old forms is a very good part of one's vocabulary, but to start a beginner on old forms seems to me heresy. Let him discover these ways as he progresses, better, several varying ones at a time, that always he sees how many ways the thing has been done and how positively open is the field for new ways and means. Here may I note the great value of a master craftsman, better still two or three such, actually working in the very shop where your groups are carrying on their explorations. The one to show the manner and devotion of the Craftsman (unconsciously this happens); the second and third to show how differently people may work to accomplish equally good ends. Naturally, the teacher must be a good craftsman - probably one of the producers in the shop. This provision serves two purposes; the one already mentioned, the other has to do with a point almost as valuable - that of refreshing the technical skill and contemporariness of the teacher. And time should be actually kept free in his program and in the shop, if he has no other workshop, when he may carry on his own creative work unhampered by students or other responsibilities. Too much can hardly be said, at this time, about the protecting and refreshing of really valuable teachers - they are so very rarely found.

Again let us return to our first point, that of the absolute essentials to good craftsmanship, of drawing and modelling. They should be the channel to the crafts, so closely must they be related that constantly we find our children working, for example, with a pencil or a piece of modelling wax, and then with their medium - thinking and designing, and carrying out in their materials, the ideas thought out with help of more directly suggestive mediums.

This seems the day for thinking on these points. Is not someone, whether the recreation centers, the settlements, the schools, the museums or the government groups, going to direct programs in the field such as the visual arts, music, theatre, and literature, where increasingly available daily hours may be altogether happily used to the end of greater personal understanding and pleasure and possibly to greater social contribution and security? The recreation centers have a great opportunity for thought and experimentation that would bring forth a more ideal use of the arts and crafts in their programs. A completely open-minded and cooperative attempt by the people whom I have designated as the social group, and by those whom I have called artists, would, I feel sure, produce a notable result, but I wonder what either one working alone can accomplish.

NATIONAL RECREATION ASSOCIATION
315 Fourth Avenue, New York City

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VII.

Tuesday, November 3

Kentucky's Provision for the Crippled Child - Miss Marian
Williamson, Director, Kentucky Crippled Children's
Commission

VIII.

Friday, November 6

Examination

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Suggested Reading List

The Art of Helping People out of Trouble	Karl de Schweinitz
What is Social Case Work	Mary Richmond
The House on Henry Street	Lillian D. Wald
Youth in Conflict	Miriam Van Waters
Second Twenty Years at Hull House	Jane Addams
Mental Hygiene and Social Work	Marion Kenworthy and Porter Lee
Reconstructing Behavior in Youth	Healy, Bronner, Baylor, Murphy (Judge Baker Foundation)

Each member is required to read one book from the above list and write a review of not less than five hundred words. This review is due at the meeting on November 3, and no paper submitted thereafter will be considered.

Books have been reserved at the Louisville Public Library Reference Room for the use of this group. Additional copies will be on hand at the lectures.

The course will be graded as follows: attendance, promptness and interest shown, 70%; examination, 20%; book review, 10%.

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Meetings will be held in Room 207, Administration Building, University of Louisville, from 10 to 12 a. m., with the exception of Lecture VII, which will be held at the Kosair Crippled Children's Hospital

RECREATION AS A PREVENTIVE OF DELINQUENCY

Johnnie's mother was a hard working woman; Johnnie's father held only occasional jobs; the mother therefore pieced out the meager income. That is why she was not "up" on all the frills of the modern school program and knew nothing about the medical inspection of her boy, or any other. Hence when a note came home from the school nurse stating that Johnnie had "adenoid trouble" she was not equal to the task of comprehending the meaning of this high sounding word. But she knew what trouble was; had she not had plenty of it herself? So, in spite of the boy's vigorous protests she started to take the "trouble" out of him in the good old fashioned way. Next morning she sent a note to school, written with much painstaking effort, which read, "Deer teecher I aint had time to do much for Johnnie but I gess he wont have no more truble".

Of course the nurse had to visit the home of Johnnie to explain the real situation and arrange to take out the trouble making adenoids; after which he proved himself a credit to the nurse, his mother and modern psychology; for the room hitherto occupied in his makeup by the mischief breeding adenoids was quickly filled with a germ of goodness which until now had found no spot in his material frame where it could lodge. The same miraculous result would have been reached had the trouble been enlarged tonsils since they too are the undoing of many a youth.

The disturbing thing is, however, that there are not enough enlarged tonsils and adenoids to go around. We are hard put to it, now that we know that a boy or girl is never wicked because of any sheer love of wickedness, to find some excuse for his wrong doing; hence we add to the adenoids and tonsils, other diseases, physical, mental and moral. Modern prophylactic methods bid us go even one step further and find the trouble making germ before it comes into contact with the susceptible boy or girl. And when the theory of heredity gets in first, we try to so fortify the rest of the boy and girl makeup that there may be strength to resist the inherent germ. It is no longer a matter of finding Pa

punishment to fit the crime; rather is it an effort to avoid the provocation of a situation which would lead to the commitment of a wrong. That is why we try to change the conditions of life or the surrounding of the tempted youth, and why we should go on more rapidly to the next step, that of surrounding the bad with so much good that the former can not meet the competition. Not like the couple who whitewashed their new home in order to be rid of infection because twins had twice been born there; but rather, having dismissed the Puritanic idea that life is a serious offense at best, and having swung around to the thought that life, and more life, is what we are all after, to so order the daily processes that this quest for life may safely be met.

What are the modern conditions of society which provoke our problems of delinquency? On top it is the class with too extensive material resources, too much time for play, too much inclination to set false standards. Underneath it is the class with too little material or mental resources, only a moderate amount of time for play, and altogether too much inclination to accept the false standards petering through from above. Hence, when the so called social world goes mad over tangoing,

the ordinary world, having no gay restaurants, no exclusive clubs of its own, goes to the public dance hall with its distressing conditions when the more discriminating choose a good moving picture exhibition, the less favored take the offerings of a local house where not only the exhibition but the very atmosphere of the place is poisoned with temptation; when the exclusive young man betakes himself to his club for a game of billiards, the less fortunate youth must turn to the cheap pool rooms which infest all our cities, large and small; when the vagaries of the feminine mind lead even the discriminating into copying outlandish methods and ever varying changes of costume, the army of shop girls not to be outdone, proceeds to copy all extraordinary freaks of fashion but of necessity in such poor qualities as to make only the quantities conspicuous.

The blame for this mad chase for ready made amusements and ready made clothes lies in the modern feeling of unrest which seems to be upon us all. It deprives us of the right to think for ourselves. Underneath it is the spirit of envy, of competition, which sets neighbor against neighbor, class against class, making the problem of the enervated millionaire as serious as that of the patronized poor. Luckily, the new gospel of true play is already recognized and will redeem the situation by preaching the doctrine of individual effort. It will help much to relegate ready made amusements to the background, to teach future players how to be the source of their own ~~amusements~~ entertainment.

This gospel realizes that working hours must be so moderately arranged as to leave legitimate leisure periods; but it realizes further that "leisure is absolutely the key to good citizenship; and that the community which wishes to develop the best citizens must give the fullest possible opportunity for the healthful utilization of leisure". The ordinary community cannot take into account the providing of recreation for those who have much from which to choose, nor need it worry concerning the whereabouts of the vast middle class of stable citizens but it must always accept as its charge the very large array of citizens who have but little, if any, choice in the selection of pastimes. And it must assume a special obligation toward the unfortunates who fill the ranks of the dependents, delinquents and defectives. For the last named class it must perhaps provide special institutions of permanent care; for the others it must so order the hours of play that they who are still in full possession of normal life may remain so, and that they who have sloughed over to the side of delinquency may have every opportunity to reach the status of normality again.

A great proposition this, to put such strong counterattractions into the field that commercialized amusements must perforce raise their standards. For there is no use destroying what the public already has; reform methods will never accomplish much if they confine themselves to efforts at destruction; only sporadic and ephemeral changes will thus be brought about. The brave teetotalers of the great city of Chicago may feel that they have won a great victory on a technicality by forcing the closing of saloons on Sunday. Sooner or later they must realize that closing the public entrance to the only club which the poor man knows will open the private and much more to be feared entrance; that not until some equally well heated, well lighted, widely opened, cheerfully hospitable place has been put into competition with the Sunday dramshop will the latter cease to do the work they deem so deadly. Drink is the cause, the indirect agency, which is filling our institutions, wrecking homes and health and happiness, depriving children of a legitimate chance to grow strong; but its victims are only the weaker among those who crave amusement, excitement, somewhere to GO and something to DO, and who lack the stability which permits men to gratify their ambition for play, safely.

The gang congregates in the pool room because there is no other place where it can congregate in freedom; it goes from the pool room to the alley and then on to the adventure, sheer adventure, which leads to trouble. Girls go from the grind of factory machines, worn out by nerve racking processes of doing the same thing over and over again, to the attractive dance hall with its lively music, its brilliant lights, its jovial comraderie, and the hidden accompanying evils. Young folks go in search of sympathy and love; they are all hero worshippers, and the movies play upon such passions. Small wonder that they capture the throne, greater wonder that not more fall victims to the insidious arts too often portrayed upon their boards.

When the victims of the gang, the factory, the dance hall, the evil theatre, are caught in the meshes of the law, what then? There follow the court proceedings, the commitment or probation, accompanied always by the thought that the law which permits such conditions had better in all fairness step in before misdeeds become possible. There is no public guardian who would not more cheerfully work among normal young people; there is no probation officer who would not choose to guard the ordinary rather than the extraordinary member of society; there is no giver of county relief who would not rather be occupied preventing the destructive agencies which force men to accept alms. Yet almost everywhere in this country we wait until the law has become the court of last resort before surrounding our people, young folks especially, with protective and guiding ga agencies.

Take the statistics of one of the most progressive cities in the country, for instance; Chicago spends on a rough average, each year

for social center purposes	\$5.00	per boy	
" playground	10.00	"	"
" common school education	70.00	"	"
" correctional school	400.00	"	"

Might not these figures be reversed to advantage? Might not some place, other than a school of correction, be found before the latter becomes necessary? The Y.M.C.A. is inadequate because the boys who patronize it demonstrate, by going thither, their ability to discriminate in the choice of their recreations. The church is inadequate because unfortunately it is still too busy teaching people how to die instead of how to live. The only adequate place of meeting for all the people is that greatest bulwark of democracy, the best and yet thus far the least used municipal plant, the public school house.

Whether you call it the "World's house of representatives", or the "public school instead of the children's school", here is the real peo-

ple's club house. Yet how do most places use this wonderful institution? In Illinois, for instance, there are 13261 public school buildings representing an investment of one hundred and eleven millions of dollars. If we put their potential use upon a business basis we find that they are closed five out of every eight working hours of every working day in the year. Yet Illinois ranks high in the use of her schoolhouses, when compared with other parts of the country. And all the lack of use everywhere is due to the fact that we still labor under the delusion that school buildings are for children up to their twelfth or fourteenth years, and for a few up to their eighteenth year, et voila tout! In consequence of which 44% of all the children of the nation over fourteen years of age are permanently out of school. And just at that time of life when they most need the restraining and guiding influence of a teacher, just at the dangerous part of the play period of adolescence when character is being made or marred for all time to come.

We are all agreed that education is preparation for life. Then why do we find it so difficult to awaken boards of education to a realization of the fact that they are stewards of public property- not owners; that the more money we put into our educational enterprises the less we will need for reform institutions and jails. School doors need not be closed against children merely because they have been unfortunate in the allotment of parents. School work need not cease with the twelfth or fourteenth year. Why should the girls who must go to the factory at that young age be deprived of the training in household arts which now enters into the upper grade work of most schools? One of the greatest drains upon charities comes from the many cases of wife desertion. Yet only too often it is because the wife, the home maker, has never had any instruction whatsoever in the art of home building, ~~that the husband is driven~~ knows nothing of order or economy in housekeeping, that the husband is driven to desert.

And how many homes are tacky in appearance because the man of the family has never learned to handle a tool? Yet in almost every school stands a manual training equipment idle and useless every night in the week. And how many boys and girls roam the streets in the evening, for want of something else to do while the rooms in which they might be busily and cheerfully occupied are dark and dreary?

There was once a gang of boys which terrorized a whole neighborhood. A social center ~~principal~~ director called in their leader and persuaded him to bring in his crowd for a try at basketball in the school gymnasium. Of course the boys enjoyed the sport and ceased to want less exciting recreation. They ceased also to trouble the neighbors. So would thousands of other gangs if all the splendid gymnasiums in our public schools were thrown open at night. And if clean "movies" were put into the assembly halls, if supervised dancing was conducted in the schoolhouses, the two greatest pastimes of the people would be looked after. In the city of Chicago the assembly halls could accommodate at one time 120,000 persons. While this would not care for more than a small part of the citizens who are on amusement bent, the nature of the school recreations would oblige competing commercial agencies to raise their standards to the safety level.

Is it not fair that a civilization which consumes the energy of its young folks in building up a commercial supremacy should in turn protect those young people in their hours of leisure? Almost in self defense the users of the brain and brawn of workers should look after their toilers when the factory hours are over. Because their best strength has been given to their employers, people are forced to seek and follow the line of least resistance in the choice of their amusements. All they ask is

an occupation which will excite the tired nerves and gratify the social impulses. Yet we send them to the unregulated, unsupervised places where they must shift for themselves.

The poolroom proprietor has in mind nothing but the fee which his tables bring him. The same tables placed in school basements would excite only the skillful side of the game. The movie man thinks only of the number of tickets which he can sell. The movie in the school would be better selected and displayed at a minimum cost to all who come. The dramshop keeper cares only for the quantity of drink he can dispose of yet the people who patronize his wares are less eager for the liquor than for the sociability they find in the saloon. The school could so easily take care of this desire for social intercourse and be free of all the temptations people meet in the saloon. The dance hall proprietor makes the music incidental to the profits from his bar; his patrons could dance with satisfaction and in safety where "instincts of racial impert could be cherished instead of exploited, in the school house.

The older people could use this club house too. When they do, we will again have reunited the fast disintegrating family group. On every side we hear lamentations over the fact that parents are losing authority over their children because they must live their lives separated from the young folks. These premature wage earners are off every evening to places whither the mothers and fathers cannot follow them. In the public school house there will be attraction for all, as each wishes it. For if the parents would be sober minded while the children play they can lend themselves to the citizenship work and civic discussion which should be heard in every school house throughout the land. In no quicker way can we ever remove the political boss, the party henchman, in no better way can we dignify office holding and office filling than by opening this public forum where free and honest discussion of policies and men may be fearlessly indulged in. In every community the school house should be the center of civic life.

In rural sections, especially, should this gospel of social and civic centers be spread. Every phase of small town life can center about the enterprising principal of a public school. As "civic secretary" he can order not only the social recreations of his people, but also the civic and evening educational activities. In rural districts, especially, where the consolidated school movement begins to take hold, institutes, chautauquas, testing contests, farming experiments, social events, exhibits of every kind, can all be woven into the school life. Yea, voting itself can take place in the school house to the immense advantage of community spirit and growth. Then will the shift to the city be less marked. Then will the small town more easily hold its own against the larger place.

And when this back to the school house movement reaches the city in full swing we will be able to rid ourselves of the distressing thought that it is the fault of each of us that so many boys and girls go wrong. Juvenile Protective Association statistics in the city of Chicago show that more than half of the criminals brought before the so called bar of justice are boys between the ages of fourteen and twenty-one; and again, that more than half of these boys come to grief between the hours of six and eleven in the evening-- during the years when they are first shut out of school and during the hours when the school house is dark.

Is it not time, therefore, that public sentiment awakens to a realization not only of its responsibility but also of the fact that the remedy for much of this evil condition lies close at hand? Our schools must be used by the people as well as by the children; for the children of to-day, whom we are turning away when they need the school house most, are the citizens of to-morrow, the citizens who, if they are allowed

or forced to ~~commé~~ commit wrong, drag each one of us down with them. For while we do not outwardly descend with the criminal to his level of crime, inwardly we suffer the taint with him. Not only that- we expose to temptation every human being who comes into contact with the man or woman whom society, for want of sufficient moral safeguards, has permitted to fall into vice or crime. And we never know when we, or those dear to us, will face the danger. For selfish reasons, therefore, as well as for altruistic purposes, in the interest of every individual city home as well as in the interest of every home city let us guard and guide our people in their hours of leisure that from the strength gained in evening periods of relaxation and rest may come better satisfied, more ambitious, more intelligent, higher purposed men and women to do the world's work on the morrow.

The Filson Historical Society

RECREATION AND VICE

Control and Prevention the Two Problems Before the Commission

The Vice Commission is interested in feasible plans for real control and improvement of vice conditions in Louisville.

Even more it is interested in prevention. They are convinced by the study of many other cities that spectacular campaigns are valuable neither as cure nor prevention, being merely attacks on certain effects and symptoms, and not on occasions and causes.

In a previous section of this report has been sketched what we believe to be practical means of control and improvement. Certain preventives such as better instruction on hygiene and on effects of venereal diseases and such as better home and housing conditions have also been touched upon. This section is to treat of wholesome recreation as the most fundamental method of preventing the growth of vice.

Reasons for Considering Wholesome Recreation as a Fundamental Preventive

1. Most young men and girls who go wrong do so first during their recreation hours and as a part of their recreation life.
2. Vicious influences on the young are chiefly exerted through companionships formed during recreation.
3. The ideals of women in the minds of young men and of men in the minds of girls determine largely whether these young people live clean or vicious lives. These sex ideals are largely formed by the companionships of recreation hours.

Careful Study of Recreation Conditions Made by the Vice Commission

The Vice Commission, through its special investigators, has made the most widespread study of all forms of recreation yet undertaken in Louisville.

It has investigated

	43 dance halls
	101 pool rooms
	6 cabarets
	34 chili parlors
	35 moving picture shows
	3 public parks
	25 amusement parks and saloon gardens
Total	<u>247</u>

It has studied the relation of these amusement places to the sale of liquor, the method of conducting the amusements, hours, ages of those attending, admission of minors, conduct of patrons, requirement of escorts, and methods of policing. All this has been in addition to the study of vice conditions in Louisville.

Faulty Recreation Conditions as an Occasion for Vice and as a Cause

Many people feel that certain forms of commercial recreation are among the chief causes of vice. We have had testimony from those who believe that girls are seduced at unregulated dance halls and chili parlors and that boys start on a downward path at pool rooms near saloons. We have also had testimony that much immorality occurs at public parks owned by the city of Louisville.

In both cases it is evident that certain conditions sometimes appear at these places which are the occasion of vice, or furnish an opportunity for vice. It is the duty of the city to safeguard these commercial forms of amusement, which rightly conducted are an asset to the city. The duty of the city to them is not unlike its duty to the public parks. It is chiefly a matter of policing. It must attempt by careful and adequate and frequently repeated police inspection to prevent opportunities for vice in connection with them. A plan for securing this is sketched below.

But all occasions for vice in connection with commercial forms of recreation might be entirely cut off and still vice be only slightly reduced. The viciously inclined will find occasions for vice even if all the occasions in connection with commercial recreation are removed.

The fundamental problem is to prevent young people from becoming viciously inclined. Experience shows that this can be done by wholesome recreation properly directed, by recreation which keeps the mind and body too busy to be viciously inclined, by recreation which is as much fun as vice, by recreation which brings clean companionships and sane ideals. This is the task of an adequate public recreation system. The place of leadership and supervision in such a system is to furnish a wide range of active recreation which will appeal to all groups, to develop initiative so that patrons will furnish their own recreation in wholesome channels, and to furnish personal ideals and comradeship. A plan for such an adequate vice-preventing public recreation system is sketched below.

The relation of the city to faulty recreation as an occasion and as a cause of vice may be illustrated by methods of modern cities in fire prevention. Fire prevention is publicly handled now by the control of combustibles and by extending the districts of fire proof or fire resisting buildings. Certain forms of commercial recreation such as dance halls may become vice combustibles. They must be carefully watched and controlled just as storage of gasoline and other combustibles is controlled by the city. But the greatest care practical in handling combustibles will not prevent disastrous fires. The most lasting method of preventing fires in congested cities is to extend fireproof and fire resisting construction. The same is true in the matter of recreation and vice. The fundamental preventive is to build up vice proof or vice resisting young people through the wholesome use of their leisure hours. This is the task of a public recreation system, a task as big as that of any city department and worthy of as careful thought and planning as is put into our public schools.

Regulation of Commercial Recreation

What has already been done in Louisville

This Commission through its investigators finds that much has already been done by the Police Department in controlling commercial recreation. Turning to testimony outside the Police Department, a private organization which investigated thirty-three dance halls used more or less regularly in February, 1913, found in April, 1915, that sixteen of them had been closed by the police or are not now used regularly as dance halls. Of fifty-two chili parlors, twenty have been closed. No dancing is now permitted in a building containing a saloon and for several years no dancing has been permitted in the regulated vice district. The plan of administering the control of commercial recreation given below is simply an extension of the system already in use in Louisville by giving the Police Department more helpers and greater power.

Principles of the regulation of commercial recreation

There are three principles governing the control of commercial recreation in any city.

1. The city must have power to enforce its regulations of commercial amusement places, even to the revoking of the license and closing of the place in case regulations are not observed. To prevent evasion under different names, the premises should be licensed rather than the owner.

2. The city should provide for adequate and frequent inspection of commercial amusement places to see that regulations are being observed and that the managers understand what standards the city wishes to enforce.

3. Standards in the matter of morality, safety and health, sale of liquor, hours and ages of those attending should be made definite and clearly understood. This seems obvious, but much trouble in all cities arises because nobody seems clear as to just what should be allowed and what should be prohibited. Some of the more obvious standards can be fixed by ordinance. Some of the more important standards in the matters of morality cannot be put into ordinances without possibility of evasion. They must be set and enforced by

the inspectors.

How far Louisville carries out these principles at present.

1. At present licenses of amusement places are used in Louisville for revenue and not for control. An ordinance exists forbidding dancing in apartments connected with saloons. (Gen. Ord. 10 Compilation, page 512) This ordinance is being enforced but the penalty for violation is a fine and not the revoking of the license. There is a precedent in Louisville in the case of liquor licenses, which may be refused for conducting a disorderly house or violations of the liquor law. (Act for First Class Cities, Section 3034) The only method of control of commercial recreation places now possible is by arrest of any patrons for disorderly conduct. (Act for First Class Cities, Section 2885) Fines may be imposed for conducting amusements without a license (Gen. Ord. 10th Compilation, page 358) but the license cannot be refused the amusement place for any conditions there existing leading to vice.

2. The police are now charged with inspecting all places of public amusement to restrain unlawful and disorderly conduct and to enforce all ordinances of the city. (Act for First Class Cities, Section 2885) The machinery of inspection already exists in Louisville and can be made just as effective as the people want to make it by giving the power of appropriate ordinances and a sufficient force for adequate inspection.

3. At present the only standards which are definitely fixed are that there shall be no disorderly conduct in amusement places, no dance halls connected with saloons, and the standards of the state criminal code.

What further provisions would be helpful in Louisville in the regulation of commercial recreation

1. An Inspector of Commercial Recreation in the Police Department, with such assistant and part time inspectors, some of whom should be women, as the work requires. Much of the inspection will continue to be done by the police officers. At some seasons of the

year there are over 200 commercial amusement places of various kinds, dance halls, pool rooms, theaters, and shows, cabarets, etc. in operation on the same evening. To appoint enough special inspectors for all of these would be a needless expense. But the Inspector of Commercial Recreation should specialize on keeping the recreation so furnished of a clean and wholesome character. It would be his business to outline clear standards of what will be permitted and what prohibited in commercial recreation resorts, what sort of dancing allowed, what sort of films passed, to work out practicable standards with the managers of these places, many of whom in the interests of their business desire proper conduct of their patrons and to enforce these standards through the regular police covering these places and through special inspectors where necessary. This Inspector in the Police Department could well have rank and pay (\$1300) between that of Lieutenant and Captain similar to special member of police force assigned to Law Department (Gen. Ord. 10th Compilation, page 42)

2. An Ordinance whereby licenses shall be granted to commercial amusement places only after application for license has been approved by the Building Department for safety, by the Health Department for sanitary conditions and by the Police Department's Inspector of Commercial Recreation on the wholesome moral character of the place. All these departments are under the Board of Public Safety, hence this regulation would mean that licenses would be issued as now by the Sinking Fund Commission but only after applications for recreation place licenses had been approved by the Board of Public Safety. The enforcing of the license law governing amusements, so far as collection of license fee and punishment for operating without license would remain as now with the Sinking Fund Commission. The enforcing of regulations for safety, health, and wholesome moral conditions would remain as now with the Board of Public Safety.

This provision would have the effect of making the license not only a means of revenue as at present but also a means of control. It would have the effect of making the manager of the amusement resort interested in the moral conduct of his place to prevent vicious conduct,

whereas at present only patrons are liable to arrest for disorderly conduct.

The cost of these additional provisions for the control of commercial recreation to prevent any occasions of vice therein would depend on the number of special inspectors employed but should not be over \$3000.

Development of a Vice Preventing Public Recreation System

Purpose and scope of such a system

The purpose of a public recreation system in which this Vice Commission is most interested is the purpose of furnishing the wholesome use of leisure time to develop vice-resisting character in the children and young people of the city. The educational purpose, namely, to prevent the loss, by the forming outside of school hours and after school years of habits which waste school training, the efficiency purpose, namely to build up workers outside of work hours so that they are more and not less effective because of their leisure time, are also important features of such a system. They can be secured as additional benefits along with that which this Vice Commission especially seeks.

Because of this broad purpose of the scope of such a recreation system becomes more than that of running playgrounds. Its scope is to reach not only the children but also the young working group during the ages between 12 and 18 when vice prevention becomes most important.

There are about 30,000 young people between these ages in Louisville of which one-half need some help from public recreation system, not being completely covered by recreation furnished at home and private recreation institutions. Adding those under 12 and over 18 who also need help, many of them children from good homes around which there is little play space, and there are at least 40,000 children and young people in Louisville who need some help from a public recreation system, that is those who are not being adequately supplied all the year round by recreation under home conditions and and private auspices.

The work of such a recreation system is not confined to the summer months but should extend throughout the year. Its work includes indoor recreation center activities such as clubs, dances, neighborhood meetings, as well as athletic events, baseball, soccer, basketball and gymnastic leagues. Its business is to know what are the recreation needs of each neighborhood and each age group, to know how much of the need is being suitably met by private agencies and to meet the needs not reached by these other agencies. It does not seek to supplant private effort but to do work now being done by any private organization.

Effect of proper recreation on vice

"Recreation is stronger than vice---- Recreation alone can stifle the lust for vice" was the testimony of Jane Addams after twenty years of settlement work in a crowded neighborhood in Chicago (Spirit of Youth and the City Streets page 20). In her book on the social evil she says that "perhaps nothing in actual operation is more valuable" in combatting vice in Chicago than the recreation centers of the city (A New Conscience and an Ancient Evil page 157)

"The great constructive force which is doing more toward decreasing vice than all other agencies combined, is the general modern movement for increasing the physical efficiency of children through play and other vigorous out-of-door life." This is the testimony of a physician who is working daily to find the causes of juvenile delinquency (Dr. Lilburn Merrill, Director of Diagnosis, Seattle Juvenile Court in "Juvenile Court Record" Sept. 1912).

"From the very beginning it was obvious that the majority of children fell into difficulties through their search for recreation." This is the testimony Mrs. Louise DeKoven Bowen, the prime mover in the Chicago Juvenile Protective Association, which Association has studied and helped thousands of boys and girls who have gone wrong (Safeguards for City Youth at Work and Play page 12)

Turning from expert testimony to the records of experience we find that in Newark, New Jersey vicious saloons, gambling places,

and disorderly houses once depending on minors for support were "put out of business by opening of recreation centers at night". (Annual reports of Newark, N. J. 1909 page 580). In Los Angeles, as in many other cities, it has been found that there is a great falling off of juvenile delinquency in the vicinity of playgrounds (Annual Report Playground Commission Los Angeles, 1906).

In Louisville the same experience has proved true. The Juvenile Court officers frequently request help "in providing proper recreation for boys and girls whose desire for fun has taken them in the wrong direction" (Third Report Louisville Board of Education 1913-14 page 87)

What is now being done in public recreation work in Louisville

Under the Park Board the city has many well equipped playgrounds and athletic fields. The Park Board during 12 weeks in the summer conducts playground and athletic activities not only in these areas but also on certain school grounds and special private grounds. These activities are attended by thousands of children and young people every summer. This work reaches about one fourth of those needing some help from a public recreation system in this city during those 12 weeks. If we estimate that the summer, because the longer holiday and vacation periods come then, offers 2/5 of the recreation time of an average person, we find that the Park playgrounds are reaching 1/4 of 2/5 or 1/10 of the recreation problem of the city.

The School Board does not itself conduct recreation activities, but allows the use of school buildings for recreation center activities and neighborhood gatherings organized and supported by private funds. The Public Library through the loan of fiction books and the use of halls in its branch buildings furnishes much wholesome recreation. It is possible that these recreation centers and the Library reach another 1/10 of the city's recreation problem.

These facts are not cited as criticism. What has been done has been excellent so far as it has gone. These facts simply indicate that it cannot be urged that a public recreation system has failed to

prevent vice in Louisville because an adequate recreation system has never really been tried in this city.

Further provisions needed in Louisville to make the recreation system a factor in vice prevention

1. The extension of work already done until a year round system is built up including both indoor and out door activities for different age groups.

2. Use of all the facilities which the city owns, in park, school and library property under one supervisory management. At present all three departments contribute something but there are neighborhoods where none of the public facilities are used for recreation for lack of leadership and in no neighborhood are all the public facilities used for recreation purposes to the limit of their capacity.

3. A Superintendent of Recreation who shall have under him sub leaders for different neighborhoods or assigned to the task of reaching one age group in several neighborhoods. At present there is no one who knows how much of the needs of a given neighborhood or group are being met and how much is left untouched, with such co-ordinate leadership the recreation activities can be guided on a definite policy of combatting temptations to vice by substituting something better.

4. A Recreation Commission similar to that in some other cities which shall unite all the departments controlling facilities, which shall control all leadership of recreation activities but which shall leave to the Park Board control over the park policy of the city, to the School Board veto power over any activities of the Recreation Commission in school grounds or buildings which interfere with school uses, to the Library Board veto power activities in Library buildings and grounds which interfere with library uses.

Administrative plan to carry out these provisions

1. A Recreation Commission consisting of three members chosen one each by the Park Board, School Board and Library Board, three members appointed by the Mayor and a seventh chosen by the six hereby provided. It would be helpful if the School, Library and Park Boards chose their chief executive officers as their representatives, because if any question arose in the Recreation Commission whether any plan would be likely to interfere with plans of these boards in their respective fields the executive officer could at once answer the question, whereas a board member might have to delay to consult the board's executive officer on details left to him.

2. A Superintendent of Recreation chosen by the Recreation Commission. This Superintendent should be an expert as thoroughly equipped in recreation work as a Superintendent of Schools is in educational work. A Recreation Superintendent who has the task of developing a recreation system in Louisville which shall reach the needs of 40,000 children and young people must have first class ^{executive} ability.

3. An adequate budget. The cost of building up a system which shall furnish wholesome recreation opportunities for 40,000 children and young people would be prohibitive were it not for the fact that special facilities do not have to be provided except in rare instances, and property already owned by the city in its park, school and library plants can be utilized. A tax levy of two cents on the \$100 or less than 1/90 of the total tax levy would make possible an adequate beginning. It would more than pay for itself as insurance that the investment in the school system shall not continue to be largely lost because of the out-of-school wastes of time and character. It should be frankly admitted that a spectacular campaign against vice resorts could be conducted at much less cost, but it is our belief that money in a spectacular campaign would be largely wasted, whereas money in a recreation system would be built year after year into the character of the city's young people and become eventually a solid resistant to the growth of vice.

Ordinances and legislation to carry out these provisions

Such a Recreation Commission should be a permanent part of the city government. As such it should be created by legislative enactment like other departments of similar importance. A draft of such an enactment is given below.

Waiting for such a legislative enactment would delay for more than twelve months the starting an all the year round system because after the passage of the law a further wait would be necessary until the tax levy and budget is made up for the following year. Pending the passage of such legislation the work can be done by creating a temporary Recreation Commission by ordinance under powers given to the City Council (Act for First Class Cities Section 2783). This ordinance could follow the same lines as the legislative enactment in matter of organization and powers of the Recreation Commission, although funds could under the ordinance be provided not by special tax levy but by budget appropriation. In this way a start toward compatting vice by a year round recreation system could be made at once.

Draft of Act Creating a Recreation Commission

Section 1 - - Recreation Commission created

There shall be in a Board of Commissioners in each city of the first class known as "The Recreation Commission ". Such Recreation Commission shall be a body corporate and in said name may sue and be sued, purchase, receive, rent, acquire and hold property by condemnation or by contract for the same and do all the things necessary to the accomplish the purpose for which it is created.

Section 2: - - How members are to be chosen

Said Commission shall consist of seven members - three citizens of the city appointed by the Mayor, one chosen by the Board of Park Commissioners, one chosen by the Board of Education, one chosen by the Board of Trustees of the Free Public Library and one member

elected by the six whose election and appointment is herein provided for. The members of the Recreation Commission shall serve without compensation for their services on this Commission. The members chosen by the Park, School and Library Boards shall hold office for such term as the respective boards which they represent designate or until their successors have been chosen by those boards. The members appointed by the Mayor and the member chosen by the Recreation Commission itself shall serve for four years, except that in the creation of the first Recreation Commission the Mayor shall designate two of his appointees to serve for two years and one for four years.

Section 3 - - Powers and duties of the Recreation Commission

It shall be the duty of the Recreation Commission to manage, direct and care for whatever provisions are made by the city for playgrounds, playfields, indoor recreation centers, gymnasiums, concerts, entertainments and similar public recreation activities.

The Recreation Commission shall have power, with the consent of the Board of Park Commissioners, to issue permits for the use of playfields or park property and to supervise, care for and equip playgrounds and playfields in property under the control of the Board of Park Commissioners; Provided that nothing in this act shall be construed to abridge the power of the Board of Park Commissioners to regulate the scenic development and landscaping of the city's park areas.

The Recreation Commission shall have power to carry on playgrounds and indoor recreation activities on the grounds and in the buildings in charge of the Board of Education of said city and to pay for the necessary supervision and caretaking incident to such recreation activities; Provided, that nothing in this act shall be construed to abridge the power of the Board of Education to veto the use of any of its grounds or buildings for recreation purposes when such use interferes with their use for educational purposes.

The Recreation Commission shall have power to carry on outdoor and indoor recreation activities on the grounds, and in the buildings in charge of the Board of Trustees of the Free Public Library of said

EDUCATION AND RECREATION
at the
LOUISVILLE INDUSTRIAL SCHOOL
by
MABEL BROWN ELLIS.

The purpose of this study of the educational and recreational facilities of the Louisville Industrial School is two-fold, first, to determine how far the institution, as at present conducted, is meeting the real needs of the children in these particulars: and second, to make recommendations for the improvement of such conditions as may, upon careful consideration be found to need improvement.

The report is based upon the personal observations of the writer, who spent seven days in November and seven in January upon the grounds of the institution, visiting schoolrooms, playgrounds, shops, hospital, dormitories and kitchens and interviewing children, teachers and employees. The children have been seen at all hours of the day and under varying conditions of supervision and it is believed that a fair idea has been gained of conditions as they actually exist, most of the time. It is a matter of regret that, although in November the study was interrupted and postponed at the request of the superintendent, it proved impossible in January, to secure from him either certain information asked for in November or other information requested in January and that the interview desired to round out the information presented in this report was postponed from time to time until other duties necessitated the withdrawal of the surveyor. However, full attention has been given to the point of view and recommendations of the superintendent with regard to education and recreation as expressed in the printed reports of the institution and much information on both topics was given by the superintendent's wife during the two rounds of inspection which she made with the writer and the chairman of your visiting committee in November.

Full recognition, also, has been given to the fact that the Louisville Industrial School is a municipal institution, supported by municipal funds and accordingly limited in expenditure to the amount appropriated for it by the city. Certain defects in the educational and recreational system at the school are doubtless due to this fact; others have nothing whatever to do with the amount of money at the disposition of the Board, and could easily be overcome without increasing the appropriation by a single penny.

ANALYSIS OF POPULATION. Any attempt to understand the needs of any group of children must be preceded by some study of the individuals of the group. The population of an institution is a shifting group, but a comparison of the ages and grades of children received during the four-year period from 1913 to 1916 inclusive with the corresponding facts for the group present on November 1, 1919, shows that the situation remains much the same from year to year, - in other words, that you may expect to find very much the same ages and grades represented, in about the same proportion, next year as last.

The population of the Louisville Industrial School is made up of white and colored children, boys and girls, dependents and delinquents. There are children of all ages, from mere babies of five and six, to young men and women of eighteen, nineteen and twenty. They are housed in buildings few of which are modern and on a site which is far too small. The re-

sulting enforced proximity of these different groups of children constitutes a serious problem which your Board has long recognized. It is a problem which must constantly be borne in mind in considering the present facilities for the education and recreation.

Fairly complete records were obtained for 390 children who were inmates of the institution on Nov.1,1919. This number does not represent the total population present on that date, but only those whose records were easily accessible in the files. The analysis of these records revealed several rather startling facts. Although the Louisville Industrial School was designed primarily for a correctional institution, 45 per cent, or nearly half of the 390 children were committed as dependents. If the groups are still further classified according to race, it becomes evident that nearly all the negro children, 117 out of 134, were committed as delinquents, while nearly two-thirds of the white children, 162 out of 256, came as dependents. During 1913 to 1914, according to the printed reports of the institution, 671 new children were received. This total excludes children returned for one reason or another. Almost one-third of this number, 211 out of 671 were committed as dependents. The reports do not so classify children that it is possible to determine how this proportion would be affected were the races separately considered, but it is clear that at all times your institution houses a large number of children who are there through no fault of their own and whom it is highly improper to subject to the same disciplinary routine which to some extent is required in the case of older boys and girls who have committed serious offenses.

With the exception of the Caldwell, all buildings housed both dependent and delinquent children together. In the Barrett building records were obtained for 14 delinquent and 27 dependent girls; in the Baxter building, for 43 delinquent and 40 dependent boys and in the Nones building for 28 delinquent and 13 dependent boys. In the Pettitt building, the three boys committed as delinquents were very young and properly belonged with the dependent group. An especially unfortunate situation was revealed in the Senior building which is supposed to be reserved for the older girls committed for some serious form of delinquency. Of the 10 girls in this group on November 1st., four had originally entered the institution as dependent children and had become delinquent while under the care there provided.

It is surprising also, to find in a correctional institution so many very young children. A law has now been passed which forbids the commitment to the State Houses of Reform at Greendale of any child under 10 years of age. According to the annual reports of the Louisville Industrial School from 1913 to 1916, 31 children 6 years of age or under were received at the institution, and 96 children 9 years of age or under. On Nov.1,1919, there were present 4 six-year old children; 10 children of seven years; 5 of eight years, and 26 of nine years. Only two of these were negro children. There was in the Pettitt building a little boy who had been committed at the age of six as a delinquent child. Even the old criminal law recognized the fact that a child under seven could not be held legally accountable for his acts. Children of six and seven need a nursery and a kindergarten.

A second group whose presence demands attention is made up of the boys and girls over 16. Such children if they are mentally normal, should have completed at least the eighth grade in school. They

need High School training, if their bent is toward academic work, or specialized shop instruction, if they prefer the industries. Records were secured for such children.

The feeble-minded comprise a third group, whose admittance complicates the difficulties of the Institution. Dr. Haines, in his survey of the population of the Louisville Industrial School found nearly one-tenth of the children feeble-minded. Mr. Fearing of the Louisville Psychopathic Clinic, diagnosed of the present inmates as distinctly sub-normal. The presence of such unfortunate children in your institution defeats the whole purpose for which it was founded, for they are incapable of profiting by the training which the school was designed to provide and they are no more fit to be turned loose into the world at 21 than they are at 11. Indeed, they become potentially more dangerous to society as their bodies mature. The feeble-minded children now present should immediately be transferred to the State School for the Feeble-minded at Frankfort and mental tests should hereafter be given each child on admittance to determine his eligibility before any effort is made to fit him into the institution routine.

Even among the mentally normal children who are committed to the institution, a high degree of retardation exists, due sometimes to the existence of such physical defects as bad vision or hearing, but more often to irregular attendance at school and neglect at home. According to the age and grade on admittance as entered on the record cards at the institution for 293 children who had attended the public schools prior to commitment, and estimating that a child six, seven or eight years of age should be in the first grade in order to be classified as "normal"- which is a liberal basis- 42 per cent of your children were up to grade on admittance and 58 per cent were retarded. Retardation was higher among the colored children than among the whites, almost exactly one-half of the white children being up to grade, while only one-third of the negroes were normally advanced. Many of the boys, both white and colored, had been committed by the juvenile court because of their failure to attend school regularly.

For the group of children who are backward in school to start with but are not feeble-minded, it seems clear that the institution should provide instruction under specially competent teachers, planning the work so as to bring the child as quickly as possible up to grade and giving him every opportunity for developing along the line best suited to his ability. The institution-bred child needs a good education even more than the child who grows up in a family home, for the former, in the great majority of cases is entirely dependent upon himself for support the moment he leaves the institution and his chance to attend school too often ceases with his discharge.

What sort of training for life is given at the Louisville Industrial School?

ACADEMIC WORK.

Of first importance in determining the value of the academic training given by any school is the personnel of the teaching force. A good teacher can get along with a minimum of equipment, although adequate equipment is highly desirable and can transform a barren school room into an attractive and home like place by stimulating the inventiveness of her pupils and enlisting the co-operation of her friends.

The Louisville Industrial School had on its pay-roll in November the wife of the superintendent of the institution, who acted as

principal of schools, six white teachers and three colored teachers who gave academic instruction exclusively. Only one of the white teachers is a Normal School graduate although two others have attended Normal Schools, one for six months and one for two years. One teacher has had only a High School education herself and has been with the institution some 18 years. Another has had since graduation from High School only six months at a Normal School and six months at a small College. A third teacher is alleged to have been discharged from the Louisville public schools because of her mental condition. One teacher said frankly, when asked about her previous training, "I don't believe I have had schooling enough myself to teach in the public schools but that doesn't matter here." Two of the colored teachers report Normal School training but one has had only High School work.

9 The most flagrant instance of lack of preparation was found in the room where the little white boys were at school. The teacher was a boy of 16, an inmate of the institution, who had reached the second year of High School. He was undoubtedly trying to do the best he could but he had, of course, no training whatever for such work and he manifested no natural aptitude for it. He said, "I try to learn them a little and keep them quiet". On the five occasions when the writer visited this room she never found the so-called "primer class" doing anything or pretending to do anything. They were, on all these occasions, sitting idly in their seats or drawing pictures on their slates. Most of these children had been out of school altogether until the week of November 3rd., although they were of the age covered by the compulsory attendance law. The First Graders had, up to that time, been enrolled in the same room with the second and third graders. When, following a visit by a Board member, it was discovered that the younger children were not in school, the arrangement just described was made. It was in force during November and January. It amounts, for the younger children, to a mild form of punishment. and to nothing else.

The salaries paid by the institution are low and the hours are excessively long, except for the two teachers who were, in January following the new schedule, recently introduced on the girls' side for the grades above the fourth. In all but two rooms, the teacher is actually in the class room from 7:45 to 11:30 in the morning and from one to 4:30 in the afternoon. In addition, certain teachers who live at the institution have other duties, such as supervising the study-room at night, supervising the recreation period and the like. No teacher can follow such a schedule and bring to her work from day to day the physical and mental freshness which she owes to herself and the children. From this standpoint, it is a serious mistake to have the teachers live at the institution. They should get completely away from the atmosphere of institution life during their hours off duty.

In two rooms on the girls' side of the institution, a new school schedule is being tried out, which sends all the girls to school for two sessions daily, from 9:30 to 11:30 in the morning and again from 1:30 to 3:30 in the afternoon. Although this arrangement necessitates haste in the performance of household tasks, both teachers and girls say they like it better, and that just as much school work can be accomplished. Psychologically, it is much better for the child to have the session interrupted than to have the strain of trying to give attention to school work for four and a half hours at a stretch. It is possible to make such an arrangement with this particular group however, only because the total numbers happen to be small. It would not be practicable to attempt such an arrangement on the boys' side without more school rooms and more teachers.

The course of study offered at the institution is theoretically that given by the Louisville Public Schools. But how does it work out in practice? It is a physical impossibility for a teacher who is responsible for three grades or even for two grades, to give the children in each grade the equivalent of the time they would spend in recitation and study in a one-grade room in a public school building. One teacher, when questioned closely as to how she managed to get through a list of recitations which on paper looked well enough, said, "Well, I start at the beginning on Monday morning and go as far as I can that day; then on Tuesday, I begin where I left off on Monday and so on through the week, but I do try to give them all a little arithmetic sometime during each day, because they are so weak in that."

Especially serious is the situation in the upper grades. Two girls and one boy in the course of interviews told the writer that they had taken the same subjects in the eight grade three years in succession at the institution, although they had each year completed the work to the satisfaction of the teacher. One girl said, "I suppose they thought it was better for us to be kept busy." Another, who completed the so-called ninth grade work at 15, said she had taken the same work twice and that two other girls in her class had taken it twice, although all had passed. The first year upper-grade teachers familiar with the work were questioned and said the girls had done well in their studies. One of the two upper-grade teachers said, when asked about the subjects offered in the eighth grade, "Well, you see we really put the seventh, eighth and ninth grades together and give them the same work. They call it ninth grade work, I guess, because it makes the children feel better, but it's really all the same." A girl who was reported as in the ninth grade in January was at that time, according to the teacher, studying Reading, Mathematics, Language and History. She had no Algebra, no modern or ancient languages, and the text-books used in Language, Mathematics and History were the same as those used by the seventh and eighth grade pupils, who were, however, not so far along in them. Children who have mentality enough to reach the seventh or eighth grades are not deceived by such subterfuges. If the institution is not equipped to give academic instruction in the grades above the eighth, it should frankly say so, and the Board should then determine its policy with regard to the children who ought to have further education.

It should be clear from the preceding discussion that the most serious defect in the management of the schools at your Institution is the fact that it is wholly without connection with the city system of public schools and hence is unsupervised by any outside agency. It is not considered necessary for the teachers to measure up to the requirements of the Louisville public school system, although they have a far more difficult task than the ordinary public school teacher. The subjects offered the children are not taught according to modern methods, nor is the course of study, upon analysis, found really equivalent to that of the public schools. Particularly is this true of the instruction provided for the primary and the upper grades. The teachers at the Institution are deprived of the stimulus which comes from contact with the educational system of the city. One of your teachers, who has had experience in institutional teaching in another state, spoke with appreciation of the help which she had there received from the travelling supervisors of the State Board of Education, who inspected her classes at the institution, just as they inspected classes in the public schools, and gave her advice and suggestions for improving her work.

So far as could be learned, there is not even any regular getting together of the school teachers and the shop instructors, on the institution grounds to discuss their common problems and together plan how to arrange the work for the best good of the children. It is essential that the principal or head of a school which professes to give so varied a vocational and academic training as that outlined in the printed reports of the Louisville Industrial School should be an educator of recognized standing, in close touch with the most progressive thought of the school world. That is not the case, at the present time, and the school work suffers, accordingly.

The Filson Historical Society

VOCATIONAL AND INDUSTRIAL TRAINING.

Under this heading the annual report of the Louisville Industrial School for 1916 lists the following "trades and industries" in which the children are said to have been engaged; carpentry, cabinet-work, manual training and sloyd, barbering, care of boilers, chair caning, cooking, concrete work, dress-making and general needle-work, flower and vegetable gardening, electrical and plumbing work, painting, printing, steam laundering, shoe-repairing, store-keeping and tailoring. However, on the following page, the statement is made that the chair-caning department has not been in operation for a year and a half, that the boys of the sloyd and manual training shop have "in the main been kept busy for the past several months assisting the carpentering classes in improvement and repair work;" that the carpenter shop needs machinery and appliances and that the shoe-repairing department "needs tools and equipment in order to do the necessary work on the children's shoes." At least two of the industries in which the children are said to have been engaged, chair-caning and sloyd and manual work, are, according to the later statement of the superintendent, either abandoned altogether or not operating full time. If this be the case, they should have been omitted from the first list.

As a matter of fact, the situation in January with regard to "vocational and industrial training" was this. For the colored boys, the only department in effective operation was the steam-laundry which was in charge of one of the inmates, a colored boy and the carpenter shop, in charge of a colored carpenter to whom three boys reported in the morning and three in the afternoon. Twelve boys were in the laundry in the morning and fourteen in the afternoon. There is in the laundry a good deal of unguarded machinery, belting and the like and while it is true that only the older boys are supposed to handle it, the two boys 12 years old who were on January 15 scrubbing the floor in the laundry, and later, assisting in sorting the clothes, were several times seen in dangerous proximity to unprotected belting. The very fact that they were in the place without any adult supervision at all, subjected them to a serious hazard.

The colored carpenter was practically without equipment except for a rip-saw which was quite unprotected and which, accordingly, was supposed to be used only by the instructor himself. On none of the four occasions when the writer visited this shop were the boys actually employed at anything except sweeping, but some repair work was under way at which they were assisting outside the shop. Aside from some slight familiarity with the tools of the trade, it is doubtful whether the boys are getting much out of the work. They are certainly in no sense getting the equivalent of a course in carpentry and cabinet-making as it would be given in a properly equipped manual training school.

According to the statement of the farm foreman, three colored boys were on January 15 assigned to farm-work, which at that season of the year meant simply doing the chores around the barn; one boy of 12 acted as "gate-boy". During the summer months, all the older boys, white and colored get more or less experience on the farm. This open air employment is excellent for boys provided they are assigned to tasks suited to their strength and provided they are in charge of a man

really qualified to give them instruction in agriculture and the care of stock. The present incumbent of the position of instructor does not in any sense measure up to the requirements of the position. The boys are getting nothing which could be called scientific agriculture or husbandry; they are getting a certain practical experience which is not without value and a certain amount of out-door exercise which is good for them provided it is not carried to excess. It is of course obvious to the Board that a really competent man as farm foreman would earn his salary many times over by increasing the productivity of the farm and garden.

Other colored boys were busied about the buildings, sweeping, building fires, scrubbing floors, mending, washing dishes, making beds, waiting on table, assisting in the kitchen and in general, doing the "household chores" of the institution. It is granted that this work must be done, and that it is a good thing for each boy to have his share in doing it, but it can not fairly be considered industrial and vocational training and, as at present conducted, it does not even acquaint the boys with good standards of house-work.

The white boys were like-wise engaged in house-work about their respective buildings, and lack of competent direction was even more evident in their methods of work than in the case of the colored boys. Methods of clearing the tables and washing the dishes were observed several times in both the Pettitt and the Baxter buildings. In the latter dining room, the work is in charge of a sixteen-year old boy; in the former, the matron, assisted by two of the older girls, directs the work. She is greatly handicapped by the fact that most of the boys in her building are too young to be of service.

In neither building were the dishes properly scraped before being put into the dish-water and in neither was soap being used on any of the occasions when they were visited. The result was that the dish water was greasy and filled with particles of food, and on no occasion did we see the dishes rinsed before wiping. No good housewife would tolerate for a moment the way in which this work was being done.

The bed-making, likewise, as personally observed, would not pass muster in a well-managed household. It is customary for the boys after dressing in the morning, to spread up the beds at once, which means that they cannot be properly aired and later the boys assigned to dormitory service come up and "straighten" the beds, pulling the sheets and blankets straight and leaving the rows of beds even. The dormitories are well ventilated and there has never been the slightest odor about them, but the boys might just as well be taught to air their beds and later to make them up in approved hospital style as to follow the more careless custom in use at the time of our visit.

The sweeping, as observed, was entirely dry-sweeping, which is generally condemned by public health authorities on the ground of the dust nuisance which it creates. There has been a commendable effort on the part of the present administration to reduce the amount of scrubbing floors which in many institutions is carried to absurd lengths, but it is still open to question in the minds of many institution authorities whether it is good policy to permit young children to do any scrubbing at all. The practice which on three occasions was observed in the Barrett building of requiring little boys to turn back their trousers and their stockings, so that they were on their bare knees on the soapy floor cannot be too strongly condemned. On January 16, the writer saw four boys,

two of them 11 years old, one 13 and one 14, scrub the floor of the long recreation hall in the Barrett building. They had to carry the pails of water from a sink in an adjoining room and for three of the boys, it was certainly too heavy lifting. They worked from nine o'clock until a few minutes past ten. The matron then said the floor was not clean and required them to go over half of it again. Two boys worked until ten-thirty; one had not finished at ten-forty but had then to be excused for band practice. Before the boys had finished work, there were foot-prints on the floor they had labored so hard to make white, for the room is used as a general passage way. One of these boys was a frail-looking child who at 13, was in the eighth grade, a year in advance of his age. It is poor economy to put a boy of good mentality and frail physique at this sort of manual labor.

The cooking for the boys in the Pettitt Building is done by one of the older girls; for the colored boys, by a negro cook; and for the older white boys, by a man cook. Boys who are assigned to kitchen duty assist in the preparation of vegetables and other raw materials but are given no systematic instruction in cooking.

The shop-work for the white boys, in January, consisted of printing, cobbling and tailoring. The printing shop, both in November and January, was in charge of a 17-year-old boy whose only training had been at the Institution. On January 15, he had six boys in the shop, three aged 16 years, one 13, and two, 11. One of the 11 year old boys was only in the second grade and could barely read. He had been assigned to the shop only that morning. The same boy who had charge of the printing had also charge of the band practice and the band met in an adjoining room during the last hour of the fore-noon and afternoon. Obviously the boys assigned to the printing shop could be learning little while their instructor was engaged in directing the band. On three occasions when the shop was visited, no work at all was going on.

Four white boys reported at the shoe-shop in the morning and four in the afternoon. This was one of the really busy places in the Institution, and the big pile of shoes awaiting attention testified to the need of activity. The man in charge is a practical cobbler who appeared to understand his business and to be able to manage the boys well.

The woman in charge of the tailor-shop had in January just returned to work after an absence of two weeks on account of illness. The shop had been closed during her absence and she told us that during a previous absence of fifteen months, the shop had not been in operation. There were three sewing machines in the room and the only instruction in tailoring which the boys received, according to the statement of the instructor, was to learn to operate these machines. They knew nothing about cutting or fitting.

One boy was helping the machinist, and various other boys were detailed to help with painting and repair work, the care of fires, the issuance of supplies in the store, office-boy duty, and the like.

It is evident that the vocational and industrial work offered by the Louisville Industrial School by no means measures up to the statements made in the printed reports of that institution. Comparatively few boys at a time can profit by the instruction offered by the shops which are undermanned and under-equipped and the practical experience which they are getting in house-hold duties and such repair and construction

work as from time to time arises is not so handled as to make it educational in the true sense of the word.

In other words, the institution is taking boys many of whom are retarded in school when they come, and is not giving them either the true equivalent of a public school education or a satisfactory training for a trade. Exceptionally bright children can learn a good deal even under such unfavorable conditions, but the situation is fair neither to them, who should have unusual opportunities to develop unusual powers, or to the majority of the children who because of poor heredity and environment previous to admittance need more, and not less training than the average public school pupil.

The girls at the Louisville Industrial School fare somewhat better than the boys because a woman's training naturally tends toward the performance of household duties such as are possible in institution life without elaborate equipment. Home-making and the proper performance of house-work can be raised to the dignity of a profession for a woman; they cannot be so regarded for the average man. It is a serious question however, whether the lack of proper equipment for teaching cooking, for instance, does not limit the usefulness of the instruction now given at the institution to a point where girls are poorly fitted to go into service in really good families where really good pay can be expected. They ought to be prepared for more responsible duties, if their mental ability warrants it, than merely working as servants.

From the standpoint of educational results, it is a great pity that each of the three families of girls has not its own kitchen and dining room where arrangements more nearly approximating family life could obtain. The present scheme is undoubtedly more economical, but is economy the whole end to be considered? In this respect the colored girls have a distinct advantage over the white, for their total numbers are small enough to make a real cottage-plan life possible.

The instruction in sewing leaves much to be desired in the way of equipment and method, but the needle-work, on the whole, ranks fairly well, in comparison with that done by children of corresponding age in the public schools. The preparation of supplies for the Red Cross during the war is said to have been exceptionally well done and the enrollment of the little girls as members of the Junior Red Cross is especially to be commended. The sewing work, however, should include ^{much} more detailed instruction in dress making, including cutting and fitting, of which most of the older girls interviewed professed ignorance, and should be extended to include millinery and designing.

The older girls do the hand laundry for the institution, which includes the personal laundry of the employees. This is heavy work, under the best of conditions, and girls should not be allowed to keep at it for such long hours as are now assigned to the Senior girls. A reasonable amount of such work, however, is not injurious.

The two great defects in the present training of girls at the Louisville Industrial School are, first, the narrow scope of the training and second, the fact that it is practically all indoor work. Domestic service or sewing are the only occupations for which the school claims to fit girls. The majority of the white girls, at least, will probably not enter domestic service with any intention of remaining by it. As yet, domestic service is poorly paid and unstandardized, except for the

highly trained servant who can command her own price. The girls who enter dress-making shops, on the other hand get good pay if they are at all competent. But many girls do not like to sew and will under no considerations adopt sewing as a profession. The range of choice at the Institution is too limited to do justice to the wide range of temperaments and abilities among the girls.

Anyone familiar with work among delinquent girls knows that out-of-door occupations afford one of the surest means of rehabilitation, Physical and moral. There are dozens of out-of-door occupations suitable for women and highly profitable in which the Institution should interest itself.

The Filson Historical Society

Music 1923

428 South First St.,
Louisville, Ky.

NEIGHBORHOOD HOUSE MUSIC SCHOOL. SEPT. 4, 1923.

Today as never before, music is recognized as a great force in our individual and national life. The Neighborhood House has not been slow to take advantage of the power that lies in music. In October 1919, a humble beginning was made to organize out of three pupils, a Music School, and the School, like the proverbial green bay tree, has flourished and grown into an organization enrolling 218 boys and girls.

The aim of the School is three fold:- to instill systematic habits of study; to encourage and develop a love for good music, and through music for the beautiful in life; to inspire in these children a greater patriotism and loyalty to this America, which is their inheritance.

The greater number of children enrolled in the School are of foreign born parents. Most of them have a great love for music, and many of them an instinctive talent, which would otherwise go undeveloped, perhaps undiscovered. In the Music School there are courses in piano, voice, violin and harmony. Choral practice is free and private lessons are provided at the nominal sum of thirty five cents. Often scholarships are secured for those who cannot meet even this low figure. The Music School, like all forms of Social Service, abounds in its human interest stories. A typical example is that of a little girl whose home was burned. The fire completely destroyed her already inadequate supply of clothes, but she appeared bright and smiling to tell "Teacher" that she had rescued her dearly beloved "music Book".

Miss Josephine Peak is in charge of the School. She is assisted by thirteen volunteers from the Senior Class of the Louisville Conservatory of Music. The work is based on the most modern and approved

methods, with individual attention given to each student in addition to the group and class instruction. Usually five or six operettas are presented during a year and several operas are studied. Talent from the outside is brought in to inspire the children to greater effort.

No program at the Neighborhood House is complete without some contribution from the Music School. The yearly program includes a social calendar, as well as a schedule of work, for many hikes, picnics and parties are given throughout the season.

A new feature the coming year will be the singing of songs in their native tongue by the Italian children. Miss Peak's earnest desire is to see an orchestra come into being, and since the Music School has already accomplished such wonders there is small room for doubt that the orchestra will soon no longer be a dream, but a reality.

In the establishment of a Music School Neighborhood House is but following the lead of the greatest settlement houses in America. Moreover the Settlement Music School is a distinctively American product, nothing of the sort having been attempted abroad. It is a big thing that the natural musical intuition of our people should thus find its outlet. It is in keeping with our fundamental principle that every child must have his chance. In a time when we grasp at any straw which may further political and racial harmony, music, the universal language, looms up as the one medium which all may speak and all may understand, and it is to our musicians that we may look as the future vehicles of international understanding.

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Nov 23 -
Music School of N.Y.
was federated
with State
Federation
of Music
Clubs.

The Settlement Music School

Seventh Annual Convention State Federation of Music Clubs
Frankfort, Kentucky.
May 18, 1927.

The Settlement Music School has grown by leaps and bounds.

The beginning was made by Miss Eleanor Smith in 1892 at Hull House, Chicago, and the first Music School Settlement was founded by Miss Emily Wagner in New York in 1894. The movement has grown until today there are 143 of these centers providing opportunity for music expression. Some of these centers are located among the foreign born whose boys and girls have an innate love for music.

The Music School idea is not to train professional musicians, or to teach music as an end in itself, but to use music as a means to an end - to give young people a broader outlook upon life and to develop in them the highest type of manhood and womanhood. It stands for the best in the art of music. The course of instruction is of the same standard that any conservatory offers. The work is no more a charity than the work of the public schools or universities. Mrs. Janet D. Schenck made the following statement in her valuable survey of the Settlement and Community Music Schools: "The Music School Settlements are of no more relative burden financially to the public than the average college, of inestimable value artistically, and yet fighting for their very existence. It is essential that the public should understand the real significance of the work, that it should cease to regard Music Schools as a charity or even philanthropy, and that it should accept them as it does the colleges and professional schools which make for general national refinement and culture. When this is achieved the schools will be supported as they should be, and then, and only then, will their possibilities be realized."

7/2/20

Neighborhood House in Louisville, Kentucky, conducts a Music School as one of its departments. It was organized in October 1919 and has enjoyed, thruout the years a steady and consistent growth. The musical standard of the school is the best. The teachers are accepted only after they are recommended by the Louisville Conservatory of Music. The success of the school is due largely to the kindly interest and cooperation of Mr. Frederick A. Cowles and the faculty of the Conservatory. The chief aim of the school is to instill systematic habits of study; to encourage and develop a love for good music; and thru music's broadening influence a reverence for the nobler things of life. Last and greatest of all, its power to make better and more useful citizens.

The Music School has a varied program of individual lessons, musical classes and more formal clubs. Lessons in piano, violin, voice and harmony are taught at the fixed price of thirty-five cents or one dollar for an individual lesson, according to the teacher selected.

Classes in rhythm are a part of the curriculum. A Kinder Symphony is popular with small boys. Rhythmic and orchestral training of this type of music is very valuable. The school makes a feature of group singing and the results are amazing. The Glee Club, made up of young girls, is the most enthusiastic club of the school. They not only sing but receive training on the ukele^{le} and banjo. Christmas Eve this group went from house to house delighting the neighbors by their Christmas carols. At a recent meeting of the Neighborhood House Citizenship Alumni Club these "singers" gave a creditable program of classical songs, a number of which were four-part selections. Early in the spring they hiked to the country for an all day picnic in the woods. The Glee Club will soon present a musical comedy which bids fair to be an entertainment of unusual merit.

The Societa di Canto, a class of Italian children who have made a reputation for themselves by singing Italian folk songs before many city clubs and organizations, presented a Christmas operetta, "Santa Claus in Mether Goose Land", during the holiday time. The cast included thirty-five Italian boys and girls. The verdict was universal that the performance was delightful and the operetta one of the most pleasing the school has ever produced.

Die Yidische Kinder Zingers, a chorus of Jewish children, gave several musical numbers and Purim songs for the celebration of Purim, a Jewish holiday.

A group of American children are banded together as the Stephen Foster Chorus. They presented a Health operetta at Neighborhood House and also a program of songs for the Community Chest Drive.

Three pupils from the violin class played with the orchestra which performed at the State Meeting of the Kentucky Educational Association.

The following typical stories show how earnestly the children desire to study music:

Marie, whose father was dead, had made rapid progress in music. She was ever punctual and attentive for her weekly lesson. Her mother had many burdens and could only afford thirty-five cents for one lesson each week. Marie came to the Settlement with tears in her eyes to tell the teacher she couldn't take a lesson, they had no money. The next day she returned all smiles with a quarter and two nickles. "Mama has a new roomer! and he paid in advance for the room." She could now take her much coveted piano lesson.

Lucille tapped the keys of the piano longingly, "Wish I could play the piano. When my papa gets work, then I'll take lessons."

While the director of the school was playing for the Friday nite Picture Show one little boy timidly approached her and whispered, "Wonder if I could learn to play the piano, did you learn yourself how?"

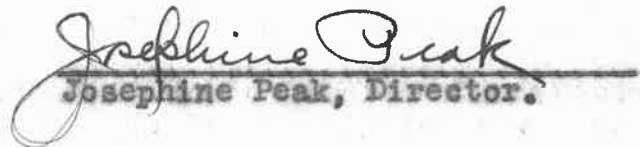
✓ Since November 1923 the Music School of Neighborhood House has been federated with the State Federation of Music Clubs.

The Music School idea is worth while. No matter how small your city or community is, there is a place for such an institution. It will succeed if it is well organized and kept up to a high standard.

Let me appeal to you by quoting from an article by John Tasker Howard, Jr. "Do not let your musical thought be limited entirely to your own clientele of 'paying' pupils. The Community needs music, you need the Community, and one of the most effective means of your getting together is thru an organization for social betterment."

At the Settlement Music School you will find deserving students, who will give you the closest attention and follow your instruction in a most surprising manner. What better way is there of using your time than by giving some of it to those who come to you because they are hungry for music rather than because they are sent to you by adoring parents, who feel that their children need a little polishing.

Respectfully submitted,


Josephine Peak, Director.

Thos. C. Kienzle

M 1921

Plymouth Work at the Neighborhood
House during the Summer of 1921.

Pages 19-24
Tuesday
Friday

Value of athletics to the country in general.

During the recent World War there was one fact that was clearly demonstrated beyond question in our experience with it and that was the great value of athletic sports in America. The American fighters not only turned out to be effective, but the lessons of discipline, courage, and spirit inculcated on the athletic fields have been found to quicken very materially the processes of making civilians into soldiers. It is true that England was the pioneer in athletic sports, and that the Greeks first held the famous Olympic games for the enjoyment of her people, but it remained for the Americans in the late war to prove how valuable these athletics were to the rank and file, and all the allied forces are now inoculated with the zeal for sport.

Importance of athletics to the younger generation.

And now, that the war is over, the question next to be discussed is, "What are we going to do with the younger generation?" The younger generation is the material from

(2)

which the structure of the coming society must be builded. They form the backbone of the generation that is coming on and upon them will rest many burdens which are now upon older shoulders. We should not forget that our boys in khaki were the ones who had these athletics in the very earliest days, even before they put on long trousers.

Moral training.

But the object of this report is not to speak entirely of the theoretical aspect of the child problem in general, but to tell what the Neighborhood House is doing for the children who come there during the summer vacation period, and what it hopes to do for them in the future.

When I was asked to leave Central Park and come to the Neighborhood House, I was told that the work here would be considerably different from that which I had previously experienced at Central Park, due to the fact that the Neighborhood House was a social settlement house, and because

(3)

of its peculiar location and environment. At first, I could not exactly see where the difference was, for, to me, play ground work had always been nothing else but just athletic work. However, I soon learned that real play ground work consisted not in just mere physical development, but that it was closely related to the moral development of the child as well.

Importance of moral training for the child.

The child is particularly a creature of impulse; the reason and the will develop slowly, and for the first ten or twelve years of his life the child is moved to action more by his feelings than by any other power. And so, in encountering all of the complex problems of the present century, it is all important that every youth should develop strength of mind and body, courage, and manliness. He should learn to start at the bottom and "play the game" fairly, honestly, and earnestly. Professor James, the noted psychologist, says that a person's

Character is formed mainly between the ages of ten and twenty, and if that is the case, it is very essential that the youth be directed along the right path and that his brain should not be clouded with sexual thoughts far in advance of his age. Walter Camp, the most famous athletic coach that the world has ever known, always told his men before a game, "Play fair, but play hard; win if you can, lose if you must, but take a whipping without whimpering". It is only with this teaching, both in athletics and in life, that a youth will make of himself a thoroughbred, and started right, he will always be a thoroughbred.

The instructors of the Neighborhood House recognize this fact and endeavor to keep the children under their charge in a happy frame of mind. In a state of happiness the desirable emotions are active, and these in turn lead the child to right action in his relation to others. The density of population in the central part of a large city, such as Louisville, is always conducive

(5).

to bad social conditions and supplies strong incentives to criminal action. Crowded conditions in the home break down decency and modesty and lead to sexual crimes. The intense crowding multiplies human contacts, thus provoking conflicts. Poverty is ever there with her debasing influence, ever crowding the weak soul to criminality to make a living.

Juvenile Delinquency.

The causes and prevention of juvenile delinquency in large cities have been a matter of serious study during recent years. Conservative estimates indicate that from sixty-two to seventy-five per cent of the delinquency in the average city arises from the lack of wholesome recreational provisions. A recent survey of a city in Tennessee discovered recreation centers and playgrounds amounting in space to about thirty acres. In the neighborhoods where these playgrounds and recreation centers were located, fifteen per cent of the violations of the city's laws were committed

(6)

by young people between the ages of ten and twenty years. In other sections where no playgrounds existed, eighty-five per cent of the statute violations were by children between these ages. These figures covered playground sections for the white population only. The town has fifteen thousand colored residents. There were no community playgrounds or recreation facilities available for the colored people of that city. Had the colored people been taken into consideration, the statistics, no doubt, on this subject would even be more astonishing.

Moral question a great problem on city playgrounds. The instructors at the Neighborhood House are constantly holding in mind that the moral question is one of the greatest problems on their playground and realize that the only way to train the child properly is by keeping him happy and contented. Meetings for instructors were held once a week, last summer, when various problems that arose during the week were discussed, and ways and means were taken to rectify the faults and to keep

The children contented.

Classification of children into groups.

When a child first comes to the Neighborhood House, he is asked to fill out a card in the office and a full record of his family history is kept for future reference. He is then placed into his respective group, according to his age, and encouraged to "try out" for the various teams. The Park Board, under the supervision of Mr. Frederick J. Hess arranges a schedule each year for the various groups of children, but a child not making his particular group team for that year is not necessarily barred from playing in games. He is given ample opportunity to participate in many other games that are formed for his groups. New games were tried each week on the playground and those that seemed "to take" with the children were used again and those that were not successful were dropped. Competition in making the various teams has always been keen at the Neighborhood House, and this year has proven no exception. For this

reason, Neighborhood House in past years has always been considered, either as a winner or as a serious contender for honors in the athletic events held by the Board of Park Commissioners.

Track Meet.

The city track meet, which is always considered the crowning event of the year on the city playgrounds, was held on August 20th, at Shelby Park. The following boys composed the team representing the Neighborhood House: Rudolph F. Boush, Ruben Goldstein, Fowler Hooley, Percy Fox, Jacob Greshure, Abe Baer, Tony Bello, and William Childs. Together with the girls they amassed a total of ^{forty-eight} ~~17~~ points or eleven more than the nearest competitor. The Neighborhood boys and girls took the lead from the start and at no time were they in danger of not winning the meet. The Neighborhood House has won the track meet for three consecutive years now, and with our success of the past year in the face

of various difficulties, there is no reason to doubt but what we will hold the place that we have won. The track meet was marred considerably this last year by the unsportsmanlike hooling of a few of the losing contenders and we sincerely hope that this does not occur again in the future. Of course, no one expects a child to be so self-sacrificing as to feel the same amount of pleasure in a victory by his opponents as in a win by his own side, still he should not let that affect the cardinal principle of fair play.

Button Contest.

In order to enter the city track-meet, a child must have gained a button, and must not have been over fifteen years of age, or over five feet four inches in height. The button contest consisted in doing various events each day on the playground during the month of July. First, second, and third place buttons are given to the children making the best average records.

and this helps the instructor to pick the best material for his track team. This year twenty-eight boys were the recipients of these buttons which is a very high number in comparison to the ^{number} buttons received by other play grounds.

Baseball

Of course, the main ambition of every child on the play ground is to become a professional ball player, and it is only to be expected as the great American game is the most talked of subject among business men as well as boys on the play ground. The Neighborhood House had an unusually good team this past year, but much to our sorrow only two games were on the inter-verse schedule. Although we were defeated in the scheduled game with Portland, we were easily the victors on several other occasions when we played that particular play ground in the Twilight League. The other game was with Portland at their

park and our boys easily displayed their superiority over them in every angle of the game by taking a decided victory. The Twilight League was very much of a success this summer and was organized that all boys might have ample opportunity to participate in the greatest of all American games. Baseball was selected as the representative game for the group of boys between the ages of twelve and fifteen. The following boys made the Neighborhood House team this season: Joe Russo, Tony Bello, Royer Bowman, Pheny Fox, Fowler Hooley, Sam Klein, Steve Cuffe, Rudolph Flank, William Cleary, Wynan Fox, and Howard Hickey.

Hodge Ball -

Hodge ball was the game selected by the Supervisor of Play grounds for boys twelve years and under in the inter-park schedule. Our little chaps were the proud victors in both of their games played this year, defeating Pringle there and Portland

at home. While dodge ball is not a particularly popular game on the play ground, still the little fellows worked hard at it and deserve credit for their victories.

Volley Ball.

The larger boys of the Neighborhood House have been the undisputed champions of the city in volley ball for the past eight years and this year they continued their winning streak with several spectacular games. At no time have they been obliged to play a third game to decide the match, always winning the necessary two games straight in succession. Several games were scheduled for the older boys at night and considerable interest was shown on various occasions in these practice games. Shelby, Brome, Portland, Plutue, Story and Elliott were some of the games defeated by Neighborhood House during the season and by reason of this string of victories we have every possible claim to the city championship as these teams

represented the winners in their respective districts. The boys who participated in these games were: Abe Behrman, Skillet Miller, Joe Russo, Teddy Blatz, Chester Anderson, Roger Freeman, and Pat Freeman. Next to baseball, volleyball proved to be the most popular game on the playground. Various elimination bouts were held by playing singles, in pairs and various other formations with marked success.

Tennis.

While tennis is not regarded with the consideration it receives at other playgrounds that have tennis courts on them, still we were one of the seven playgrounds to place a full team in the yearly tennis tournament. Due to the fact that there is not enough room on the playground for a court, very few of the children in the neighborhood of the playground have ever attempted tennis, but we hope that it will soon come into its own as it is well

deserving of more attention. However a small court was "rigged up" this past year and several of the children were "introduced" to the game for the first time. A tournament was held to decide the entrants for the city tournament and the following children were sent to represent the Neighborhood House; Raymond Schontze and Roger Bowman in the boys singles; Raymond Schontze and Roger Bowman, Lewis Levine and Charles Bauer in the boys doubles; Blanche and Evelyn Bronstein in the girl singles and the same girls in the girls doubles. With the exception of one boy, Roger Bowman, all our entrants were defeated in the first round but we expect to come back stronger next year and hold our own in this branch of athletics as we have always done in the others. Roger won his first two matches by default, but was defeated by little Buddie Newman of Central Park in his third round. The annual tennis tournament, which in past years has been known as the Times

Playground Tennis Tournament, was held at Shelby Park during the week of August 8th. Play was checked during the first four days ^{by rain} of play but the end of the week brought out some very exciting matches. Tyler Park took all of the events with the exception of the boys singles, but the latter event never was in doubt as "Little Tommy Cline" ^{of Central Park} was shooting in rare form and had things his own way in the entire tournament. The Times gives gold medals to the winners of the various events and as this is the only junior tournament held in the city, it serves the purpose of deciding the junior champions of the city as well as of the playgrounds of Louisville.

Boxing -

While boxing has not been recognized by the Board of Park Commissioners as a beneficial form of athletics for children, still it is the opinion of the writer that it is an excellent sport. During the war, this sport furnished the most general

competition of all in service camps and naval stations. In addition to this it was found to be the best method of teaching and demonstrating bayonet fighting that could possibly be devised. It is a capital exercise and a good developer of wind and muscle, as well as of quickness and agility. The writer also discovered during the past season that it was an excellent means of keeping down fist fights to a minimum, on the play ground. When two children got into a fight, the gloves were immediately brought out, and the two boys usually finished their little tumbles by good-naturedly shaking hands at the end of the encounter. However boxing on a play ground should be supervised by an instructor who knows the points of the game, and no child should be allowed to become angry or be forced into a contest against his wishes.

Swimming:-

Swimming is a popular sport with

the boys at the Neighborhood House the same as with all other boys who have any get up and go about them. While it is to be regretted that we do not possess a pool of our own at the Neighborhood House, still we had a lot of fun during the summer in organizing hikes each week, and going out to Central Park to swim. Central Park has a small indoor pool, it being the only pool in the city available for playground use, in spite of the fact that there is a large outdoor pool at Shelby Park which could very conveniently be used by the little chaps of the city during the mornings. The annual playground swimming meet, which is known as the Liberty Insurance Swimming Meet, was held at Shelby Park on August 29th. Several hundred spectators turned out to see the children from all over the city participate for the metals which are offered each year to the winners of the various events. Beautiful gold, silver, and bronze metals were offered for the children placing first, second, and third respectively. There were

as high as eighty-five entries in each event and as there were only three events for boys and three for the girls, it is considered quite an honor to be the proud possessor of one of these metals. The Neighborhood was represented by a full quota of boys in this meet but our star girl athletes were celebrating their track victory at camp, and did not get to participate. Two of our boys came through with flying colors as little Raymond Shortse placed in the twenty five yard dash, and Royer Bowman entered the finals in the fancy-diving event. The Crescent Hill and Shelby Park playgrounds both had a goodly number of swimmers in this meet, but, of course, the boys from other playgrounds were at a disadvantage as they did not have the opportunity of practicing that the children from these two playgrounds did. However, several of our boys have joined the Y. M. C. A. for this winter in order to be in shape for the meet next year, so the other playgrounds will have to loose to their laurels if they expect to win.

Other games played.

Of course, there were countless other activities, such as pageants, dramatics, horse-shoe-pitching, silent games etc, indulged in by the children at the Neighborhood House during the past summer, but it would be impossible to go into detail with all of them. The above activities mentioned, were only selected, because they were the ones that seemed the most popular on the playground and which occupied most of the time of the youngsters during their summer vacation.

Value of Neighborhood House to the city.

The popularization of physical education, by the operation of a public playground, such as that of the Neighborhood House, will go a long way toward improving the people in bringing about more Americanization. Our athletic field has been the melting-pot for all our various nationalities in the past ten years. We need every effort centered upon making us a compact nation, assimilating not only its foreign-born but

those of foreign parentage. Children who play together and exercise together should soon grow to know and understand each other, and the farther this development is carried the more homogeneous and physically fit will be the product. Of course, in judging the value of any work, the decisive question is, on what foundation is it built, and what are the abiding forces on which it draws? The forces that the Neighborhood House represents are found in human nature. They are the spirit of youth, the love of play, and loyalty to our God and country. Until these streams of inspiration should run dry, the Neighborhood House will be a potent factor in the future betterment of our city and state. So long as children play, so long as men and women aspire to be good citizens and good neighbors, so long as youth shall seek companionship of youth, so long will there be need of the community playground of Neighborhood House in the city of Louisville.

Future of Neighborhood House playground.
 To my mind, it is about time that the

people of this country, as well as other countries, should stop spending sixty cents out of every dollar for the foolish purpose of carrying on wars. It would be much more proper and fitting to spend this sixty cents on the far more important cause of education, both mental and physical. Instead of having one community playground in the city of Louisville to throw its gates open the entire year around, there should be one in each section of the city.

If one examines into the real facts, he finds that in the days before organized athletics, it was not studies that filled up the gaps, but town and gang notes and dissipation of many forms. Of course, the child who comes to the Neighborhood House never realizes the value of the existence of such a recreational center nor does the fond parent who sends his child there. But were this playground discontinued just for one month, it would be impossible to measure the great detriment to the city, even for such a short period of time. It is the most sincere belief and wish of the writer of this

report that the Neighborhood House should be greatly enlarged, and that the proper facilities be added to place it on a par with the settlement houses of other cities which are carrying on this most important work. A swimming pool and a large athletic field with several tennis courts, at least two regulation base-ball diamonds, hand ball courts, full gymnastic apparatus both outside and inside, and plenty of rooms to draw a deep breath, are the main requirements to carry on this work in the center of population of a city as large as Louisville. God grant that there may never be another war, but if there is, let us send our boys in fully prepared to meet the enemy on more than equal terms; physically, mentally, and morally. No true American can be proud of the fact that one out of every three of the supposedly cream of ~~our~~ population was rejected during the World War for physical disability. Instead of spending millions on battleships and other equipment for war purposes, it would be much better

to look after the man first who is to handle that equipment. If these billions spent annually were invested in the "American man" scheme, the result would, no doubt take care of itself. Why not take advantage of the cumulative wisdom of those who have made a scientific study into the matter and couple this with the practical side, which means that we should save all the time possible and get results, and then make a real effort to throw off the yoke of "old-fashionedness" — going on doing things because they have been done, even though we have found that they have not produced the proper results. A great step was taken when the Board of Education was taken out of politics in the city of Louisville, and now if we can only establish a better play ground system in the city to cooperate with the schools, we will have done much for civic betterment.

I Am An American.

The following creed by Weaver Pangburn published in Leslie's Weekly for June

5th, 1920, describes the type of citizenship that the Neighborhood House seeks to promote.

I am an American, God willing, I will carve out the future with these two hands and this brain. I will stand on my own feet and I will win success for myself and my own. If I should fail, or fall behind my fellows in the race of life, the fault and discredit will be mine, no other's. If I lose, I seek no alibi in the character of my environment, of the economic system, or of the kind of government. I harbor no class resentment; I carry no red flag of bitterness or sedition. I fight forward, whining not, independent, clear-eyed. I am an American.

Respectfully submitted.

Thos. C. Kenzle.

Instructor 1920, 1921.

PATRONS AND PATRONESS

Mr. and Mrs. J. M. Arbogast	Mr. and Mrs. E. K. Holmberg
Alex. E. Bauer	Mr. and Mrs. J. K. Holmberg
H. E. Brown	H. C. Marshall
E. A. Cowles	Yvonne M. ...
Philip Conn	M. Johnson
Thomas Crowder	Joseph Bergman
Gen. Bartlett	E. M. ...
W. Y. ...	L. S. ...
James J. ...	W. M. ...

Music—The only gift of Heaven given to earth;

The only gift of earth we take to Heaven.

—Charles W. Landon

ACKNOWLEDGEMENTS

Neighborhood House ... assistance of Messrs. ... Electric Co., ... Mrs. ...

In Old Virginny

A Musical Comedy

Two Acts

Presented By

Italian Chorus

of

Neighborhood House

428 South First Street

Tuesday Evening, May 21, 1929

Eight O'clock

IN OLD VIRGINNY

Text and Music by

Ivine, Laurene and Hattiebell Shields.

By Permission of the Publisher, Clayton F. Summy, Chicago.

THE CAST.

Virginia Langworthy, (Southern Girl)	Jennie Messina
Georgia, (Virginia's chum)	Bernadine Gazzolo
Mammy Lize, (Old negro mammy)	Mrs. Thomas Crawley
Uncle Ras	Tony Vuturo
Harry Langworthy, (Virginia's Brother)	Vincent Lombardo
George Washington Johnson, (Harry's pal)	Phil Passafuime
Captian Noel Norton, (Northern Officer)	Charles Rodgers
Mrs. Langworthy	Rose Limani
Lieut. Jack Lagworthy, (Southern Officer)	Francis Westfall

CHORUS

Philomena Fanelli, Angeline Messina, Martina Passinissi, Rose Fanelli Tony Gallo, Annunziata Campisara, Tonny Passifuime, Salvatore Lentine.

PICCANINNIES

Martin Gargotto and Pat Crawley

Scene - - Langworthy Hall.

Time - - Civil War Days.

ACT I. Afternoon during the War

ACT II. Evening after the War.

Orchestra, Louisville Normal School.

Chairman of Music Committee, Miss Mae Belle Weiss.

The Business Manager is Mrs. Thomas Crawley.

The Stage Managers are Phil Passafuime and Vincent Lombardo.

The Electrician is Tony Lombardo.

The Prompter is Mrs. A. Krupp.

The Dances were taught by Miss Bernadine Gazzolo.

The Costumes were designed by Miss Elizabeth Wilson.

Musical Direction by Miss Josephine Peak.

PATRONS AND PATRONESS.

Mr. and Mrs. J. B. Arbegust	Mr. and Mrs. P. K. Hollenbach
" " " Alex G. Barret	" " " Joe Lombardo
" " " H. F. Bryant	" " " B. G. Marshall
" " " F. A. Cowles	" " " Vincent Messina
" " " Philip Cona	" " " H. Robertson
" " " Thomas Crawley	" " " Joseph Selligman
" " " Gus Dattilo	" " " E. S. Tachau
" " " W. Y. Fillebrown	" " " J. S. Tonoli
" " " James J. Gazzolo	" " " W. G. McGowan
Mrs. Adelaide Strassel McCaskey	Miss Edith Callahan
Mrs. Mary P. Natiello	Miss Marian Clancy
Mrs. Leo Stabile	Miss Catherine McDermott
Mr. Walter K. Belknap	Miss Lou Howington
Business and Professional	Miss Gertrude Klein
Women's Club.	Miss Mamie Perroni



ACKNOWLEDGEMENTS

Neighborhood House gratefully acknowledge the generous assistance of Messrs Billie Keller, William K. Taylor, Childers Electric Co., Kosair Hotel, Klingman and Kellsell Music Co., Able Flower Shop, University of Louisville, Louisville Conservatory of Music and The Confederate Home.

March 17, 1938

ACT III

After the day's work is over, everyone is ready for the Jubilee. This is the word of one of the plantation hands.

"Wagon Wheels"--A duet

"My Lady Is"--Solo

Tap Dance

"My Hat"--Solo

Why Don't You Turn the Garden Over?--Bobby B. and Company

Grand Finale--"Dixie"

George Young

George Young

George Young

George Young

George Young

George Young

George Young

George Young

George Young

George Young

George Young

George Young

George Young

PROGRAM

This is in the form of a colored family's opinion on a plantation "way down South" in the evening after all his work is done.

ACT I

"Daddy is Back to Old Virginia"--Chorus

"Daddy is Back to Old Virginia"--Chorus

Tap Dance

THE GLEE CLUB

OF

NEIGHBORHOOD HOUSE PRESENTS

"SWANEE RIVER TUNES"

A

MINSTREL

March 17, 1938

"Swanee River"--Chorus

"Swanee River"--Chorus

"Swanee River"--Chorus

"Swanee River"--Chorus

"Swanee River"--Chorus

"Swanee River"--Chorus

"Swanee River"--Chorus

"Swanee River"--Chorus

The Filson Historical Society

55x26

PROGRAMME

This is in the yard of a colored family's cabin on a plantation "way down South" in the evening after all the work is done.

ACT I

"Carry Me Back To Old Virginia"	Chorous
"Massa's In The Cold Cold Ground	Chorous
Tap Dance	Anna Catherine Emmetsberger
"Song of Songs"--A duet of the two white sweethearts	Louise Haskins Morris Schloszberg
"Old Black Jo"	Edward Martin
"Shortnin Bread"	Inez Gilbert and Chorous

ACT III

This is a cotton field on the same plantation. One may see this scene any day in the summertime in the South.

"Lonesome Road"	Chorous
Tap Trio	Norris McGregor James Spray Delmas Abbott
"Old Man River"	Morris Schloszberg and Chorous
"O Suszanna"--guitar solo	Edward Martin
"My Old Kentucky Home"	Chorous
"Swing Low Sweet Chariot"	Chorous
"Steal Away"	Chorous

ACT III

After the days work is over, everyone is ready for the Jubilee. This is the garden yard of one of the plantation homes.

"Wagon Wheels"--A duet	Edward Martin
"My Lindy Lou"--solo	Fleetwell Longshore
Tap Dance	Rose Emmetsberger
"My Hat"--a novelty number	Constance Grider Lucille Wallshield Betty Lett
"Way Down Upon The Swanee River"	Benny Reed and Chorous
Grand Fanale--"Dixie"	Cast

INTERLOCULATOR	GEORGE JOSEPH
END MAN	NORRIS MCGREGOR
STAGE MANAGER	ETHEL HASKINS

Vera Paschal 1923

Swimming P. 2

NEIGHBORHOOD HOUSE
1923
PLAYGROUND REPORT.

Submitted by Vera Paschal

The Settlement year of 1922-23 has been an unusual one for the playground has been open almost every week thruout the year. Until school closed the playground was open in the afternoons and only part of the time at night.

The playground season opened with the usual feeling of fun and vacation time. The keen interest and desire to play on the part of the children was evidenced by the fact that the residents were often awakened as early as six o'clock in the morning by the urging voices of babies and baseball champions. "Open the 'Neighborhood'," was the cry sent up to the workers. One girl of 13, who practically lived on the playground, voiced the opinion of many when she said, "Gee, I wish 'Neighborhood' would open on Sunday. I hain't got no place to play."

Each day when the hour of nine arrived there was a crowd awaiting to rush for the balls, the sand boxes and horseshoes. That the eagerness grew as the summer passed is shown by the fact that August was the record month with an attendance of 9385. The attendance for the three summer months of June, July and August, the regular playground season, was 21,738. There was as usual, a larger attendance among boys than girls. The most popular age on the playground is from 10 to 12 years for both boys and girls. There were during the year, 763 boys, 644 girls and 193 adults enrolled on the playground. Their distribution was as follows:

AGE	BOYS	GIRLS	ADULTS
6 and under	126	146	
7-9	162	152	
10-12	204	176	
13-15	202	130	
16-17	69	40	
	763	644	193

The activities of the summer playground varied from the sand box, bubble blowing and swings for the babies, to baseball, horseshoes, volley ball, group games, etc. for the boys and girls. Singing games and folk games were popular among the small children and even the larger boys and girls would at times join in playing such games as "Have You Seen My Sheep" and "A Girl is Slowly Walking".

As usual, the Park Board sent us two workers who took charge of the inter-park activities which constituted a greater portion of our summer program for boys between the ages of 12 and 18. Baseball was the ruling sport and three or four nine-inning games were played before noon. There were usually two games going at one time. The theory that efficiency comes thru practice proved to be true, because the Neighborhood House team won every game up until the final game for city championship which was played with Boone Park at Shelby Park, when Neighborhood House was defeated by a score of 12 to 10.

March

The same was true for Dodgeball, Volley Ball and Horseshoes, the opposing teams winning in the finals by only a few points showing that they were quite evenly matched. Second place was won in the Track Meet held at High School Park August 21st. The practice for these tournaments took a great deal of time and effort on the part of the players and much interest was manifested; however, it should be noted that the joy of playing for the sake of the game was not denied the other children on the playground because the workers saw that the spirit of "I got winners" "Piggy One!" and "Piggy Two" was carried out.

For the first time Neighborhood House took part in the swimming meet fostered by the Park Board in which Neighborhood House boys won nine medals and scored 27 points winning second place in the meet. Any Wednesday morning one might hear, "Hey, Skinny, got your swimming suit?" In several instances it was observed that many of the small boys were coming to playground on Wednesday with a green, red or some gay colored suit shining thru their blouses for fear they would forget. At three o'clock on that day any boy who desired could go to Central Park for an hour of supervised swimming. As many as fifty-five boys have been in the small pool at once.

Among other special events of the season were the efficiency contests as outlined by the Playground and Recreation Association of America in which about 75 boys and 12 girls participated. Twelve boys and four girls completed their tests and received badges.

All thru the playground season the showers were a particular joy for the small children. Every day from three to four o'clock there were from 15 to 25 small boys taking showers. It was difficult for the girls to have to wait until four o'clock for theirs. After noon the young woman on the playground was ever faced with the question, "Teacher, how long is it till we'll get a shower". Thruout the year, 1363 showers were given in connection with the playground.

The latter part of July, room was found at the east end of the playground for a tennis court. After three days of sweeping, shoveling, cleaning and lining, a court was evolved and joy was broadcast among the older boys and girls. The tennis court did not fail in drawing new characters, or ones who seldom came to the playground, and it was always occupied from 9:00 o'clock in the morning until darkness prevented further sport. A tournament was arranged among the boys of the various playgrounds of the city in which one of the Neighborhood House boys went to the semi-finals to be defeated by Clines, who is the boys single Champion of the Southern States.

A special effort was made this season to meet the needs and interests of the tiny tots and small children. To this end, Industrial Arts classes were organized and conducted on the roof garden. One of the most interesting groups proved to be the paper doll class which met once each week. At 3:30, the hour for the class, the children rushed up the steps, calling, "I bid to give out the paste to-day", or "Its my time to give out scissors". The fact that some of the little girls had to bring their baby sisters and brothers along did not seem to lessen their joy as the babies were perfectly happy and quiet, amasing themselves with the pebbles on the floor, putting them in boxes and emptying them out again. First the

Playground Report.

-3-

children made small books with bright colored paper covers, on the front of which they pasted attractive pictures cut out of magazines. The older children of the group call these books their "houses". Each page represents a room and Sears-Roebuck and Montgomery-Ward catalogues were slashed to pieces in wild and thrilling searches for a porch swing with cushions on it, a real leather sofa and one of "those beds with a silky roof over it." Then the mother and father and all the children in the paper doll family can walk through the twenty-seven rooms without the least trouble or inconvenience. The smaller children are unable to cut out the furniture so they fill their books with all kinds of pictures cut from every magazine imaginable. Little Phillip has only two pages of his book complete because he "don't want nuthin' but cowboys and graham cracker pictures" in his, and can only find two cowboys and all the graham crackers look alike. But he is still trying and is very serious in his purpose. The crowning event of the afternoon is the cleaning up time and the privilege of washing the paste brushes proclaims the star worker of the day. Then "teacher must go in the house and count one hundred and two, while every scrap of paper is hidden away and every table folded and put in the cabinet."

Friday afternoons are passed in weaving doll rugs, hammocks and making quilts out of scraps of old materials.

Some of the older boys seemed so much interested in what the little folks were doing that when the need arose for some attractive waste baskets for the House, a painting class was organized and as a result unsightly fruit baskets were gladly turned into works of art by the boys and are now bringing joy to the servants as well as all residents of Neighborhood House.

If one had happened to come to the roof garden on Wednesday afternoon he would have been transported immediately to the land of Make-Believe, where paper crowns became gold, and mere chairs and settees, thrones for a royal family. The Make-Believe story hour was started in the latter part of July with the main idea of giving the children an outlet for their imaginative and dramatic powers. A group of children, mostly Italian and Syrian, who had had little experience in dramatization and self expression, attended this class. At first, the children were shy and did not like to show off before the others, but before the summer was over, even the tiny three year old, who had been dragged up the stairs to look on while big sister played, was taking part as a court attendant or as a fairy.

At first the very simplest fairy tales were told and then enacted by the children. Then came more difficult ones until at the end of the summer one-act plays such as "Six Who Passed While the Lentils Boiled," and "Sir David Wears a Crown" were being given by the children.

These plays proved to be so popular that the children taxed the imagination of the instructor for more adventures of "Sir Davy's Little Boy" and his friends. Finally one boy, older than the rest, volunteered to tell what he thought might have happened to Sir Davy. From that time on not another story could be told unless Sir Davy was the hero. Paper crowns were made to grace the heads of the King and Queen, paper chains to bind the prisoners, and coats that were ragged and torn were used for ermine and satin capes to cover up tattered dresses that became the costliest of gowns. Many times the children became so engrossed in playing the new game of "Davy", as they called it, that even their daily showers were forgotten and not until they received the assurance that they

would hear more on the following Wednesday, would they leave the roof garden. The number of boys in the group far out-numbered the girls and that of the Italians overreached that of any other nationality.

The sand pile occupied the tiny tots most of the time. At a small cost some shovels, spades, buckets, boxes etc. were appropriated and great was the joy manifested in molding cakes, measuring flour, sugar and other groceries as the imagination of the child might demand. As many as 25 or 30 children would at times be playing in one sand box. Some of the more reticent children who did not seem to know how to play with others, very quietly joined in playing house and grocer when they saw the "teacher" playing and finally became interested in playing other games. One little girl, Theresa, who was 11 years of age, seemed very backward and unwilling to play with anyone except her brother. The sand box seemed first to attract her attention. After becoming acquainted in this way, it was suggested that she go into the Industrial Arts group, which she did. Gradually she was drawn into circle games and later became interested in such games as Punch Ball where she was forced to act upon her own resources and yet be a part of a group. It might be of interest to note here that a number of Personality cases were sent by the Psychological Clinic to the playground during the year. Among these were several little boys who had never learned to play with other children and who had proved problematic in their own homes and at school. The sand box offers an excellent opportunity for becoming acquainted with children in an intimate way. Nothing creates confidence quicker than for the instructor to play "sister," "Mother"; "Grocer", "Baker", etc. with small children.

Among the girls from ten years up, much enthusiasm was abroad for games in Punch ball, End ball, Volley ball, etc. Owing to the fact that many of the girls are employed and others needed in the homes, regular teams were difficult to organize. The inter-park games, the track meet and efficiency contests called for much grit and determination on the part of the girls, for the participants were almost entirely new material this year. Despite the fact that the teams did not win many games, the girls received the same benefits of joy and the zest of true sportsmanship which promises to reveal itself in future activities.

Another new interest for the girls this season was Scouting. At present, there are 10 girls who have passed their Tenderfoot test and secured their suits and pins. For some this demands a great deal of effort which was not lacking. One little Italian girl became so interested in passing her test by a certain date in order that she might go to camp, that she found herself singing the Star Spangled Banner in her sleep. Only six of the girls were able to attend the Scout Camp at Harrods Creek, but the patrol made an excellent reputation by producing the star runner and the honor girl of camp. Several hikes and outings were taken by the Scouts and the interest is rapidly increasing as plans for winter activities develop.

Friday nights are crowning nights of the week on the playground. During the early part of the evening, special interest is aroused in group games. After an hour of hard play a picture show is provided and adults and children rush eagerly for a seat as soon as the curtain is brought from the gymnasium. We are indebted to Mr. Cook of the Rex Theater for the films which have been shown this season.

The instructors feel that the case of Birdie Mae is one of the most constructive accomplishments of the season. "She was afflicted with spinal meningitis while only a baby and her mind was affected. Mentally she is still a baby while physically she is a well developed child of six years old. She has been raised more like a little animal because of her inability to reason and play with her brothers and sisters, being kept tied by a rope to keep out of her mother's way; or in a large box that she could not climb out of. With the opening of the playground this summer, the workers thought that she could be benefited by being allowed to run and play in the yard, thus getting plenty of good wholesome exercise in the sunshine and fresh air. However, there were many difficulties to be overcome that had not been foreseen. Birdie Mae was not used to strange children and she would bite and spit upon them or throw dirt and other missiles. Also she had no sense of danger and would run in front of swinging children, fall off the sliding board and have many other mishaps. It was rather discouraging at first, and it took all of the attention of one worker to look after her.

One would hardly recognize her now as the same child of three months ago, as she runs about the yard playing contentedly with a few simple playthings. Every bright object attracts her attention and she makes wonderful collections of coca cola bottle caps, bits of bright colored paper, pebbles, orange peeling, etc. The other children of the yard have become interested in her and it is no uncommon scene to see several of the larger boys and girls grouped around her trying to teach her to talk, and she readily responds and tries to say the things they tell her to say. The benefit of the playground to this little girl cannot be estimated, while she has also presented an interest to the other children in the yard and they take pleasure in watching over her and bringing the workers to her help when she needs it. Moreover, the mother has had joy brought to her life that she never expected. She came to the office one day with tears of gladness on her cheeks, and expressed her deep gratitude for she said she knew "Neighborhood" had done it.

Thus the instructors feel that on the whole the 1923 playground season has been a profitable one to both children and instructors. However, experience often shows us where we might improve and so it is that we feel that one big problem of discipline might be solved by securing apparatus which would afford legitimate climbing. Also if more attention could be given to organized outings for small boys from 8-12 years of age to meet the needs of the gang, further delinquency might be prevented. This might be done by getting some organized men's group to assume that responsibility under the direction of Neighborhood House.

du

June 2, 1921

This resume made at the request of the Executive Committee of the Recreation Council and given to Mr. E. S. Tachau for his interview with Mr. Colvin concerning the continuance of the Group Work Courses at the U. of L. I.L.

June 2, 1927.

RESUME OF CONNECTION BETWEEN THE
UNIVERSITY OF LOUISVILLE AND THE LOUISVILLE SCHOOL OF SOCIAL WORK.

The HISTORY OF THE SCHOOL contains a statement regarding the very beginning of training for Social Work in 1918 and the early connection with the University of Louisville. This statement tells about the coming of Dr. Ware to the University and of the financial arrangement made with the University, that of paying him \$1000. in 1919-20 toward his salary.

The earliest correspondence with the University which I can find is a letter written to Dr. Patterson on February 3, 1919 by Mr. Street, Director of the Welfare League. In this letter Mr. Street urges the University to establish a School of Social Work, stating that the Welfare League would be willing to help finance it.

Dr. Patterson, in a letter of February 5, 1919, in reply to Mr. Street's letter, stated that he was willing to recommend to the University Trustees that a Professor of Applied Sociology be appointed if the Welfare League would help finance this department.

Following that there were several letters referring to this matter. On April 10, 1919, Mr. Street wrote Mr. Ford, stating that the Welfare League had appropriated \$1000. for the school year 1919-20 toward the establishment of courses in Applied Sociology.

On April 16, 1919, Mr. Ford replied with a letter in which he stated that the Board of Trustees authorized the establishment of a Department of Applied Sociology. Mr. Ford stated he hoped "this Department would grow into something of great practical value to the Community." Mr. Ford stated the details of the courses would be worked out with Dr. Patterson. This is the first letter showing the endorsement of the Board of Trustees.

There is some correspondence then with Dr. Ware inducing him to come to the University.

Then comes quite a bit of correspondence between Mr. Street and Mr. Ford in regard to the \$1000. subscribed for the University.

The next correspondence we have is a letter from Miss Collier, Treasurer of the University, on March 3, 1921, asking for one-half of the amount to be contributed toward Dr. Ware's salary. The Chest Director replied that the Welfare League did not plan to continue contributing a sum to the University and that it did so only for the academic year 1919-20. Then followed a letter on March 14, 1921, from Mr. Ford, in which he stated he understood the Welfare League planned to continue this cooperation. He stated he feared the University could not continue the Sociology Department without help from the Welfare League. There is no further correspondence

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regarding this matter. (The Sociology Department was continued.)

Reorganization of School:

The next letter I discovered was written on August 2, 1922, by Dr. Ware to Dean Patterson, in which he spoke of the reorganization of the School of Social Work. Dr. Ware urges the re-organization of the School and urges that the University permit the fees to be retained by the School to pay part of the director's salary. There is no reply to this letter in the files.

The next letter is from Dr. Patterson to Mr. Liggett, Director of the Community Chest, dated August 13, 1922, in which he expresses the desire to discuss the re-organization of the School with Mr. Liggett.

The next letters were written by Mr. Liggett to Dr. Patterson, on September 15 and 22, 1922, in which he outlined the plan for the School. On September 15, 1922, Dr. Patterson answered Mr. Liggett's letter. In this letter he talks about the arrangement for fee and suggests that Dr. Ware be made Advisory Director and suggests a name for the school. In this letter Dr. Patterson promises to submit to the Board of Trustees the recommendation that the term of organization be approved. This is the last letter which we have in the files from Dr. Patterson. (We know, however, that the school was re-organized and affiliated with the University.)

Although I discovered no further correspondence until 1925, I discovered in the Minutes of the Advisory Board of the School, at a meeting held November 14, 1922, a report of the meeting with Mr. Ford in regard to the establishment of a Department of Occupational Therapy. In the December 11, 1922 Minutes, Miss Warren reported that Mr. Ford was willing for the School to undertake the Occupational Therapy work as a department of the School. (See Minutes for detail.)

School and University Policies:

In the Minute book I have found the following policies of the School of Social Work relative to the University. (this statement was not dated.)

1. Students registered in the School of Social Work may take kindred courses in the University of Louisville without payment of University fees.
2. Juniors and Seniors registered in the University of Louisville may take as many courses in the School of Social Work as the Director of the Department in which they are specializing in the University and the School approve.
3. Any person registered for one- 1 hour course will not be registered at the University and will, consequently, be exempt from the \$2.00 registration fee.

4. Colored students are permitted to the extension courses but are not permitted to the regular courses and, consequently, are not registered at the University.

In the Minutes of October 12, 1924, the question of a certificate to special students, that is, to those who did not have a high school diploma, was discussed. Dean Anderson stated that these students could be given a statement from the School but could not receive a University certificate. Certificates were granted by the University to all students meeting University entrance requirements who completed the one year course at the School.

On February 26, 1925, the Advisory Committee of the School met and discussed the discontinuance of the School. It was felt that the School was an expensive luxury to the community and if there were not a sufficient number of students enrolled in the fall that the School be discontinued.

On March 6, 1925, the Executive Committee of the School met and at this meeting the question was raised whether the School of Social Work should be discontinued when it had comparatively few students and when money was needed for other agencies. Dr. Ware felt that the School should continue and if the classes were held at the University there would be no question of too small an enrollment. Dean Anderson asked that the matter be brought up for further consideration. Both he and Dr. Ware felt the University was in no position to take on extra financial burdens and that the School should be built up and then approaches made to the University. It was decided that the School operate another year if enough students registered in the fall.

At a meeting on November 25, 1926, Miss Brandeis read communications from the Board of Workers, the Advisory Committee of the School and the Recreation Council, endorsing the plans of having the courses now given at the School to be given at the University in 1926-27 and the Executive Secretary of the Case work Council and Executive Secretary of the Recreation Council be employed, who would for the first year especially, give most of their time to the teaching of these courses. It was reported at this meeting that Dean Anderson and Dr. Ware agreed to recommend to the University Council that the University in its Department of Sociology assume responsibility with the exception of the financial responsibility for the courses in Social Work which were now given in the School. The expenses were to be paid by the Community Chest.

School taken over by University:

One other letter I found referring to the taking over of the School of Social Work by the University was one written November 16, 1925, by Dean Anderson to Miss Brisley, in which he stated that the plans submitted for the courses in the Sociology Department were approved by the Chancellor and that he, Dr. Patterson, was transmitting the formal recommendation to the Board of Trustees that the plans be approved. Dean Anderson also stated "I think it will be not only a good thing for the School of Social Work but an excellent addition to the courses offered in the University of Louisville.

Important:

We have letters from Dr. Patterson to the Trustees- from the Trustees to him, approving the plan- letter was dated February, 1926.

January 11, 1926, at a meeting of the Executive Committee of the School, Dean Anderson asked that catalogue material be submitted by February 1. The courses at the University had been definitely arranged for and at this meeting the question of publicity for the courses, hours, catalogue material, etc., was taken up. Then there was a meeting of the Advisory Committee on May 15, 1926, at which time publicity for the University courses was discussed.

The last record we have is that of the last meeting of the Board of Directors of the School, held June 3, 1926, at which time Miss Brisley reported that the University had accepted the courses. At this meeting Dean Anderson asked Miss Levin to be responsible for the details incident to the courses at the University.

There is, you will notice, no written statement regarding the future of the Social Service courses at the University in so far as the financial end is concerned.

In the fall of 1926, the courses which had formerly been given at the School of Social Work were given at the University of Louisville. Definite arrangements with the University had been completed in November 1925. In February 1926, catalogue material was sent to the University and the other plans were definitely outlined during the spring of 1926.

The following statistics will show the number of students who have taken the courses in both departments of the School, from the inception, January, 1923 until its closing, June, 1926.

STATISTICS

<u>Case Work</u>	<u>No. students</u>	<u>Recreation</u>	<u>No. students</u>
Jan. to June 1923	52		
Sept. 1923-June 1924	17		47
Sept. 1924-June 1925	28		36
Sept. 1925-June 1926	18		23

Case Work Department Graduates 1923 to 1926 - 8

Recreation Department Graduates 1923 to 1926 - 17

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During the school year of 1926-27, there have been twenty students in the Group Work courses, that is Theory of Play and Community and Group Organization courses; Twenty-one students in the Contemporary Social Work course; eight students in the Child Welfare course; Eighteen students in the Mental Hygiene course, making a total of sixty-seven. Some of these were the same students and I do not, however, know how many repetitions there are in this group.

Five of the twenty students who took the Group Work courses this year had planned to continue their training, wishing to specialize in this field of Social Service work. I have been told there are a number of other students who had planned to take these courses in 1927-28, but I have no record of same as students do not register in advance.

The majority of the students in the Case Work Department were those already in the professional field, most of them had not had training and some of them had training which they wished supplemented by courses in the School. The following positions were obtained in this department:

- 1- Worker in the Children's Bureau.
- 1- Worker in the Social Service Exchange.
- 3- Workers in the Family Service Organization
- 1- Worker in the Children's Protective Association.
- 1- Worker in the Social Service Department of the Louisville & Jefferson County Children Home.

Of the 106 students who took work in the Recreation Department in the three years it was a part of the School of Social Work, that is, from September 1923 to June 1926, 17 were graduated upon completion of the full one year's course, many of these were University, Normal and Seminary students; also, staff workers in social agencies and teachers who took a number of the courses but not a sufficient number to receive a certificate of the School. During this past year five students have completed the training in the recreation courses.

POSITIONS- Recreation Department:

The Department filled many positions in these four years in which the training has been given and graduates who wished positions were satisfactorily placed. Positions filled by former students of the Recreation Department of the School and by those who have had training this year are as follows: (Many of these are part time positions.)

Neighborhood House	24	workers
Ninth & Hill Settlement.....	3	"
Wesley House	5	"
First Christian Church		
Social Center	1	"
Home of Innocents	3	"
Kosair Crippled Children's Home.	1	"
Louisville & Jefferson Co.		
Children's Home	1	"
Y. W. C. A.	2	"
Y. M. H. A.	3	"
Knights of Columbus	1	"
St. Helen's Cooperative Club	1	"
Lou. Girl's High School	1	"
Montgomery School	1	"
Prentice School	1	"
Board of Park Commissioners ...	33	"
Phyllis Wheatley Y.W.C.A.	1	"
Presbyterian Colored Mission ...	4	"
Plymouth Settlement	1	"
Conference for Colored Women		
at Lincoln Institute	1	"
Louisville Fresh Air Home	3	"
Portland Health & Play Center ..	2	"
Dancing teachers	1	"
Girl Scout Athletic Director ..	1	"
Daily Vacation Bible School ..	1	"
Grace English Lutheran Church ..	3	"

Out of town Positions filled:

Speed Community Center, Speed, Ind.	2	workers
Greenwich Settlement, New York City.....	1	"
Council of Jewish Women Community Center		
New York City	1	"
J. B. Friedman Settlement, Paducah, Ky...	1	"
Physical Director in Public Schools,		
Arnold, Pa.	1	"
Camp Mary Wood, North Carolina	1	"
Camp Lake Junaluska, North Carolina	1	"
Chautauqua	1	"

In addition 18 teachers employed in the Louisville School System, 11 teachers employed in the County Schools and 8 teachers employed in the Colored Schools of Louisville have taken training in the Recreation Department.

Cost to Community for Training of Social Workers.

<u>Year</u>	<u>Receipts from Community Chest.</u>	<u>Receipts from Tuition</u>
1920	\$1,000.00 (Welfare League contributed this toward Dr. Ware's salary)	
1921
1922	630.19
1923	3,741.01	\$2,157.61
1924	7,105/00	2,906.46
1925	6,548.99	1,660.93
1926	4,927.00 (this includes one-half of Recreation Council Budget plus School Budget)	454.69 (this includes tuition from Jan. to June only.)
1927	1,419.63 (half of Recreation Council Budget until July,1.)
	<u>\$ 25,369.82</u>	<u>\$7,179.69</u>
	<u>7,179.69</u>	
	\$ 32,549.51	Total Receipts from Community Chest and Tuition.

Ida Levin, Executive Secty.
Recreation Council.

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See par 4, 6, 7, 8, 9, 10, 11

RECREATION MOVEMENT IN LOUISVILLE

BACKGROUND and TRENDS

PART 1

BACKGROUND-

ELIZABETH WILSON-

The Filson Historical Society

55426

Original and
copy

P4-6-7-B -9-10-11

RECREATION MOVEMENT IN LOUISVILLE

BACKGROUND AND TRENDS--

Karl De Schwinitz of Philadelphia says, "I believe that recreation is fundamental to the art of living. There can be neither happiness nor good citizenship without it."¹

It has been thirty-three years since the play movement was first started in Louisville. The few small voices that piped the cry that "London Bridge" was falling down have increased in volume throughout the years until they are now a paen of praise lifted to the skies. From its earliest beginning there has been a steady increase in the interest in, and the understanding of the fundamentals of play as an educational force. It is a long step from the time when playgrounds and centers were organized to "keep the children off the streets" or "to amuse them"--to the present time when they are operated as educational institutions making for healthy, socially minded individuals who have learned democratic citizenship through co-operation and team work in their play, and through the development of social consciousness through directed group life in their clubs. Little did that small group of "City mothers" who gathered in "Mrs. Trabue's parlour"²

1 Why Recreation is of Vital Importance in American Cities--Bulletin 910--Published by Nat. Playground Recreation Association of America

2 Excerpt from paper read by Miss Frances Ingram at Woman's Club--1924.

realize that their organization of "The Recreation League" would in thirty some odd years time grow into a municipally controlled organization serving thousands of people, young and old with the means of healthful recreation.

There are today eighteen playgrounds; seven community centers; twenty-two private recreational agencies; and three street play areas,³ which are doing a splendid piece of recreational and educational work, giving an opportunity for the expression of legitimate interests and desires and offering an outlet for the social impulses of youth. These impulses, if inhibited, cause complications or, if unguided, tend to delinquency and other forms of anti-social behavior. A Chicago judge says,--"Statistics mean nothing to me, for usually they are undependable, but these are statistics that are absolutely irrefutable. It has been found in Chicago in every case where a study has been made that juvenile crime has increased as the distance from the playground increased."⁴

The recreation movement in Louisville has grown from a very small beginning of privately owned and voluntarily supervised play spaces to a Department of Recreation--a year round, trained paid supervisor under a municipal Department of Public Welfare. However this could not have been done had not the foundation been strong and carefully planned by that small, but ever increasing band of far-

3. See appendix list.

4. Reasons for Recreation--Playground Recreation Association of America--Bulletin

sighted individuals who first formed the "Recreation League" back in 1898.

It is extremely difficult to set a definite date as the beginning of the play movement in America. There seems to have been some discussion as to the earliest beginnings. Some authorities would take us back to the time when the New England commons were used by boys for their games, when the grounds were not otherwise used for the training of the militia. Still other authorities strive to place the beginning at 1821 when the Latin School of Salem, Massachusetts tried an experiment of having physical education out of doors. Harvard, Yale, Williams, Brown, and Amherst Colleges established out door gymnasiums about this time, but none of these attempts lasted any length of time, and did not influence public opinion to any degree. About 1866, the First Church of Boston started a vacation school in which carpentry, singing, and nature study were taught.

The first instance of funds being voted by a municipality for the purchase of land to be used for play ground purposes was in 1872 at Brookline, Massachusetts-- but no purchase was made at the time. It was not until four years later that the first playground equipped with recreation facilities was opened in Chicago, and was known as Washington Park.

The real playground movement as it is known today in America, had its beginning in 1886 in Boston. The idea was not original in America, but was borrowed bodily from Germany. A traveller to that country was so impressed by the

sight of children playing sea-shore games in sand-piles in public parks, that the idea was carried back to America. A letter by Dr. Marie Zakrzewska to the Massachusetts Emergency and Hygiene Association bore fruit by having several interested women place three sand-piles in the yards of the Children's Mission in Boston. Other cities followed the lead of Boston--quick to realize that these "sand gardens" alleviated to some degree the problems of play activities of children in congested districts.

In 1906 the Playground and Recreation Association was formed by a group of interested men and women--leaders in the field of play, recreation, health, and social work. This organization helped to unify the playground movement. As a part of its service, its field agents went from place to place putting on publicity campaigns, helping with legislation, and giving practical aid in helping each city launch its individual movement.

Up until about 1910 there had not been much attention paid to the supervision of the playgrounds, but during that year and the succeeding ones--trained leadership for play areas was considered most seriously. A playground in itself is of no value unless supervised by trained leaders. Schools for the training of special leaders have since been established and many universities are instituting courses in the field of recreation.

It might be appropos to quote here from G. B. Rainwater's book, "The Play Movement in The United States" (Page 192)

"The transition of the play movement are nine in

number, as follows:

1. from provision for little children to that for all ages of people;
2. from facilities operated during the summer only, to those maintained throughout the year;
3. from outdoor equipment and activities only, to both outdoor and indoor facilities and events;
4. from congested urban districts to both urban and rural communities;
5. from philanthropic to community support and control;
6. from free play and miscellaneous events to directed play with organized activities and correlated schedules;
7. from a simple to a complex field of activities including manual, physical, aesthetic, social and civic projects;
8. from the provision of facilities to the definition of standards for the use of leisure time;
9. from individual interests to group and community activities."

To come now from the general movement in the United States, to the more specific--that of Louisville. The movement in Louisville closely paralleled that of the national movement in that it had its beginning on property owned privately and later was taken over by municipal interests. The recreation movement received its impetus locally from the small group who in 1898 "met in Mrs. Trabue's parlour"

to discuss the recreation need of Louisville. This was the very first meeting to discuss public recreation--the Recreation League of Louisville resulted. Among those present besides Mrs. E. S. Trabue were Mrs. John Little, Miss Patty Hill, and Miss Frances Ingram. Mrs. Little, who as Miss Eleanor Tarrant, was Head Resident of Neighborhood House, Louisville's pioneer Settlement House, and who had demonstrated on her small playground the need of play spaces in congested districts, did much to foster the present playground system. Miss Patty Hill, now of Columbia University, is noted throughout the world for her kindergarten training, and Miss Frances Ingram, the present Head Resident of Neighborhood House has stood always for trained leadership. How strong a foundation was built by those pioneers can only be estimated by the fact that the present system serving thousands, owes its beginning to their keen foresight and their willingness to stand for the best, and the best only--not withstanding countless obstacles and amost overwhelming discouragements.

The first playground, under the direction of a trained instructor, was opened in the summer of 1899, on a vacant lot on Main street between Floyd and Brook streets. In the following summer two additional playgrounds were opened in the public school yards at Floyd and Chestnut streets, and Market and Wenzel streets. A Mr. J. E. Downey of Massachusetts was employed to supervise these three playgrounds. In the following December (1900) the Recreation League was organized, and at its suggestion and request, the Board of Park Commissioners installed some equipment for play in Triangle Park, Boone Square, and Dupont Square (which was held by lease)

and Baxter Square; and in each of these playgrounds an instructor was placed at the expense of the Board of Park Commissioners. Thereupon, the Recreation League employed Mr. Arthur Leland of Massachusetts, who had had special training for this work, and put him in charge of this group of playgrounds.

In 1901 six playgrounds were maintained, four in the city's parks, and two outside. In 1902, seven playgrounds were maintained; four in the parks, and three outside.

In this manner the work progressed from year to year until 1909, when twelve playgrounds were maintained, six of which were on property owned by the Park Board and six on property lent to the Recreation League for that purpose. During that season, Mr. Austin G. Johnson was in charge of the entire system, and had under him twenty-three instructors. The Park Board appropriated \$1,500.00 for the season to cover the salaries of the supervisor and those instructors placed on the playgrounds in the city's parks. The Recreation League paid the salaries of those instructors placed on playgrounds outside of the city's parks, as well as all the perishable supplies such as balls, bats, etc. where ever used.

← In 1910, at the request of the Louisville Conference of Social Workers, Neighborhood House in co-operation with the Council of Jewish Women undertook a survey of the dance hall situation in Louisville. Through the counsel and aid of the Playground and Recreation Association of America the scope of this survey was widened to include the whole recreational field. However, the only permanent results from the survey were better dance hall regulations.

← During this same year the Educational Committee of the

Woman's Club began the study of "The Wider Use of the School Plant", and in January, 1911 the first school center in Louisville was operated under the auspices of the Woman's Club.

From 1911 to 1918, community centers were conducted in a number of schools. This work was financed either by the Woman's Club, or by local organizations of the community in which the schools were located. The schools operated as community centers during some part of this period were the Broadway, Whittier, Washington, Portland, Tingley, Duncan, and Brandeis Schools.

The Vice Commission in its report in 1915 recommended a year round comprehensive plan of recreation for Louisville. The commission considered wholesome recreation as the most fundamental method of preventing the growth of vice--stating that,

"1. Most young men and women who go wrong do so as a part of his recreational life.

"2. Vicious influences on the young are chiefly exerted through companionships formed during recreation.

"3. The ideals of women in the minds of young men and of men in the minds of girls determine largely whether these young people live clean or vicious lives. These sex ideals are largely formed by the companionships of recreation hours."⁵

The commission went so far as to draw up an act creating a Recreation Commission.

5. Vice Report--

Where are minutes of

✓ During this same year, a Recreational Association was formed with Mr. E. S. Tachau as president. Quoting from the recreation notes made by Mrs. John Little, it was decided that:

"A notice be sent to all past friends of recreation, beginning with the group in "Mrs. Trabue's parlour" in 1898, including all succeeding groups and subscribers asking them to become active members of the Recreation Association of Louisville and advising them of the status of affairs."

As a consequence, a meeting was held in Mr. Lafon Allen's office, Thursday, February 20, 1915. There were twenty-two men and women present representing such groups as the Park Board, Retail Merchants Association, Y. M. C. A., Y. W. C. A., Neighborhood House, Council of Jewish Women, Consumers League, Board of Trade, Woman's Club, and interested individuals.

The object of the Recreation Association of Louisville was, "to assist in securing an adequate opportunity for wholesome recreation for every man, woman, and child in Louisville."

At that meeting, Mr. Roland Haynes, of the Playground and Recreation Association of America spoke briefly on the recreational need of Louisville. As a result, in 1916 the Association brought Mr. L. H. Weir of the Recreation Association field staff to make an exhaustive survey of the leisure time of the people of Louisville. As a result of this very exhaustive and comprehensive study, a bill was introduced in the state legislature to create a Recreation Commission for Louisville--but commercial interests combined to defeat this bill.

From the fall of 1917, to the summer of 1919, the

where is Mr. Weir's report?

Brandeis, Montgomery, Stoddard, Johnston, and Prentice schools, in addition to several libraries were used as community centers by the War Camp Community Service. The Art Committee of the Women's Club served as the committee in charge of this work.

In 1922, the Board of Park Commissioners, realizing that the instructors needed special training in playground technique, joined Neighborhood House in sponsoring a one week Recreational Institute, during which intensive training was given to men and women playground instructors.

During the summer of 1923, the Rotary, the Kiwanis, and the Lions established playgrounds during the summer months. The Rotary Club with 247 members equipped two playgrounds at a cost of \$350 each, and expended \$125 each for maintenance. The Kiwanis Club with 145 members furnished two supervisors at \$140 a month for the season. The Lions Club, with 90 members furnished a playground at 6th and River at a cost of \$3,300.00 maintained it at a cost of \$500 a year.

These clubs performed a great civic service in promoting wholesome activities in neglected fields. Their mission was realized after they started needed work, developed it, and turned it over to the city recreation department.

In December 1923, at a joint meeting of the Kentucky Child Welfare Commission and the Recreation Committee under the Welfare League, a state wide Recreation Committee was formed for the purpose of passing the Home Rule Recreation Act.

The following year, 1924, saw another survey made by the Playground Recreation Association of America by Mr. Batchelder. In his survey, Mr. Batchelder Recommended in part:--

1. Four additional playgrounds

✓ 2. A year round trained superintendent of Recreation to co-operate with the churches, clubs, and social organizations in the city in an effort to develop a plan of community recreation.

✓ 3. that the playgrounds be kept open from May 1st to November 1st, instead of just during school vacation and to have paid instructors organize outdoor activities during the rest of the year;

4. to have four tennis courts constructed

Mr. Batchelder in his report says--

✓ "Approximately 78% of the crimes committed in this country are committed by persons under 21 years of age, and approximately 90% during leisure time. In the opinion of experts the main reason for this dreadful condition of juvenile delinquency is the lack of proper facilities for recreation in the modern city."

✓ On February 6, 1924 after much hard work by interested groups, and individuals the much desired Home Rule Recreation Act was passed. It was designated as--

"An Act to provide for the establishment, conduct and maintenance of public playgrounds and recreation grounds and centers in and by cities and counties; and authorizing school districts to join in the conduct and operation of such playgrounds and recreation centers." (Senate Bill 274)

In the spring of 1924, at a meeting of the Louisville Conference of Social Workers at which time a discussion centered upon Louisville's recreational needs, a resolution was passed, urging the Mayor to call a conference, representing the Board of Education, Board of Park Commissioners, Women's Club,

Men's Civic Groups, Settlements and other organizations doing recreational work, and churches, to consider the problem of recreation and to make recommendations for a city-wide, year round plan for Louisville.

Mayor Quin asked the President of the Community Chest to call a meeting of these groups. The outcome of this meeting was the organization of the Recreation Council, whose function it was to act as a "Clearing House and Information Center, and in an advisory capacity to agencies and to promote interest in an organized program of supervised play."

In 1925--a survey of private agencies operating in the recreation field was made to supplement the 1916 and the 1924 public recreation surveys made by representatives in order to show the whole task of all the recreational bodies in Louisville--the aim of course--as in the former years--was to show the need of recreation--and for year round public recreation.

Until 1926, the playgrounds were operated for a period of ten weeks only--but in 1926 and 1927 they were operated for 16 weeks.

A tremendous step forward was taken when the city of Louisville passed the Bond Issue of \$1,500,000.00 in the fall of 1927. This meant that for the first time it was possible because of adequate finances, for the Board of Park Commissioners to operate playgrounds and community centers the year round--

And so the struggles of that first small group of women bore fruit in this bond issue, some of those first members were active at the polls in 1927 when the issue was up for the voters--and what gratification and reward was theirs in knowing that a difficult task had been well done.

Who was
Chairman?

Sources of Information

2
1 ~ Minute Books of Recreation Association

Surveys of 1911, 1916, 1924, 1925

Recreation Notes and Files (Miss Ingram)

Recreation Council Files

Talks with Miss Ingram

Board of Park Commissioners Reports

The Filson Historical Society

Public Playgrounds

1. Shawnee Playground
2. Elliott Square
3. Portland Playground
4. Boone Square
5. Victory Playground
6. Algonquin Playground
7. Downtown Playground
8. Shelby Park Playground
9. Central Park Playground
10. Southern Playground
11. Triangle Park Playground
12. Highland Park Playground
13. Neighborhood House Playground
14. Thurston Playground
15. Tyler Park Playground
16. Crescent Hill Playground

Colored Playgrounds.

17. Sheppard Playground
 18. Baxter Playground
 19. Ballard Playground
- Chickasaw Park Playground
(Greenwood Ave & Western Parkway
Athletic contests, tennis, etc.)

Street Play Areas

1. Hale Avenue, between 34th and 35th Sts. (colored)
2. Bland and Meriweather Streets (colored)
3. Shelby and Washington Streets

Public Community Centers

1. Western Junior High School
2. Southern Junior High School
3. Central Colored High School
4. Thurston Center
5. Shawnee Junior High School
6. Highland Park
7. Madison High (Junior) (Colored)

Private Recreation Agencies

1. Baptist Good Will Center
2. Booker T. Washington Center (colored)
3. Calvary Point Community Center
4. East End Baptist Settlement (colored)
5. James P. Boyce Center
6. Knights of Columbus
7. Louisville Turner's Association
8. Neighborhood House
9. Cabbage Patch Settlement
10. Plymouth Settlement (colored)
11. Presbyterian Colored Mission
12. Rose Hudson Community Center
13. Sunshine Social Center (colored)
14. Wesley Community House
15. Young Men's Hebrew Association
16. Young Men's Christian Association
17. Y. M. C. A. (colored)
18. Mackin Council, Y. M. I.
19. Rock Council, Y. M. I.
20. Trinity Council, Y. M. I.
21. Young Women's Christian Association

22. Phyllis Wheatley Branch, Y. W. C. A.

	Colored	White
Street Play	2	1
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The Filson Historical Society

Recreation Movement
In
Louisville
Background and Trends

Outline

I Introduction

1. Place of Recreation in the Community
2. The earliest facts.
3. The present facts.

II History

- a. History of the general movement.
- b. History of the local movement.
1. Beginning
 - a. Recreation League--1896
2. First playgrounds--. (1899) ? E. W. F. J. H. C.
3. 1911-1915--Community Centers conducted by Women's Club
4. 1911--Survey made by National Playground Recreation Association
5. 1915--Vice Report--and formation of Recreation Association
6. 1916--Survey
7. 1916--Attempt to pass Recreation Act.
8. 1917-1919--Demonstrations made by War Camp Community Service
9. 1922--Institute for trained leadership--.
10. 1923--Rotary, Lions, and Kiwanis Clubs establishment of Playgrounds.
11. 1924--Recreation survey

12. 1924--Home Rule Recreation Act passed
13. 1924--Plan formulated by Louisville Conference of Social Workers for year round plan for Louisville.
14. 1927--Passage of \$1,500,000. Bond issue for year round recreation.

III Year Round Public Recreation

1. Organization
2. Administration
3. Department of Public Welfare
 - a. Recreation Division
 1. Set up
 2. Program

IV Interpretation and Forecast

1. Future needs.

BIBLIOGRAPHY

The material for this sketch has been obtained from many sources both published and unpublished. A complete bibliography for the published material is given. For the unpublished, the files of Neighborhood House, the Recreation Council, the Community Chest, and the former School of Social Work have been consulted. Personal letters of Miss Frances Ingram, unpublished reports of the former Recreation League, manuscripts, personal notes for talks, minute books, and mimeographed articles have been used freely. Most of the material was dated, but in some instances no dates were given.

I. UNPUBLISHED MATERIAL

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II. PUBLISHED MATERIAL

a. Books

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There have been many theories advanced about leisure, play, and recreation.

Rainwater gives us the following:

"Play is a mode of behavior, either individual or collective, involving pleasurable activity of any kind not undertaken for the sake of reward beyond itself and performed during any age period of the individual, the particular action being determined at a given time by the somatic structure and social attitudes of the agent in conjunction with the life of the group or groups of which he is a member."

"Play is not a given type of activity, such as, 'sports,' 'games,' 'recreations,' or 'relaxations'; nor is it the 'motor habits and spirits of the past of the race' persisting in the present' (Hall), although it frequently does exercise 'those nerve centers that are old in the race' (Patrick). It does not consume merely the 'surplus energy' of the individual by 'Superfluous and useless exercises of faculties that have been quiescent' for a time (Spencer) but on the contrary, since 'a person is a center of conscious impulses which realize themselves in full only in realizing a society' (Small), it frequently happens that 'all energy is expended in play' (Patrick) in response to group stimulation..... It does not simply 'prepare for the necessary duties of mature life' (Groos), for it is common to maturity as well as immaturity, involving 'those activities which are not consciously performed for the sake of any reward beyond themselves' (Dewey) during any age period of personal experience and in any portion of a given day, in working hours as well as in leisure time, since 'play is an attitude of mind' (Dewey) that anyone may attain in any situation 'in which interest is self-developing' (Patrick). It is

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1. Rainwater, Clarence, The Play Movement in the United States, University of Chicago Press, 1922, p. 8.

pleasurable, relatively spontaneous, a motive force which finds expression in art and in certain types of work, as in the 'instinct of workmanship,' but when balked may take the form of antisocial behavior."²

Veblen in his "Theory of the Leisure Class" says that leisure does not mean indolence or quiescence. It connotes non-productive consumption of time from a sense of the unworthiness of productive work and as an evidence that the individual is wealthy enough not to work and thus can afford a life of idleness. However, Veblen did not attempt to extend his theories beyond the given group, or in his own words, "the leisure class."

2. Rainwater, Clarence, op. cit., pp. 6-7

P 54 - Miss Wilson's Thesis -

PUBLIC RECREATION

Karl DeSchwinitz has said, "I believe that recreation is fundamental to the art of living. There can be neither happiness nor good citizenship without it." Then in the same vein, Jerome Davis has added, "Recreation is one of the most fundamental instinctive urges of mankind."

Since the beginning there has been a steady increase in the interest in, and the understanding of, the fundamentals of play as an educational force. It is a long step from the time playgrounds and centers were organized to "keep the children off the streets," or to "amuse them," to the present day. Now these playgrounds are operated as educational institutions making for healthy, socially-minded individuals who are learning democratic citizenship through cooperation and team work in their leisure time activities, and through the development of social consciousness gained in directed group life of their clubs.

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Senate Bill no 274 (Name Rule Recreation Act)
Wed. Feb 6, 1924, Introduced by Mr. Caywood

Department of Public Welfare
7 regular Paris

The new charter of the City of Louisville, consisting of the amendments of 1926 to the original charter of 1893, created by statute (Ky. Statutes, Sec. 2862 (a)) the Department of Public Welfare as one of the six major city departments.

over

Page 87 - third paragraph

"In Dec, 1923, at a joint meeting of the Ky Child Welfare League, a state-wide Recreation Committee was formed for the purpose of passing the Home Rule Recreation Act.

There was ^{no} Ky Child Welfare League in 1900
should have been ^{called by the Welfare} Ky Child Welfare
Commission

1900

Page 61 - Mr. Kimbhead - Pres. Rec. League in Dec
his report dated Feb 15, 1902
1900 Civic Committee of Woman's Club

Written by Ray Baer -
Summer 1927

1927

Neighborhood House Playground and its Relation to its Boys and Girls

General and Local Introduction

A community may conquer the world, but at the same time may lose its young. The youth is tending to squander itself and become engulfed in the maddening desire for luxuries and material gain. During this period of materialism and disorganization, youth must be taught the meaning of right living which involves citizenship. The fundamentals and essentials of citizenship are found in that primary group - the gang or play group. The play group involves leadership, sportsmanship, clean habits, the will to win, honesty, and perseverance. These vital factors of life and citizenship must be instilled into our coming generations.

Within our own neighborhood we find that these principles have been sadly neglected. In a close study of the situation we have come to the conclusion that due to the fact of the mixed races and environment of our immediate neighborhood these ideas of right living never have been undertaken. Therefore, it is the purpose of the Neighborhood House and its playground to bring to the youth the proper standards of life.

Sociological insight of the work carried on by Neighborhood House on its Playground.

The Neighborhood House formally opened its summer activities under the supervision of the Board of Park Commissioners, on the 20th of June 1927. The young ones came to play while the elders came to chat and roam about the playground. A glance about the yard will give one a typical picture of the situation as it exists. Over there in the sandpile are "teacher" and the "tots" building miniature castles in the sand. They are real castles to these "tiny" children. In

55-1410

their young eyes, they see the fairy princesses and kings and queens. Over yonder, on the more spacious part of the playground there is a baseball game in progress "Wow - what a sock G'wan Johnnie (Johnnie is an Italian boy) Look at that ball sail C'mon Johnnie They've got it C'mon C'mon ... Slide... He's out.. He's safe.... Shux, couldn't you run any faster..... You could have been safe if you would have gone a little faster, ... See - now you're out." Immediately following Johnnie's catastrophe up steps Sam, a young Jewish boy, who is aspiring for the honors of one Babe Ruth. Boy! What a swing he takes at the ball. Smack. Its the sound of bat against ball. Once more these boys are in the throes of excitement. They are urging Sam on. Not alone are they urging Sam to run faster, but thruout the entire game the boys urge themselves on to greater efforts.

We find the same principle in life. The boys are learning now, the stepping stones to their futures. The habits formed in youth are the beaten paths of later life. Just as a person awakens from his sleep, washed and dresses, in that same methodical manner of which he or she is unaware, so these habits formed in youth will crop forth in manhood. Therefore, on our playground we encourage the young boys and girls to play. Let them play to their heart's content. In this way they crowd out evil thoughts and ideas with which the neighborhood is teeming. If, to the contrary, the children have gathered up odds and ends of evil vices, we try to offset them by cleaner thoughts, cleaner habits, and cleaner standards of life. Games, games, and more games is the solution. They cause the children to arise to greater achievements, and more womanly and manly ideals. A young boy in a heated game of baseball cannot have any thoughts that

55-46

conflict with his desire to win the game and to win honestly and squarely. What could be better than this accomplishment? The boy has taken his first and beginning step in life.

Visualization of principles of citizenship and correct living, first activity of Playground.

The Neighborhood Playground has visualized the aforesaid principles, and in its work has endeavored to carry them out. To do this successfully the workers must be of the right caliber. Our workers during the playground season were leaders among young and old. Not alone were they leaders, but also friends. In this way the workers could get on the inside of the youngster's mind and work alongside of the boy or girl. There was Pete Jo, as an example. He had qualities of endurance, willingness, and honesty. Pete had the possibilities of a fine athlete. These traits were developed on the playground. Pete turned out to be a fine athlete. He could play baseball exceptionally well. He could run fast. He learned further the science of football. With his interest aroused in athletics Pete was asked by the instructors if he would like to be a great athlete. Pete answered, "sure would." There was the starting point. The workers got him interested in getting an education. Pete entered one of the local high schools and will some day be a true type of citizen.

The case just cited is just one example of quite a number of other boys who went thru the same experiences and experiments.

If one was to walk thru the corridors of the local high schools he would be greeted by a great number of the boys and girls of the Neighborhood House playground who are going further in their preparation for the future.

One can little realize the earnest and honest efforts of these

youngsters of our playgrounds. In spite of their poor or depressing environment on the streets or in their homes they do put forth their initiative, their imagination, their reasoning and choice in play. Play is the symbol of manhood. It is the entity of citizenship. Activity is the keynote of Success.

The Neighborhood House athletic organizations have been unusually successful this summer. In conjunction with the Board of Park Commissioners' schedule of work - the Neighborhood House playground was pitted in keen competition against all the parks and playgrounds of the city. There were volley-ball contests, baseball contests, games, track meets, and horse shoe matches. Neighborhood House came to the front by winning two silver cups and thirteen medals symbolic of three city championships, namely the Senior Volley Ball, Junior Volley Ball and the Inter-park Track Meet. Out of five major events, Neighborhood House won three. Thus one can see very easily that the Neighborhood House is upholding its prestige of having leading competitive teams.

Not to clutter one's time with a voluminous statement of the activities on our playground, we will give generality of what prevails, and what predominates on the playground.

First, there is the Friday night picture show which comes as the climax of a busy week. By actual count some four or five hundred people have visited the playground on a single show night. There are mothers and fathers; big sisters and brothers; babies and "tots"; and even the people who pass by and peek in thru the fence; all enjoy the moving pictures.

During the week nights games are in progress until 8:00 or 8:30 P. M. The purpose is to keep the children busily engaged in

spirited play. Such active game as Black Tom, Driving the Pig to Market, Bull in Pen, and such singing games as Thorn Rosa, and A. Hunting we will go, keep the children happy and gay. When 8:30 rolls around we have story telling. The children gather around "teacher" and the nightly story is told. One can hardly realize the benefit of these story sessions. The story teller draws a certain response from the children. This response must be developed to its fullest extent. It aids ⁱⁿ the growth of the child's mental life. It is interesting to note the responsive and retentive attitude of the children, a smile on a little tot's face, and the exclamation of delight from a thrilled listener. Turning to the older boys and girls here we find wrinkled brows of those deep in concentration. At the completion of the story they will exclaim "aw, is that true?"

After the stories have been told it is usually nine o'clock and time to close the playground. The children leave in twos and in groups of four or more. It is indeed a study of human nature to read the expressions on their faces as they go out. Some are going to pleasant homes and to clean beds; others are going to a crowded room where the entire family lives; and some are not going home at all. The gates are closed and the playground is quiet and vacant until the next day.

Thus one can easily realize that our playground is the link between the youth of today and the elders of tomorrow. He who is the "tiny tot" of our playground today will be the future citizen of our community.

There were 1444 enrolled on our playground this year, with a total attendance of 38,231. One can see at a glance that our tiny

playground is crowded at all times in order to accommodate such large numbers.

Conclusion.

The majority of our children do not get the proper development at home. Therefore, we have attempted to instill in our boys and girls a manly and womanly attitude toward life. We must remember that a community may conquer the world, but at the same time may lose its young.

The Filson Historical Society

May 18, 1928.

HISTORY OF THE PLAY OR RECREATION MOVEMENT IN LOUISVILLE.

Prepared by

Ida Levin, Executive Secretary of the Recreation Council, at the request of Mrs. R. S. Witherspoon, Chairman of the Health Committee of the Woman's Club.

INTRODUCTION:

It has been a good many years since the play movement was inaugurated in Louisville. As has been the case in other cities, the work was first begun under the auspices of private organizations such as settlements.

From that early beginning, thirty odd years ago, there has been a steady increase in the interest in and the understanding of, the fundamentals of play as an educational force. While in the early days, playgrounds and centers were organized to keep the children off the streets or to amuse them now they are operated as educational institutions, making for healthy, social minded individuals who have learned democratic citizenship thru cooperation and team work in their play, and thru the development of social consciousness thru directed group life in their clubs.

~~PRESENT SUPPORTED ORGANIZATIONS DOING RECREATION WORK~~

Louisville may well be proud of the opportunities it is offering for wholesome recreation. There has been a slow but worth while growth, not only in the number of organizations doing recreational work, but in the expansion of facilities and in the calibre of work being done.

Privately Supported Organizations Doing Recreation Work
There are at present ²² organizations which are doing a splendid piece of recreational and educational work, giving an opportunity for the expression of legitimate interests and desires and offering an outlet for the social impulses of youth, which impulses,

if inhibited, cause complications or, if given no guidance, tend to delinquency and other forms of anti-social behavior.

These organizations are all supported thru other channels than the public fund, chiefly thru membership fees, church societies or the Community Chest. They are reaching thousands of children, young people and adults of the community with a very constructive program of leisure time activities, the year round. Many of them are affiliated with the Daily Vacation Bible School movement of Louisville and conduct such schools during the summer months. Many of these organizations have a personnel who have had special training for group leadership.

Organizations financed by the Community Chest:

Boy Scouts

Boy Scouts (Colored Division)

Girl Scouts

Neighborhood House

Plymouth Settlement (For colored)

Presbyterian Colored Missions (For colored)

Wesley Community House

Young Men's Hebrew Association

Young Women's Christian Association

Young Women's Christian Association, Phyllis Wheatley Branch (For colored)

Organizations supported thru church affiliations:

Baptist Good Will Center

James P. Boyce Social Center

Calvary Chapel Community Center

Rose Hudson Community Center

Ninth & Hill Settlement

Organizations supported thru other private sources:

Beargrass Community Center
Booker T. Washington Community Center (for colored)
Knights of Columbus
Louisville Turners' Association
Young Men's Christian Association
Young Men's Christian Association (Colored Division)
Young Men's Institute
Mackin Council
Rock Council
Trinity Council

Camps:

There are 13 camps conducted during the summer months, some for children only, some for children and adults and others for adults only. These camps are sponsored by the following organizations:

Boy Scouts of America
Boy Scouts of America (Colored Division)
Daughters of Isabella
Girl Scouts
Jennie Casseday Rest Cottage
Louisville Fresh Air Home
Louisville Turners' Association
Young Men's Institute
Young Men's Christian Association (2)
Young Men's Hebrew Association
Young Women's Christian Association
Young Women's Christian Association, Phyllis Wheatley Branch (for colored)

INDUSTRIAL RECREATION:

A few of the industrial concerns of the community are offering some sort of an organized recreational program for their employees.

CHURCHES

A few of the churches are sponsoring recreational programs.

CHILDREN'S INSTITUTIONS:

Since the spring of 1926, play programs have been carried on in a number of the orphanages of the city. This work is sponsored by the Recreation Council and in 1927 - 1928 children were reached in 14 orphanages and children's institutions each week in recreational activities.

RECREATION COUNCIL:

During the early days of the play movement in Louisville, shortly before 1900, a Recreation League, composed of social minded men and women, was organized. This league organized some of the first playgrounds of the city and later on urged the Board of Park Commissioners to assume responsibility for same.

From time to time various Committees, Leagues and Councils on recreation were organized to stimulate interest in this field of social endeavor and to meet the particular needs of the moment.

In the spring of 1924, at a meeting of the Louisville Conference of Social Work, at which time a discussion centered upon Louisville's recreational needs, a resolution was passed, urging the Mayor to call a conference, representing the Board of Education, Board of Park Commissioners, Women's Clubs, Men's Civic Groups, Settlements and other organizations doing recreational work, and churches, to consider the problem of recreation and to make recommend-

ations for a city wide, year round plan for Louisville.

Mayor Quin asked the President of the Community Chest to call a meeting of these groups. The outcome of this meeting was the organization of the Recreation Council, whose function it is to act as a Clearing House and Information Center for recreational agencies and to promote interest in an organized program of Supervised Play.

Since the organization of the Council in June 1924, it has been actively interested in promoting recreational activities in the community; it has made a recreational survey; it conducted training courses for volunteer Leaders; it conducts a Volunteer's Bureau, furnishing Group Leadership to the recreational agencies, churches, clubs and children's institutions of the city.

The Recreation Council has cooperated with the Board of Park Commissioners, through its Supervisors, in its selection of Playground Instructors and in its program planning.

The Recreation Council glories in the fact that the work of the Board of Park Commissioners will now be enlarged and a year round program will be inaugurated and it will do all in its power to be of assistance in this work.

PUBLIC RECREATION IN LOUISVILLE

PUBLIC PARKS:

The movement for public parks began through the Salmagundi Club, a club made up of Louisville men, interested in civic welfare.

Until about 1885, Iroquois Park was the only stretch of land in Louisville which had been purchased for public parks. On

July 1, 1890, the Board of Park Commissioners was formed. In 1891, a bond issue was passed, authorizing this Commission to spend \$400,000. Cherokee and Shawnee Parks were then purchased.

PLAYGROUNDS:

Early History:

It is interesting to note that Louisville was one of the pioneer cities in the establishment of playgrounds. In 1900, the first playground was operated in this city.

The Woman's Club helped Mrs. Mary Anderson Hill, then Head Resident of Neighborhood House, in the organization of the Recreation League which raised funds thru private subscriptions and sponsored four playgrounds. It was thru the influence of the Recreation League that the Board of Park Commissioners later on took over the responsibility of purchasing the playgrounds and appropriating funds for their maintenance.

In 1922, the Board of Park Commissioners, realizing that the instructors needed special training in playground technique, joined Neighborhood House in sponsoring a one week Recreational Institute, during which intensive training was given to the men and women playground instructors.

Since that time the majority of the instructors have had special recreational training, many of them being graduates of the Recreation Department of the Louisville School of Social Work and of the Recreation Courses taught at the University of Louisville.

SCHOOL COMMUNITY CENTERS:

In 1910, the Educational Committee of the Woman's Club began the study of "The Wider Use of the School Plant" and in January 1911, the first school center in Louisville was operated

under the auspices of the Woman's Club.

From 1911 to 1918, community centers were conducted in a number of the schools. This work was financed either by the Woman's Club or by local organizations of the community in which the schools were located. The schools operating as community centers during some part of this period were the Broadway, Whittier, Washington, Portland, Tingley, Duncan and Brandeis Schools.

Most of the activities were conducted by volunteers, many of them being members of the Woman's and other clubs and teachers who were interested enough to give of their time and effort.

WAR TIME ACTIVITIES IN THE SCHOOLS:

From the fall of 1917, to the summer of 1919, the Brandeis, Montgomery, Stoddard Johnston and Prentice Schools, in addition to several of the libraries, were used as community centers by the War Camp Community Service. The Art Committee of the Woman's Club served as the Committee in charge of this work.

PRESENT STATUS:

Within the last few years the schools were opened for Scout meetings and occasional other meetings but none were operated as community centers.

PHYSICAL EDUCATIONAL PROGRAM IN PUBLIC SCHOOLS:

Although the schools have not been open as centers since 1919, they have done a splendid piece of work through their Physical Education Department. The Board of Education has been progressive in its realization of the importance of a physical educational program in the schools. Since 1925, it has engaged special teachers for this work in many of the schools.

Its new buildings are being equipped with gymnasiums which

will be very helpful in the community center plan.

PAROCHIAL SCHOOLS:

The Catholic Board of Education has just instituted a recreational program in its schools also.

INFLUENCE OF CIVIC CLUBS:

The growth of the public recreational facilities can be largely attributed to the Men's and Women's Clubs, which have taken an active part in the Play movement. The Rotary, Kiwanis and Lions Clubs operated or partially supported certain playgrounds until the Board of Park Commissioners were able to undertake their operation.

The Louisville Women's City Club has, during the past few years, done a great deal to stimulate interest in recreation work and contributed materially toward the success of the recent bond issue.

The Woman's Club was again actively interested in promoting recreational facilities in 1927, when it was instrumental in securing funds to assist the Board of Park Commissioners in the operation of the J. Stoddard Johnston School playground.

PRESENT PUBLIC FACILITIES

There were in 1927 - 22 public parks and 17 playgrounds - 3 of which operated swimming pools. 73 playground instructors and life guards were engaged in the playground work.

Until the summer of 1926, the playgrounds were operated for a period of ten weeks only but in 1926 and 1927 they were operated for 16 weeks.

FUTURE POSSIBILITIES:

A tremendous step forward was taken when the citizens of Louisville passed the Bond Issue of \$1,500,000, in the fall of 1927:

This means that for the first time it will be possible, because of adequate finances, for the Board of Park Commissioners to operate playgrounds and community centers the year round.

The Filson Historical Society

The love of beauty is uplifting, creating a desire for finer living and bringing men nearer to the beautiful.

Coming in contact with children we should inspire and teach them to appreciate beauty wherever it is found. The wonderful coloring of the sunset; the downy clouds with their soft roundness and delicate shadings; each a picture in itself. The bare tree standing silhouetted against the sky! It is not a man made thing! the form it takes as it shoots its branches upward and outward, always with that balance and symmetry so characteristic of trees. Then later when the leaf begins to push its way outward why and how is it done? How the tree changes color and the year advances, and later how does it get the warm autumn colors?

The child must be steeped in a love of beauty, his eyes must be opened so that he may see the beauties all around him.

A desire should be created

in him to create with his hands something lovely. By studying with him a pretty butterfly, or perhaps a gorgeous flower, he learns something of their life and beauty. This opens for him an unlimited field into which he can delve -

The child must express himself. He must create beauty. From the smallest toddler through the adolescent age the hands are busy with creative art. The tiny child with bright colored papers and a pair of blunt scissors, cutting and cutting crude shapes, is expressing himself. Later he fashions animals, perhaps reindeer and Santa Claus in his sleigh. This is a step forward. Trees of simplest form take shape under the direction of his scissors. With guidance he is able to assemble reindeer, Santa, pack and all into a life like arrangement. The animals, though of paper, are standing alone, the sled is white gay with its bright shining runners and Santa's pack of toys. The erect pine trees and sparkling snow complete

the picture - the product of the child's imagination.

Leaving the age of paper cutting, the boy finds himself working with another medium. Now it is wood instead of paper which captivates him. Wood, an old box perhaps, and a saw coupled with the vim and energy of a ten year old boy, most likely will produce results. Toys are fashioned by the hundred, many animals, many shapes. He learns by doing, bright paint fascinates him, he loves the beauty of it. His fingers now work with more ease, there is greater coordination. He advances to the large, more useful articles, those things which may be used in the home. He enjoys painting and remodeling old toys for other children's Christmas, for children less fortunate than himself. He has pride in the finished product, he has been kept busy in creative work and he is happy.

Little Children's Game Room Miss Weiland

There were 150 boys and girls ten years of age and under registered in the Children's Game Room which was open from November 1929 to April 1930. Three volunteers from the Volunteers Bureau of the Recreation Council assisted in the Game Room once a week during these months. Several others attended until Xmas.

The activities during the week consisted of handicraft on Monday and Wednesday, story hour and clay modeling on Tuesday, singing and games on Thursday, doll and furniture day on Friday, puzzles and games on Saturday. Special attention was given small, timid children until they found their place in the group. When a three year old boy discarded the simple Mother Goose puzzles and asked for the more complicated ones it was felt that he had accomplished something.

The simplest things first were attempted in handicraft. Stress was laid on paper work, the construction of bears, clowns, soldiers, Santa Claus bags for the Xmas party, and Santa Claus and his "eight tiny reindeer" which graced the piano during the Xmas season. In February heart shaped turtles and other strange animals carrying hearts on their backs were prepared by the seventy-five children who attended the Valentine party. Their work was entirely creative, the children using their own ideas as they did to a large extent in making Easter baskets, rabbits, and

eggs for the Raster sale given in April by the handicraft department. The ever menacing danger for children in street crossings found expression in a pasteboard copy of First and Walnut streets with a yellow street car and blue and green automobiles lined up before the danger signal. Next year we hope to continue along this plan for the prevention of accidents with an emphasis placed on the child's own creative ability in making such models.

Cleanliness and manners were stressed, for as little Catherine Joseph was overheard telling several of her play-mates: "A gentleman is a man who has polite manners, doesn't swear, isn't dirty, and when he passes a lady on the street takes off his hat and bows his head." She had grasped this idea of a gentleman although living in an environment which breeds anything but gentlemen.

Throughout this program an endeavor was made to bring out the finer side of life and give to the children a happy wholesome playtime.

My dear Miss Ingram -

These studies were made
some years ago, but they
could be duplicated in places
today. They still apply.

This paper has never been
published.

J. H. Smith

500/6

The Filson Historical Society

DELINQUENCY in the OPEN COUNTRY

John F. Smith
Professor of Social Science
Berea College Academy

The Filson Historical Society

DELINQUENCY in the OPEN COUNTRY.

John F. Smith
Professor of Social Science
Berea College

The open country has its slums and its share of delinquency. After many years of intimate acquaintance with people of the countryside in the Southland I am convinced that the masses are as a rule, honest, virtuous and upright. Their standards of conduct are usually rigid and their attitude towards moral questions often approaches the Puritanic. Severe censure and social ostracism usually await the girl or woman who commits an offense against the accepted standards of modesty and virtue. Much less severity is manifested towards men and boys who commit similar offenses.

But there are neighborhoods here and there where moral standards are low and where irregular conduct among both sexes is very common. In some of these places conditions are distressingly bad. I have recently made some studies regarding such conditions in a few plague-spots in rural Kentucky, and I present the findings in the following paragraphs.

On one creek not far from a county seat the relations between the sexes, both old and young, have been irregular for more than half a century. Years ago a large landowner gathered about him many tenant families,--very poor folk who dwelt in very poor houses,---and frequently worked his will with many of their wives and pretty daughters. A generation of children born out of wedlock was the result. The curse of illegitimacy thus begun seems to persist, and, according to the testimony of a man living near the neighborhood, "bastard children are as thick up them hollers as rabbits".

For many years these people, cut loose socially from their neighbors, have intermarried until a very large percentage are reduced to mere weaklings. Some are utterly degenerate and live as dependents on the county. There are some good people among them, but low morals are somehow bred into the majority to such an extent that it influences all the youth towards immoral living. A mission church was established here many years ago and efforts have been made to reclaim them for the honorable life, but with little results. The majority are hopelessly degenerate in body, mind, and soul, and any amount of rescue work will be of little avail. A doctor who knows the neighborhood well said to me one day, "All the money and time spent in trying to help these people out of their rotten way of living is like pouring water on a duck's back. You cant do anything for them because you have no foundation to work on. The stock is just petered out, and they will never be anything else than what they are now".

I am thoroughly convinced that the doctor came very near the truth.

In another county is a neighborhood four miles from the county seat where cases of delinquency have occurred during the last few years in fully half the families. Of twenty-five women and girls known to be immoral who were reported to me by a resident of the place sixteen began the immoral life when quite young. Most of them were poor working girls, those who "worked out" for a living. Thirteen had given birth to illegitimate children, eight had submitted to criminal operations or had sought other means of abortion. Fifteen had married after a short life of immorality, Seven of them continued immoral after marriage. Among those who married separations and divorces are by no means uncommon.

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In one family six girls were described as "toughs". They were very poor and all "worked out" for a living. One married a "boot-legger" and sold moonshine whiskey when her husband was away from home. Another married a worthless fellow under compulsion. Three others married men described as worthless, but when this study was made the remaining two were living a free life with the men and boys of the neighborhood.

Another family consisted of four sisters whose father and mother were dead. They all "worked out", doing the work of men for their daily bread. The eldest has had several illegitimate children. Two of the others have resorted to abortive measures. "They live very hard, never go to church or Sunday school, and receive men constantly. They just never had a chance to be anybody".

Another girl living near these four gave birth to an illegitimate child without an attending midwife, and when the child was found its head was almost severed from its body. This matter was somewhat hushed up in order to keep it from getting into the courts.

Another girl of the neighborhood, daughter of a very poor half-blind father, had to work in the fields at home and "work out" for other people in order to live. She went to live with a woman who was dying with consumption. The husband of the woman persisted in annoying the girl with his attentions until she gave way to his desires. She was so pinched with poverty and hunger that the folks said, "She sold herself for a place to sleep and something to eat". My informer told me that she never had any chance but "had to work like a dog for her clothes and

her half-blind father."

I was informed that the mothers in this neighborhood are greatly opposed to letting their girls live in the home with anyone else. So many tragedies have occurred that they have learned by experience to distrust the men in a home where a poor girl lives as a hired helper.

In and around the county seat of another county more than thirty women and girls were known to be immoral. Details about twenty-five of these were given to me. Of this number twenty-two were under 21 years of age. Some began the immoral life at 15 or 16. Fourteen had given birth to illegitimate children, and several had submitted to criminal operations. Among the twenty-five were a considerable number of very poor girls who were compelled by circumstances to "work out" for a living. These were usually looked upon by many of the men of the neighborhood as "easy marks" and were hounded to their undoing.

In still another small neighborhood there were at one time more than a dozen women and some young girls known to be of irregular morals. One very poor woman urged her 18-year-old sister to seek unlawful relations with a man whose wife had recently died in order that he might be led to marry her under compulsion. The conspiracy worked. However, so far as I know, this girl has since that time been faithful to her husband and children.

In another family there were four girls and a baby boy, the eldest being fifteen. The mother had died and the father was away from home much of the time. Food became exhausted and the children were compelled to beg and steal things to eat. Hunger drove them to milk the neighbors' cows, and to steal eggs, apples and other kinds of food wherever they could find it. The eldest

sister "sold herself to some young men for a little bite to eat and a new dress" She floated about the neighborhood for two years, staying wherever she could, often paying a price for her keep, and finally married. I have lost all trace of her since then. The other children were all placed after considerable effort in the Children's Home at Louisville.

Another girl went from her home to teach school. She boarded in the home of a widower with several children and was wounded by this man to her undoing. She afterwards married him.

A number of other instances of unspeakable conduct could be mentioned. The epidemic of immorality which broke out suddenly in this neighborhood continued for four or five years, or until some of the chief offenders moved away.

Some Causes of Delinquency

In making these studies the following facts came to light:

1. The majority of the victims were young girls.
2. More than half were very poor girls, most of whom hired out to work for other people, and were tempted to fall while away from home.
3. Over 50 % had given birth to illegitimate children. This high rate of births is attributed to two causes:
 - a. Ignorance of their own sex nature resulting from being of ignorant or prudish mothers who never took the trouble to instruct their daughters in the things that every young woman ought to know.
 - b. The absence of unscrupulous physicians who for a consideration perform ~~of~~ criminal operations, and the absence of hospital facilities for such operations.
4. About half had married after a short season of immorality, most of who settled down to respectable living. Some, however, had not reformed when the studies were made.
5. Separations, divorces and desertions are quite common.
6. Quite a number of these girls were influenced by older

women of shadowy character. Sometimes an aunt, sometimes a neighbor woman, and occasionally a mother was charged with the direct responsibility for the girl's fall. But in the majority of cases the girls were very poor and were overcome by temptation while they were doing a man's work in the fields or toiling as a house servant in some home.

7. The cause receiving greatest emphasis is the fact that the mothers failed to give their daughters proper and sufficient instruction about sex matters. This subject is rather generally tabooed by the mothers who, because of prudish ideas, refrain from speaking of things to her daughters that would often save their honor in the future.

I am personally acquainted with some of these neighborhoods, and with others where conditions are just as bad, and I add the following contributing causes to the delinquency of many young women and young men:

1. Sex-talk. I refer to the widespread habit of men and boys who make sex matters the topic for common conversation. The majority of these folk read little, travel only occasionally, and have few things to direct their thoughts away from their morbid, sluggish meditations. From early childhood many a boy hears vulgar jests and foul stories about marriage and childbirth and illicit sex relations, and becomes "wise" about things that should be taught to him by a chaste-minded father. No one who has not lived in such an atmosphere can fully appreciate the intense vulgarity and the suggestive character of much of the conversation which thousands of boys and young men who live in certain parts of the open country hear daily. Their thoughts and morals are thoroughly perverted, and when they think of young women they usually think on the sex basis.

It follows quite naturally that they seek opportunity to play the hero in clandestine escapades as often as possible. And for much of this twilight conduct they are applauded by men older and more experienced in the art of seduction.

2. Lack of wholesome recreation. The monotonous life in many country neighborhoods becomes at times almost unendurable. There is little to create wholesome excitement, little to supply the thrills that every hearty youth craves, little opportunity to dispose of the pentup energy that naturally accumulates. There are games, it is true, but many of these are love games accompanied with kissing and other love-making activities, some of very doubtful character. The plays and games are almost never supervised, but the young folk are left to do as they wish so long as they remain in the room. I have some twenty or more of these love games in my collection, and I do not hesitate to pronounce them a source of danger to the young folk who employ them at evening entertainments. But they are used by thousands of youth whose parents remain aloof and let the perverting forces influence their sons and daughters often to their ruin.

3. Extreme poverty. Much has recently been said and written about the temptations that beset the poor working girl in our cities. It must never be forgotten that the temptations that often beset the poor working girl in the open country are just as likely to lead to her fall. It is quite the custom in many neighborhoods to look down somewhat on the poor girl who hires herself out to work in the fields, or enters a home as a servant. There are nearly always a few young men at hand who "spot" the girl as "easy money" and hound their footsteps until their

wicked purposes are accomplished. Because of poverty and the necessity of holding their positions these girls will often submit to insults and indignities that young women in more fortunate circumstances would not tolerate.

3. Depressing religious services. Much credit is due to the good men who frequent the pulpits in the open country, but no one who is well-informed will deny that much of the preaching in these pulpits does not arouse the nobler impulses and invite altruistic thoughts and action. Many a message from the pulpit intended to point the way to righteousness merely hardens the hearts of young men against religious services and appeals more to the sense of humor and scorn in young women than to their finer spiritual natures. Their higher spiritual natures are not developed, and they fail to catch the vision of their places in the larger life. Altho good is doubtless accomplished by every sermon, I am convinced by years of familiarity with services in the poorer churches that the kind of preaching thousands must listen to---if they hear any at all---is a contributing cause to the downfall of many a young man and young woman. The attitude of many preachers towards the recreation of the young people drives them out from the influence of the church and throws them upon their own resources where social matters are involved. The ill results of this may be seen by anyone who cares to take time to investigate.

Remedial Measures.

Means of prevention readily suggest themselves.

1. Unlightened parents. Both boys and girls should receive from their parents special instructions relating to the sex life that will fortify them against temptations that are certain to come in later life. If parents neglect to do this someone who possesses tact and knowledge ought to do so.

2. Thorough education of the country youth. Supplant their morbid thoughts and foul stories with brilliant thoughts from literature, new conceptions in science, wholesome stories that may be told about the fireside, and constructive plans for neighborhood service. Nearly all the cases of women and girls reported to me were from unlettered homes. Time and again my informer said, "She never had any chance to go to school". My personal observation confirms the truth of this.

The kind of education that creates new standards of human relationship, defining the higher civic and moral responsibilities, is a good preventive of immorality.

3 Wholesome recreation. There is much more play material in the open country than many people are aware of. But distances between country homes prevent much group play among children, and it is in supervised group play that many noble social traits are developed. Owing to the demands of labor, the indifference of the older folk, and the opposition of the unlettered country preachers to all manner of "frolics", there are few play occasions that bring neighborhood people together. Our schools and colleges with their conventional athletics are doing practically nothing to remedy this.

An organized play program directed by someone trained for this particular thing would go far towards conserving the young manhood and womanhood that, without proper recreation, will inevitably deteriorate.

4. Improvement of economic conditions among the people.

Among the poor good bathing facilities are unknown. The lack of a bank account means few home comforts and insufficient sleeping apartments, and it is well known that personal cleanli-

ness and adequate sleeping quarters are conducive to good morals, while the lack of these certainly contribute to immorality in a great many instances.

Among these same people good houses are exceedingly rare. Many young women have no suitable place at home in which to entertain young men friends. The extra room is not there. I have often seen young couples on logs by a river, on rock seats far upon the mountain sides, on mossy spots by small streams, wandering in secluded places among forests and groves where temptations come easiest and where the environment is most favorable for giving way to them. There is no place at home for the girl to entertain her friends, so she strolls with him to secluded spots,--- and too frequently he chooses the spot with a purpose in mind.

The fact that many of the girls reported to me were poor working girls who often did a man's work out in the fields for a pittance lends force to the suggestion that efforts must be made to furnish employment for needy girls where they will not be compelled to work in isolated places with men and boys.

5. An intelligent and progressive ministry in all country churches. Despite common beliefs about men being called to the ministry, we must face the cold fact that a very great percentage of men who occupy pulpits in the rural churches are entirely untrained and do not and cannot reach young men and women in any helpful way. Altho these men are sincere and doubtless accomplish some good, many fail utterly in their leadership of the youth. Instead of making plans for wholesome recreation of young people and directing their thoughts and activities in a way that negatives their desire for an unwholesome life, they often censure them for trying to be happy and joyful, and frequently denounce all their social activities from the pulpit. They thus

alienate them from the church and fail to inspire them to live the heroic and righteous life. Few things I have observed contribute more to the waywardness than this hostile attitude of untrained, often unlettered, ministers towards the recreation and social life of the young folks in their church communities.

Difficulties in the Way of Reconstruction.

The work of reclamation in some of these country slums would prove exceedingly difficult and discouraging. There is no housing law that reaches to the heads of the creeks, no vigilance committee of mothers to plan for the young girls of the neighborhood, no watchful police, no society for rescuing the wayward. The fact that houses are usually more or less isolated and people are somewhat independent adds to the difficulty of concerted effort.

Another obstacle which is wellnigh insuperable under existing conditions is found in the very large numbers of offenders who are hopelessly degenerate and depraved. They can be led back to the normal and virtuous life in their present environment only with the greatest difficulty. The doctor I have already quoted expressed it well when he said, "You've got no foundation to work on". Nothing short of a miracle could reclaim some of the men and boys, and even some of the women. The forces that cause society to disintegrate have been operating too long to be checked easily. Foul speech, suggestive and vulgar stories, constant thinking on the sex basis, nicotine poison, alcoholism, ill health, subnormal mentality, uncontrolled animalism have their effects and produce results that cannot be removed in a day.

Hope lies in the awakening of people in position to

send out nurses, play directors, extension workers, social workers, and others charged with the duty of inspiring country youth to noblest thought and action, and displacing vulgar stories with those that produce worthy reactions, and overcoming the inclination to do evil by supplying the means of abundant recreation and wholesome activities.

But thousands of girls far up at the heads of the no-
lows must wait yet a long, long time before these agencies
and workers reach them. What will become of some of them in
the meantime? Perhaps someone else a dozen years hence will
make other studies of other remote neighborhoods and find out.

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