

PLAY-GROUND SUMMARY

WHAT WE HAVE

- 18 Play grounds; 8 owned by and 10 leased by the Board of Park Commissioners.
- 5 out-door gymnasiums.
- 1 swimming pool.
- 4 wading pools.
- 16 diamonds for play-ground ball.
- 4 diamonds for regulation baseball.
- 3 football fields.
- 2 play grounds for colored children.
- A play-ground season equal in length to the school vacation.
- An annual appropriation for park and play-ground purposes never exceeding 8 cents.

WHAT WE NEED

- Play grounds within reach of all crowded residence sections.
- An out-door gymnasium in each play ground.
- A swimming pool or bathing beach within reach of every boy and girl.
- A wading pool in each large play ground.
- More baseball fields for young men.
- More play grounds for colored children.
- After-school play grounds in Spring and Fall.
- An increased annual appropriation for park and play-ground purposes to meet increased demands.

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The Filson Historical Society

THEORY OF PLAY

The play leader has to understand children. These books will be helpful - "Biography of a Baby," "Education by Plays and Games," "The Highschool Age," "Play of Man." If you do not understand the children, you cannot handle the situation. Play is education in general, and specifically it is social education. Social education involves moral education.

By morality we mean conforming to certain laws. In order to conform there must be sound judgment and strength of character which enables the individual to carry them out. Most people think morality is a process of refraining from bad behaviour. That is inhibiting certain impulses which are out of the line in society's regulation. In the previous talk we spoke of the impulses of children at different periods of life. Play is the expression of these impulses. Instinctive impulses are tendencies to act and abnormal behaviour results from inhibiting these impulses. It is the failure to get the proper outlet. In youth, play is the great outlet. Normal expression means a normal life which leads to morality.

Self-control comes through expression. Illustrations - a child who piles blocks and after seeing them fall, piles them up again, finally gets control of himself. Keeping on trying, he receives controlled action and when he determines and wills to do a thing, he does it, such as getting things to his mouth. This failure and success, the process of trying and trying again, is in all children's play.

Play is divided into two fields -

(a) One field has to do with individual powers without relation to others such as handling things, throwing at a mark, building with blocks, making things such as manual training work, the hopping, skipping and jumping of little children, skating, solo dancing, swimming, riding bicycle, gymnastic work, and apparatus stunts.

(b) The second field has to do with the individual in relation to others. This is expressed in all kinds of group games, dramatics, folk dancing, and club work. The child disciplines and coerces himself in this type of play. This effort to overcome difficulties is characteristic of all play; it is self-discipline. He does it because the end is sufficiently desirable to secure spontaneous effort. There is self-discipline and morality if the end is desirable. (give examples)

We can see that this is self-control secured by expression of desirable rather than repression of undesirable. (elaborate)

There is also a repression of impulses. A child throwing out at a target finally gets poise and control. A child roller skating controls his strokes and represses the impulse which sets him out wildly. PLAY DOES SECURE INHIBITION THROUGH EXPRESSION.

DISCUSSION OF (b). This same thing takes place, only much more is involved, because here the opposition is not himself but other people.

Theory of Play

Players are controlled by the rules of the game. If a child accepts rules, and plays according to them, he is a law-abiding citizen. Morality is living up to the laws of society. A normal child will live up to the rules provided he thinks they are fair. Disregarding rules is detrimental to morality and citizenship. The leader must know the rules and be consistent and persistent in adhering to them. Social justice is done to all by obedience to the law by all. Sometimes rules of the games are interpreted so as to create antagonism to rules. This is wrong for rules are an aid and the means by which social justice is secured by the group. The wrong attitude gotten by a leader gives the impression that he arbitrarily decides. He must refer to the rules as rules of the game and not his own. Illustration - tell of the boys' attitude towards baseball; how they thought Mr. James was giving his own rules. It is not difficult to get to the group the idea that the rules are rules of the game and they see that rules of society are not so hard. This makes two things apparent (1) - that play is a means to a very important end in a child's life; (2) - That it is necessary that the end be clear in the mind of the leader, and next that his methods work directly towards that end. (Give other evils of wrongly handled athletics such as Seminoles and go into detail there.) (Give illustration of the Peonosky family - they were selfish and onery before, and now through persistent effort, they have a strong feeling for fair play and group activity. Tell about the older boys putting things over on new workers. Mr. Fashold - men give up more easily. Tell about the South Parks working this problem out successfully.)

ANOTHER PHASE OF GROUP PLAY: Informal relationships, gradual understanding of each other. There is no time when we reveal ourselves more completely than in play. Great thinkers from Plato down have said this in one form or other. Illustration - Dorothy Blair's work at Psychopathic Hospital. Doctors were trying to find out what had brought the children there, what was wrong with them - failed to find out. Children would not explain. She played games and found out. There was a girl of 13 who had cut her hair and dressed like a boy - had committed some offense. Children made pig in the yard. Teacher appreciated it and showed an interest in it. She was able to find out her story. It was the play leader and not the doctor who discovered this ability.

Lack of expression causes complications and abnormal behaviour. Students of psychology are realizing this. Find the releasing of these pent up emotions of the abnormal child brings about a normal condition. You have all accomplished it. You know that juvenile delinquency decreases in the neighborhoods of playgrounds. One of the problems of adjustment of adolescence is that the boys and girls do not understand each other, and yet they always try to. They are bound to get together. They do not understand themselves either. If they have played together as children, they have become to know some things about each other. They already have made a good many adjustments and are better fitted to make the more difficult adjustments at adolescence. The chances of coming out normal are pretty good. The old doctrine of giving activities alone doesn't hold out. There must be more than that. There must be a working out of the thing with the boys and girls together so that natural interest in each other is involved in the activity itself and gotten through group games, not athletics. (Tell about mixers - elaborate. Tell about boys and girls finding more natural relationship to each other.

Still in now schooling out

Theory of Play

This brings us to the old doctrine that inhibition of impulses which have dangers, are best. If you keep them apart, the problem will be avoided for the time being, but it is done by the old method of inhibition and is not giving natural interest in each other a chance and have denied normal outlet. If you bring them together under the right leadership you will have given them an opportunity to express that interest in each other, have utilized it and made it a social asset. It is the stuff out of which successful social relationships are made. You cannot get morality unless you get spontaneous acquiescence and obedience to law; a recognition of law as a means to justice, a rule to which we all acquiesce. You do not get morality because you behave in a way somebody tells you to. You get it because you yourself recognize it as fair and just. If you have all along developed that persistence that is characteristic of play, you will have the strength of character that brings success. It is not easily secured. It means the spirit of play and not the letter, and we cannot hope to accomplish the thing unless we have a clear conception of what we are after. If we expect to get the effort, we must make the thing gripping and interesting enough. What do we mean by games that grip a child? In our efforts to do this we have given basket ball and base ball which are stimulating, but children of 12 and 13 do not really play a game. They just like the stimulating sensation which is not good. They are intellectually dissipated. They run wild and do not know where to throw the ball, scream, etc. They are emotionally dissipated for it is like a mild form of drunkenness and they are physically dissipated. Bad heart re-action. A child of growing age needs a different thing. I illustrate the real need through the story. The child is lost in it just as in play which is gripping, and he loses himself. The game has that element - the child forgets himself completely as he enters into it. It is said that all art is rooted in play. The artist forgets himself in music, in drawing, just as the child does in a game. (Dramatics is the highest form of play.)

H O M E P L A Y

Value of

In the last few years there has developed an increased interest in Home play. More and more attractions are taking children and young people from the home so that in many homes there is today very little family social life. Too often family life is allowed to drift, each member to his own friends and activities, until family influences are threatened or lost. If parents fail to participate in the active life of their children, their influence declines as years go by. When people play together joyously and spontaneously there is a bond, a feeling of unity which is the very essence of ideal family life. Parents and children are drawn closer together; the spirit of comradeship is strengthened thru play, and where parents deliberately cultivate all interests which old and young can share, mutual affection and mutual respect and confidence will grow.

Suggestions for

A period of play daily or several times weekly with father and mother to consist of the following: 1. An evening story hour. 2. Organized games for home evenings, picnics, etc. Games which all ages are likely to enjoy together are those with the element of competition, those which require mental alertness, those that present an opportunity for comic play, and those requiring agility and skill such as Horse Shoe and target throwing. See bibliography below. 3. Table games such as checkers, dominoes, anagrams, picture puzzles, etc. See those listed below. 4. Informal dramatics; acting out charades, dramatizing stories, putting on stunts, informal presentation of plays. 5. Music; singing, playing on instruments, etc. 6. Constructive play; making of toys, kites, home made vehicles.

THE PLAY ROOM

Every home in which there are young children should have a room or at least the corner of a room reserved for their exclusive use: an attic, a room in the basement, if sunny, may make an excellent play room. Swings and other apparatus may be put up with safety and a raised platform can be built for use as a stage. Lacking a room for the child's exclusive use, a corner of one of the other rooms can be reserved. A low and broad window seat or a long box at the window with sliding trays where play equipment and toys can be put will be useful. For suggestions for a play room and an out-door home playground, see Better Homes in America Publication Number 6 on home music and home play, issued by Better Homes in America, National Headquarters, 1653 Pennsylvania Avenue, Washington, D.C. Also, Home Play by W. C. Batchelor, published by the Playground & Recreation Association of America, 315 Fourth Avenue, New York City - price ten cents.

TOYS

Toys are the medium thru which children learn, thru experiment, the meaning of the world they live in. They should, therefore, be the tools which help the child to reconstruct this world about him. They should be scientifically thought out. It is the unthought out, hit or miss, the plaything built only to amuse that makes a child bored and he begins to whine and complain. He has not the adult capacity to be merely amused and he must have toys with which he can do something.

HOME PLAY * #2.

The average mechanical toy merely amuses and holds the child's interest for but a short time. It does not allow for the development of the imagination and initiative.

The prime function of the toy is related to the form which play takes at any given time. In the first few years toys are play things which stimulate the child's senses; later on when the dramatic interest is prevalent toys will be available for dramatic play. When the constructive interest is at its height the child desires tools and so on thru the various periods of childhood playthings must meet the interest of the age.

The selection of toys must therefore be guided by the age of the child and by the stimuli and suggestions that are likely to have meaning. Some of the principles of selection for toys generally agreed upon by educators are these: 1. They must be suggestive of play and made for play, that is, adaptable to creative use. 2. They should be constructed simply so that they may serve as models for the toys to be constructed by the children. 3. They should be consistent with the environment of the child who is to use them. 4. They should be selected in relation to each other. 5. They should suggest something besides domestic play so that the child's interest may be led to activities outside the home life. 6. They should be durable. 7. They must not be too completely finished nor complicated or they thwart the imagination and initiative. 8. Picture books and picture papers should be chosen with great care because many are untrue in story, color, form and meaning. 9. There should not be too many toys as they tend toward mental indigestion and the eternal cry for "more" of anything and do not arouse inventive power.

TABLE GAMES

Below are listed Table Games which are educational and which have been found particularly interesting for the use of children and parents in the home, in their play together. An evening hour devoted to such games helps to while away many an hour and to cement the bond between parent and child. They are inexpensive and can, for the most part, be obtained for not more than fifty cents.

For Smaller Children

Blocks
Fish Pond
Lotto
Old Maid
Tiddle-dy-winks
Bean Bag Board
Mechano, Tinker Toy, etc.
Jack Straws
Peg Board
Picture Puzzles

For Older Children

Author
Checkers
Horse Shoe
Lotto
Old Maid
Peter Coddle
Tiddle-dy-Winks
Pitch 'em
Bean Bag Board
Mechano, -
Tinker Toy, etc.
Egg Rolling Games
Rook
Jack Straws
Spoof
Ten Pins
Peg Board Puzzles
Rubber Quoits

HOME PLAY - #3.

REFERENCE BOOKS ON HOME PLAY

Game Books for All Ages

- Games for the Playground, Home, School and Gymnasium - Jessie H. Bancroft (Macmillan Company) Collection of 400 standard games.
Let's Play - Edna Geister (George H. Doran Company)
Ice Breakers - Edna Geister (Women's Press)

Books on the Significance and General Theory of Play

- A Philosophy of Play - Luther H. Gulick (Charles Scribner's Sons)
Education by Plays and Games - George Ellsworth Johnson (Ginn & Co.)
Play and Education - Joseph Lee (Macmillan Company)
Manual of Play - William Byron Forbush (American Institute of Child Life.)
Dramatics in the Home (American Institute of Child Life)

Play for Small Children

- Play Life in the First Eight Years - Luella Palmer (Ginn & Co.)
The Mother as Playfellow - Alberta Munkres (Abingdon Press)
A Montessori Mother - Dorothy Canfield Fisher (Henry Holt & Co.)
Wee Folks and Mother - American Institute of Child Life.
Finger Plays - A.E. Poulson (Lothrop Lee Shepard)
Little Folks' Handy Book - Lina and Adelia Beard (Chas. Scribner's Sons)
How To Equip a Playroom - Alice Corbin (Playground & Recreation Association of America, 315 Fourth Avenue, New York City) \$0.10
Mother Play and Nursery Songs - Froebel (Lothrop, Lee & Shepard Co)

For Construction Projects

- Boys' Work Shop - Harry Cragin (Lothrop Publishing Co.)
The Outdoor Handy Book - Daniel C. Beard (Charles Scribner's Sons)
Homemade Games and Equipment - A. Neely Hall (Lothrop Lee & Shepard Co.)
Manual Training Play Problems - W. S. Marten (Macmillan Company)
Recreation for Girls - Lina and Adelia Beard (Scribner's Sons)

Folk Dancing and Singing Games

- Folk Games and Gymnastic Plays - Pedersen & Boyd (Saul Bros.) \$1.00
Old English & American Games - Brown & Boyd (Saul Bros.) \$1.00
Folk Games of Denmark and Sweden - Pedersen & Boyd (Saul Bros.) \$1.00
Folk Dances of Bohemia & Moravia - Spacek & Boyd (Saul Bros.) \$1.00

For the Story Hour

- Selected List of Stories to Tell to Children - Carnegie Library, Pittsburgh, 30¢
List of Fairy Stories to Tell and Suggestions for the Story-Teller, Cleveland Public Library, Cleveland, Ohio.
Children's Stories & How to Tell Them - Eisenwein & Stockard (Home Correspondence School, Springfield, Massachusetts)

For Sports

- Spalding's Athletic Library publications give directions for playing all outdoor sports, such as swimming, athletic events, chinning the bar, pull up, running high jump, running broad jump, etc. Booklets may be obtained at any Spalding store. They will help parents to umpire.

HOME PLAY - #4.

Other Pamphlets and Books

- A Catalog of Play Equipment - Bureau of Educational Experiments,
16 West 8th Street, New York City. \$0.35
- Directions for Equipping the Backyard Playground - Children's
Bureau, U. S. Department of Labor, Free on request.
- A Brief Manual of Games for Organized Play - Martha Speakman
(Children's Bureau, U. S. Department of Labor. \$0.10)
- Bulletin No. 92, Play and Recreation - Children's Bureau, U. S.
Department of Labor)
- Home Play - W. C. Batchelor (Playground & Recreation Association
of America, 315 Fourth Avenue, New York City \$0.10)
- Better Homes in America - Home Music and Home Play - Bulletin #6,
National Headquarters, 1653 Pennsylvania Ave., Washington, D.C.
(- 10¢.
- Playthings - Bureau of Educational Experiments - 144 West 13th
Street, New York City - price 20¢.
- A Nursery School Experiment - Harriet M. Johnson (Bureau of
Educational Experiments) 75¢.
- Your Child Today and Tomorrow - Sidonie Gruenberg (Lippincott Co.)
- A Leaflet from the Children's Bureau with plans on back yard play
- A Manual of Play of Recreation Training Course, Louisville, Ky.
Pamphlet 25¢ - Community Chest Headquarters, Franklin Bldg.,
Louisville.

Excellent Outlines for the Parent Who Wants to Make a Real Study of
Play.

Pamphlets of the Playground and Recreation Association of America
ranging in price from \$0.05 to \$0.40. A list of them will be sent
upon request. "Home Play" (price \$0.40) gives suggestions for games
and festivities for the family.

The Louisville School of Social Work, 215 East Walnut Street, will
be glad to assist with any specific problems.

Distributed by the Recreation Council of the Community Chest,
Louisville, Ky.

THIS EXTRACT FROM RECREATION SURVEY OF VIRGINIA CONCERNING BACK YARD
PLAY GROUNDS AND RECREATION ACTIVITIES IN THE HOME.

LITTLE CHILDREN 5 YEARS OF AGE AND UNDER

Employment of hours aside from sleep.

Aside from sleep, these 1500 children will have in one year,
7,665,000 hours.

Importance of this Period of Childhood.

There is probably no period of human life, unless it be the period of childhood immediately following, in which activity is so intense, so persistent, so constant as during these years. The necessities of physical growth demands this activity. The wonderful acquisitive powers of the child in knowledge of things and of the ways, manners and speech of older people, coupled with an equally wonderful imitative power which is reflected consciously or unconsciously in after life moral and social conduct demands that the environment for the use of the extraordinary amount of leisure time at the disposal of children of this age be right and proper in every respect.

The Street.

Clearly the street is not a proper environment. Dangerous to life and limb, unhygienic, unsupervised and unmoral, if not positively immoral, the street as a playground for little children must be dismissed as a constructive agency.

Three Constructive Agencies.

The public school kindergarten, the supervised public playground, and the home, are the three agencies that must be relied upon to provide opportunities for the activities of the little children.

Public School Kindergarten.

About one-fifth of the little children, or approximately 300, are enrolled in the public kindergartens of the city. They spend approximately 4 hours per day, 5 days per week for 39 weeks, or a total of 234,000 hours there. The total time at the disposal of these 300 children, aside from sleep is 1,642,500 hours per year. The time, therefore, spent in the public kindergarten is about 14% of this time. The 86% remaining is largely a problem of the home.

Importance of Kindergarten

In spite of the small percentage of time these 300 children (all of

whom are about 5 years of age) are under the charge of the kindergarten, its value is high, because of the completeness of the scheme of activities it presents and because of the special training of the teachers and their possible influence in the homes of the children through their habit of house visitation, and their custom of holding mothers' meetings in the school building.

Suggestion.

I believe, however, that the kindergarten teachers can become far more than they are now, itinerant instructors of the parents regarding what parents can and should do to provide proper facilities for the insistent physical activities of not only children of kindergarten age, but of children younger and slightly older. They could in a practical manner instruct parents how to construct back yard playgrounds, play rooms in the homes or other buildings on the premises and explain the necessity for provision of this sort. Classes of mothers in games and story telling is another form of service they could render. The ideal would be (which of course can never be attained) every home and backyard a kindergarten, and every mother an embryonic kindergartener.

The Supervised Public Playground.

It is impossible to estimate the influence of the public playgrounds in employing the time of the little children, because no statistics are available. It is probably very small because no definite provision has ever been made for them, save in the two park playgrounds, which are open but about two months during the summer and are far removed from the majority of the homes of the people. No supervision during the past summer was provided for little children in the public school playgrounds. However, the public playground, especially in a city as congested as Virginia, where the little children are under the supervision of trained kindergarteners, is as important if not more important, than the public Kindergarten. In fact, emphasis upon kindergarten activity might well be put in those months of the year when the children can be out of doors. The playground kindergarten would probably draw larger groups. There is a possible wider range of activities and activities are likely to be less formal, above all, they would be in the open air, a condition far preferable to indoor activities even under the best conditions.

At the present time in Virginia, the field of public provision for the play of little children and its organization and direction is practically untouched. In this direction much could be done this coming summer by retaining kindergarteners as leaders on public playgrounds.

The Park Department can render a great service by establishing small neighborhood playgrounds suitably equipped for little children upon vacant lots in several different parts of the city. It is probable that owners of such lots would gladly donate them for the service until such time as they desired to develop them. The equipment should be very simple and consequently inexpensive. A large sand court, building blocks, a very small slide, taster board, and swings might be made a standard set of apparatus for the first year.

The Home.

More important than either the kindergarten and the public playground is the home. Upon it must and should rest the major responsibilities for providing opportunities for the wholesome and full expression of the intense activity of the children of this age and even for the children two or three years older. The tendency of parents to throw off their own responsibility onto public shoulders should be checked as much as possible. At this point much can be done toward this end. There are difficulties, however, and serious ones.

Several reasons militate against the modern town and city home functioning here. This is especially true in Virginia for the following reasons:

- 1 - Small size of dwellings.
- 2 - Small size of lot.
- 3 - Over-crowding in the homes.
- 4 - Over-crowding of buildings upon lots.
- 5 - Another common reason is the ignorance of indifference of parents to the necessity of providing opportunities for the full and wholesome employment of the free hours of the children, a problem that becomes more acute as children grow in strength and stature, because of the diminishing chore activities.

Detailed Consideration of Some of the Conditions

Some of these factors are so important as to demand detailed discussion at this point, even though the regular course of the statement be broken.

Space

According to the 1910 census there were 1367 dwellings and 1753 families in Virginia, or one dwelling to every 1.28 families. The city assessor estimates that there are approximately 2500 families in the city at the present time (Sept. 1915) upon the same ratio between families and dwellings existing in 1910, there would now be about 1950 dwellings.

The total area of the city is 5760 acres of which approximately 660 acres are platted. Eliminating spaces for streets and alleys, area of lakes and platted areas not built upon, parks and school grounds, business houses, etc., there remain approximately 250 acres now occupied by dwelling houses and yards. In other words there are 60 persons to every acre of ground used for dwelling purposes. Real estate dealers estimate that 45 persons per acre is the proper ratio. For so small a city this is an unusual rate of congestion and approaches a condition paralleled only by large cities and is worse than most of the large cities of this country.

Estimating the rate of congestion based upon the entire platted area (660) acres) there is found 32 persons to every acre. This is nearly three times the ratio of congestion for the city of Portland, Oregon (8 per acre), nearly six times that of Tacoma, Washington (4 per acre), and over twice that of Minneapolis (9 per acre). Several factors have contributed to this unusual crowding of the people, chief among these are :-

1. The 25 foot lot, the curse of the modern American city. Herein is the basis of housing problems, health problems and other social problems of many kinds, that will vex this city just in proportion as its population increases and realty values become higher, just as it is the despair of housing experts, building inspectors, fire chiefs and social workers in all the large towns and cities in this country unfortunate enough to have such a relic of avarice and short-sighted city planning. The 25 foot lot should be prohibited by a city ordinance in all future plats of the city upon the ground of public welfare.

Four reasons may have led the original founders of Virginia to adopt this standard of lot division, viz: increased profits, belief in non-permanency of the city characteristic of all mining communities, restricted area due to presence of ore beds and finally the fear of the tendency that some foreigners have of over-growing, as for example - if lots had been 40 feet, two houses might have been built or even four instead of one. There are instances in the city now of a house both upon the front and rear of a 25 foot lot. This evil has thus far been minimized by the fact that a large percentage of the dwellings have double lots, and that dwellings are for the most part single dwellings and not apartments or tenements, so that there still remains opportunity for parents to provide amply for the outdoor activities of the children 5 years of age and under and to some extent for the children of 6,7,8 and 9 years of age

It is well to bear in mind, that the apartment house occupying almost all of the available land space upon several lots at once has made its appearance in the city.

It is none too soon now to have a careful survey made of the housing situation in Virginia, followed by the enacting of a building code to cover present evil conditions and possible future contingencies.

Over-crowding in Rooms.

In addition to the tendency toward over-crowding of building space, there is also a decided tendency and in fact, an existent condition of over-crowding in dwellings. This is due to large families; the presence of more than one family in a single house and to the practice so prevalent among the foreign people particularly, of taking boarders.

According to the 1913 school census of Virginia, 234 families out of 1255, or 18% of the total, had six or more children, nineteen families had ten or more; seventeen, nine; twenty nine, eight; sixty-one, seven; and one hundred and eight, six children; while ten hundred and nineteen had five or less. An actual count of the number of families, excluding boarders of which there were many, in one row of houses covering the length of one block, showed the presence of thirty-four families. Another block in the city contains fifty-four families. As none of the houses are over two stories in height, and the majority are one story or a story and a half, and as some of the houses occupy double lots, so that there are not so many houses as the number of lots would indicate, some idea can be gained of the congested living conditions in these homes.

For the city as a whole, there is approximately 1.28 families to every dwelling, which means no doubt a considerable degree of doubling up of families in dwellings meant for one family. This condition coupled with the boarder, brings about a situation in the home that makes difficult proper provision for the employment of the free time of the children, and especially has an important bearing upon the social and recreative needs of the older boys and girls, whose only alternative is to walk the street and frequent places of commercial amusement, etc. It is this situation relative to the boys and girls who are becoming young men and women or who have already become so, that demands some immediate solution from public sources. This will be discussed more at length later in the chapter upon the splendid service the public schools are rendering to meet this need.

Ignorance and Indifference of Parents

The average parent feels that when he has provided food, clothing, shelter for his children he has discharged his full duties, when in fact he has only performed the simplest of them.

The life of a child is more than food, clothing and shelter. His physical needs demand activity, his social needs demand playmates, and both these needs demand a place for activity and things with which to act. Play is the chief characteristic of children of this age and two or three years older also. Play is the business of children at this time. It is just as important to the children to have a place and equipment for their business as it is for the working man to have tools for work, or the business man to have a store and equipment for conducting his affairs.

Parents need this fact brought home to them more and more and wherever home conditions permit, the definite duty laid upon them of utilizing space both inside and outside their homes for the fullest possible expression of the activity of the little children.

Suggestions regarding instruction of parents and the stimulation of their interest in the play needs of their little children.

So far as the little children are concerned, the mother is the important factor.

The possible influences and power of kindergartens at this point has already been noted.

Play Training Class for Mothers.

In some cities play training classes or clubs of mothers have been successfully organized and conducted, notably in Memphis, Tenn, Pasadena and Berkeley, California and elsewhere.

Inasmuch as such instruction is a real social need, such classes might well be organized in the night schools. They should by all means be conducted in connection with the summer playground work, not only because of their instructional and recreational value to the mothers themselves, but also because of the value of bringing the home and the playground into close contact with each other.

Printed Circular.

A short, concise, definite printed circular relative to this phase of child needs and child rearing and training, might be distributed among the parents through the agency of the school children or otherwise.

Manual Training Shops.

One of the most effective means of instructing parents while at the same time definitely providing equipment for back yard playgrounds, would be to encourage the boys in the manual training shops, to make various pieces of play equipment, such as sand courts, swings, slides, teeter boards, play houses etc., and put them up in the back yards of their homes.

Daily Press

Articles appearing from time to time, illustrated with pictures of equipped back yards for playgrounds in the city, would go far to stimulate interest of parents in this matter.

Park Department.

An offer by the Park Department to furnish sand for sand courts or boxes prepared by the father or older brother would no doubt result in wider play opportunities of the proper kind for many little children now without such a satisfying playground.

These are some of the ways that the indifference and ignorance of parents may be removed. Other ways will occur to those who will give thought to this problem and it is a problem worthy of the earnest consideration of all those interested in child welfare in the city.

Back Yard Playgrounds

The backyard playground has already been mentioned several times, but its importance is such as to warrant a more detailed description. It has been pointed out that in spite of the unusual congestion of population in the city, caused by the 25 foot lot, large families and the doubling up of families in dwellings, there still remains considerable space in the majority of the lots in the city not covered by the dwellings and other buildings. Occasionally there is a vacant lot even in the most congested sections which might be utilized by the children of several families as a playground. For example, such a lot exists along side of the Finnish bath house, off Pine St.

After making allowance for wood sheds, barns, outhouses, wood piles, etc., and site occupied by dwellings, probably the free space remaining of the 250 acres built upon in the city approximates at least 50 acres, or one third of the total. (2,178,000 square feet by 1950 number of dwellings in the city: 1111 square feet per dwelling.)

Equipment of Back Yard Playground.

The following equipment is suggested as suitable for the yard playground:

A- Sand court or pile of sand.

A box made of 4, 6, or 8 inch boards of any dimension in length and thickness desired (4' x 6' X 8' filled with clean sand.

B-, Building Blocks.

Odds and ends of planks and timber used in constructing dwellings or other buildings answer the purpose very well, or blocks may be easily made by sawing old planks or other timber into lengths of various sizes and shapes.

C- Old spoons, cups and cans or small boxes to use in the sand court.

D- Small swing.

Two timbers, 4" x 4" x 10', set upright, 3' in the ground, one piece of timber 4" x 4" x 4' placed on top uprights and securely nailed, 14' of 1/2" or 3/4" rope. Board for seat, 1' to 1-1/2' long, 5" wide and 1" thick.

E- Teeter Board.

8' x 8" x 2" placed upon a saw horse 1-1/2' to 2' high, 2 cleats should be nailed upon one side of the board at center to keep it from slipping.

F- Play House.

This may be any size or shape. In place of anything better, a large dry goods box answers the purpose very well. A piano box makes an excellent play house.

G- Small Slide!-

This is very desirable owing to the difficulty of construction it is probable that few back yard playgrounds would have this piece of equipment. A slide for winter use can, however, be easily constructed.

This outfit or any part of it, together with odds and ends of things found in the ordinary back yard and the toy wagons, by toys, dolls and other toys the children may have been provided with by their parents, furnishes a field for activities of little children that is fairly adequate.

GARDEN

Children two or three or even four years older than the group under consideration will use all the equipment mentioned above, but such children should also be introduced to a garden. Few forms of activity are of greater value than this and wherever possible every yard should contain a garden where the children may learn to work with the elder boys and girls and their parents, from the time they are large enough to plant seed and weed.

Pets.

A pet is of great importance also in the life of a child, and a place should be provided in the child's world we are creating for a rabbit or a dog, a bird etc. and in those homes able to afford it, a pony.

Household Duties

Quite early also little children should be taught to do simple chores about the house and yard, for in these is laid the foundation of industry and a sense of responsibility.

Play Room .

It is with considerable hesitancy that the subject of play rooms is mentioned in relation to this problem in Virginia, because of the large number of small houses and the over crowding of them, and the consequent impracticability of the idea. Nevertheless, the importance of making provision for the proper environment for the activity of the children within the home is such as to need emphasis. We have put some and are beginning to put more play rooms in our public schools. It is even more important that such provision be made in homes. Sometime when we learn more of the needs of children, architects of dwelling houses will include a play room as an essential feature, just as the kitchen, the dining room, sleeping rooms, living room, baths, etc. are considered essential now.

There are three possibilities in the average dwelling, viz, - the basement (unfit unless large, dry, and well lighted); the use of a room or rooms devoted to other purposes primarily; and the garret; finished to the extent of at least having a smooth floor.

In all new dwellings provision should be definitely made for a play room.

Building codes should provide specifically for both a playground outside of, or a play room inside all apartment houses, erected in the city.

Sometimes a large play house outside of the dwelling, or a room in some other building on the premises, if there is provision for heat, in either case will fill the need.

Furnishings and Equipment.

The floor should be smooth and free from splinters, carpets should be absolutely be tabooed as unhygienic and unsanitary. Rugs should be used sparingly and then of small size only, for the same reason that carpets are undesirable. A few kindergarten chairs or stools, a small kindergarten table, a box to keep playthings in, a few pictures, illustrating stories that children delight in, constitute the real essential furnishings.

The equipment would of course, be the ordinary playthings children delight in, such as dolls, balls (yard or rubber) puzzle pictures, picture story books,

Building blocks, rattles, toy go-carts and wagons and the like. If the room is large enough a small sand court is desirable and such playground equipment as a small slide, rocking horse, teeter board, climbing rope, bean bags, etc. might be added.

Not the least of the benefits of such a play room is the lessening of the worry of the mother through the presence of children while doing the household work. She would not only be relieved of much of this strain, but would at the same time have the pleasure of knowing that the children would be properly employed at their business.

It is always to be remembered that activity indoors is never as desirable for the growing child, as activity outdoors and the play room is to be considered as a supplement to the back yard playground to be used only when children are quite young and during inclement weather.

These provisions for the use of the time of the children in the homes, the public kindergarten, and the public playground, together with the occasional picnic excursions or visits to the moving picture show (which perhaps should be very infrequent at this period) ought to fairly and adequately give opportunity for the full expression of the intense desire for activity characteristic of children of this age.

In Virginia there is little evidence that the home is functioning at all in this field. Here and there one sees a crude swing in a back yard, a sand pile occasionally, and in a few instances elaborate provision for the use of the leisure time of the children. On the whole this is practically undeveloped field. It should be one of the chief duties and aims of the General Director of the Employment of the Leisure Time of the People, to develop this field. Private organizations interested in child welfare might well make it a part of their activities. The possible influence of the kindergarteners and teachers visiting the homes has already been noted.

Children and Young People 6 to 20
years of age inclusive

There are approximately 3600 children and young people in this group.

In one year the total time at the disposal of the group is 31,536,000 hours, of which 11,826,000 hours are expended in sleep (9 hours per day), leaving a balance of 19,710,000 hours in one year for activities in school, home, church, work, play and recreation, etc.

The Home .

In the preceding chapter frequent reference was made to the fact that many of the provisions necessary for employment of the time of the little children in the home and back yards, would also answer the needs, to some extent of the boys and girls of 6, 7, 8, 9 and 10 years of age. These years among boys include that period of time known as the "Big Injun Age". This is characterized physically by a great desire to do difficult "Stunts." For both boys and girls it is a period of intense individualism. The games played are likely to have few rules, and little organization or team work. Equipment that calls for individual skill and daring is appropriate in the back yard, such as a turning pole, trapeze, climbing pole or rope, traveling rings etc.

Instruction in, and insistence upon, performing household duties and chores is very important. Actual work in the garden should begin at this time and continue through the adolescent years.

During the pre-adolescent years (11 to 16) it is of the utmost importance that fathers as often as possible arrange to go with their boys upon hikes excursions, fishing and camping trips, and that mothers as much as possible enter into the activities of their daughters.

Even on Public Playgrounds it is important to arrange activities so that fathers may enter into competition with their sons in such games as base ball, indoor baseball, volley ball, etc. In Minneapolis the boys of certain school challenged their dads to baseball games. In each case the "dads" accepted and were beaten, but they won in finding themselves having a closer, more sympathetic hold upon their boys. Father and son dinners is a common method of the Y. M.C.A. to bring about this bond. While activities are outside the home, they are mentioned in this connection because of the better relationship they bring about between fathers and sons in the home. A like result may be effected between mothers and daughters.

Tools and a small workshop are valuable for boys in both the age periods considered in this group.

Whenever the home is large enough it is very valuable to give the adolescent boys and girls individual rooms or parts of rooms which they can call their own, and the care of such quarters required of them to some extent. The average town or city boy and girl has little chance for the cultivation of a subjective life. They are

never alone enough to think anything out for themselves. A place in the home which they can call their own aside from other values, is particularly valuable in this.

The care of animals such as a horse, pony, cows, chickens, and such pets as dogs, rabbits, etc. is an important item in the employment of the time of adolescent boys and girls.

In Virginia numbers of cows are kept by the foreign people particularly, the care of which devolves pretty largely upon the boys. Hygienically, these cows in the city bring a health problem that needs attention from the public health authorities, but they involve a chore activity that is valuable in employing the time of the boys.

We cannot expect, however, any great service from the homes of so crowded city as Virginia in properly employing the time of the older boys and girls of this group. The homes are too small, too crowded - the yards are too restricted and the chores are too few. Their interests range into larger fields and because of these factors the problems of employing the free time of the boys and girls of this entire group will devolve upon public agencies principally.

The most important of these public agencies are the schools, public library the park department and the city government. Each of these agencies will now be considered in detail, first as to just what they are now doing and secondly, as to what things they may do further, and third how their functions and activities may be coordinated into a comprehensive plan.

Our aim is to give opportunity to others for creative expression, not to organize audiences for exploitation of our own skill and talents. If leaders have particular recreation skills let them use them by all means, pass them on to others in any way that seems fitting, but never exploit them or dominate the groups. Our sphere of influence is much greater if we organize programs for others and do not limit our activities to those that we can teach ourselves. On the other hand, we should not make such a hard and fast rule that we should withhold from the group, instruction that would give greater freedom of expression.

Undoubtedly we have greater freedom for creative expression if we possess certain fundamental skills. A recreation leader can organize many more athletic events in a community where physical education is a part of the school curriculum. The greater of the proportion of people possessing fundamental skills in music, the greater the scope of musical activities. This is true of all activities and shows our close tie up with the educational field. The public schools have as great a responsibility in preparing children for participation in recreational activities as in the world of business. But to what use can these fundamental skills be put if we do not create the opportunity.

The true recreation leader must subordinate himself to the group, he must have faith in his vocation, he must organize and organize and organize, he must have enthusiasm, he must have courage, wisdom, patience - he must create the opportunity that knocks on the door more than once and above all he must have understanding - human understanding. A leader with these qualities can serve all groups in any activity.

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When should the leadership function of controlling be exercised - for children - adults - for what activities?

There are certain types of activities that require control, i.e., all games of contest. Children as well as adults expect and demand the kind of control that is customary in contests. But the control we have in mind is control over the technique required in the game and the control over behavior. It is the latter where our leaders are most likely to fail. Control over behavior can again be divided into players and spectators.

I definitely believe in setting up a scale of standards in which each player is graded as to conduct. For example. Display of ugly temper can be evaluated as 5 to 20 demerits from the team score of a possible 100 points for the entire game. In this manner not only the individual is punished but he has caused punishment for his entire team. This serves as double check on control. As to the spectators, I have found it most effective to hold the home team responsible. Where points are used the home team as a rule suffers for spectators misconduct. Demerits are applied when, in the judgment of the officials, it can be proven that the disturbance comes from partisan spectators of the visiting team. The control of awarding points, or visa versa, is in the hands of the officials which gives the officials the control that really belongs to them.

Control therefore mainly applies to contest events which are mainly sports.

Other activities for children such as the crafts, arts and aesthetic projects are controlled through personality of leadership. For adults, control is acceptable in few activities. While adults recognize that poor behavior must be maintained in such activities as a dance, still even here, they resent much control.

The Filson Photoduplication Center

Keep

Points Not Directly Bearing on Education and Recreation to be Considered in Planning for the Joint Institution.

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3. In planning the vocational work at the new institution it would be well to follow the example of New Jersey and get the trade unions to help plan courses which will really fit children to enter the trades. Write Calvin Derrick, Care State Department of Charities, Trenton, N.J. about work he has done along this line.

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The Wilson Library

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PLAN FOR STUDY OF THE SCHOOL CONDITIONS AT THE LOUISVILLE INDUSTRIAL SCHOOL

1. A census should be taken of the entire institution population, which will permit its analysis, for school purposes, into those whose mental condition is so far below normal that they cannot profit by ordinary school work, those of normal mentality, and those those who are unusually bright and should be given special advantages. It is suggested that for this census the following should be used.

CENSUS CARD

(One to be filled out for each child)

Name	Physical Condition
Classification	Date of examination
Offense	By whom
Sex	Mental Condition
Color	Date of Examination
Nationality	By whom
Age	Date of Admittance
(a) When received	By Whom Committed
(b) Nov. 1, 1919.	House to which Assigned
Grade	Remarks
(a) When received	
(b) Nov. 1, 1919.	

2. In order to get a correct idea of how the children actually spend their time at the institution, it is suggested that the visitor spend several days with selected groups of children, as the older girls, the little girls, the colored girls, and corresponding groups of boys; reaching the institution at the rising hour, going to the dormitories, eating with the children, remaining with them in the school-room and during their recreation periods, and staying until they are in bed at night.

3. The following facts should be secured from each teacher;

1. Name
2. Subjects and grades taught; class of children taught.
3. Salary
4. Date of Employment.
5. Education, training and previous experience.
6. Hours taught daily; number of children in each class.

4. Equipment of school-rooms and shops. List equipment and call heads of corresponding departments in Louisville Public School system into consultation as to its adequacy.

5. Vocational Work - aside from shop-work. List the various activities to which children are assigned; find out whether any plan of rotation of duties is followed and whether it could be followed. Is any attempt made to correlate school work and institution tasks? How much time does each child give to each task?

6. Provision for Recreation. List the places and times of recreation; the playground equipment, other toys or games used; whether supervised or not, and by whom; if supervised, what training had supervisor?

OPENING OF PLAYGROUND.

- 1 Open both front gates.
- 2 Open small back gate
- 3 Open toilet room doors.
- 4 See that door between boys and girls toilet room is locked. ✓
- 5 See that doors leading into locker rooms are locked. ✓
- 6 Return keys to rack in office.

*order medical
supplies
new fountain*

CLOSING THE PLAYGROUND.

- 1 Begin collecting equipment five minutes before closing time.
- B Lock toilet room doors.
 - 1 See that water is turned off.
 - 2 See children clear out in an orderly and pleasant manner.
- 2 Lock side door to gym.
- 3 Lock back gate.
- 4 Lock both front gates.
- 5 Lock back hall door.
- 6 Lock side door of supply room.
- 7 Close back shutters into supply room
- 8 Close small toilet room window.
- 9 Leave all keys on rack in office.

paper in yard

LIGHTS.

- 1 Switch box in office.

No. 8 turns on lights on girls side.

No. 10 turns on light in front of second gym. door.

No. 11 girls toilet room.

No. 13 boys toilet room.

Large switch, upper right hand corner turns on lights on boys side.

Nos. 11 & 13 also operate lights in locker rooms and these lights may be turned off locally when locker rooms are not in use.

- 2 Switch box in playground over cellar door.

Operates lights in front part of yard. These are only lights to be turned on or off from yard. Others should always be operated from office.

- 3 Turn on toilet room lights as soon as playground is opened in evening.
- 4 Turn on yard lights before dark.
- 5 See that all lights go on; if any are out of order, report that to Miss Ingram.

ATTENDANCE.

- 1 Count the crowd, boys, girls and adults separately, at time of largest crowd.
- 2 Add to this number, your estimate of those who have come and gone both before and after count is taken.
- 3 Take count at each period, morning afternoon and night.
- 4 Write up attendance in book in office promptly after each period.
- 5 One person should be responsible for Mr. Hess's attendance report. Keep it up to date , mailing it in each Saturday night.

PLAYGROUND LIBRARY.

- 1 Books may be obtained from Public Library, if instructor desires them.
- 2 Keep a library note book, containing names of children who take out books to be read on playground.
- 3 Check off names when books are returned.
- 4 Have children wash hands before taking out books to be read.
- 5 I have found it best not to allow books to be taken home.

DONT'S.

- 1 Do not allow children to climb into trees.
- 2 Do not allow them to pull switches or leaves off the trees.
- 3 Children must not kick balls.
- 4 Do not allow them to hang on volley ball net.
- 5 Do not allow boys and girls to go down slide at same time.
- 6 Do not allow big girls in baby swings.
- 7 Do not allow boys over six in girls sand pile.
- 8 Do not allow boys to climb fences.

*Boys & Girls
in Rules*

DONT'S CONTINUED.

- 8 Do not allow children to bounce balls on walk, let them use the concrete places under swings.
- 9 Do not allow them to roll up and down entrance on roller skates or scooters.
- 10 Do not allow them to ride wheels on playground.
- 11 Do not allow them to play in back of the wires, among the shrubs.
- 12 Allow only one boy to go on Print Shop roof for balls and he must be very careful.
- 13 Do not allow swearing or any bad language.
- 14 No smoking allowed.
- 15 Do not allow children to turn lights on or off.
- 16 Do not allow children in supply room except with instructor.

PLAYGROUND REGULATIONS.

- 1 Girls must play on their side.
- 2 Boys over six must play on boys side.
- 3 One child at a time in the swings.
- 4 Girls may stand in the swings if they wear dark bloomers.
- 5 All who stand in the swings must face forward.
- 6 Girls should not be allowed to work up too high, if a lot of little ones are playing around them.
- 7 Little children under five or six should not be allowed on large see saws or slide.

SHOWER BATHS.

- 1 Hour for boys 3 to 4 P.M.
- 2 Hour for girls 4 to 5 P.M.
- 3 Extra time may be given for showers in the evening after special practice for track etc. This is left to instructor.
- 4 Adults who come for showers may take them at any time, if convenient for instructors.

and

RUNNING THE BATHS.

- 1 Report to other instructor on ground before leaving to attend the baths. He or she then takes full charge of ground.
- 2 Unlock door leading into locker room.
- 3 Allow children to undress in the locker rooms and leave clothes in empty lockers.
- 4 Allow only 10 or 12 children to go in at a time, usually two to a shower, three where they are little sisters or brothers.
- 5 See that soap dishes are full. House man will attend to this. ✓
- 6 Give each child a clean towel.
- 7 Count towels carefully and see that all are returned.
- 8 Hang wet towels in empty lockers on girls side.
- 9 Towels should be delivered by Louisville Towel Supply three times a week. Call them up in case clean towels give out.
- 10 Do not allow children to hang or climb on pipes in showers.
- 11 Require children to stay in their showers and not run around room without clothes on.
- 12 Instructor should stay pretty close in shower rooms until children are out.
- 13 Number of showers should be written up.

SWIMMING TRIPS.

- 1 Mr. Kienzle will either go himself each week with the boys or instruct carefully the person who takes them. It is better for one person to be responsible for the boys.
- 2 Find out all regulations of pool and require children to obey them.

NAMES.

- 1 Keep the book containing names and a pencil in your pocket all the time. These books containing names of children already in attendance can be gotten in the office.
- 2 The young ~~man~~ man, on the play ground keeps boys names and the young woman, girls names.
- 3 Get acquainted with the children by name as quickly as possible.
- 4 Put the name, age and address of every new child who comes, into your note book, in alphabetical order.

- 5 When you ask a child's name, look down the list to see if it is there before you add it.
- 6 If the name is there, it would be helpful, if the worker verified the address.
- 7 When a brand new child enters, it would be helpful if worker sent him into office for family information to be taken.

APPARATUS.

- 1 Look over apparatus at regular intervals.
- 2 Report broken apparatus, such as breaks in slide, or weak swing ropes, in office immediately.

EQUIPMENT.

- 1 Keep at least one volley ball and one basket ball, blown up for the girls side and one of each for the boys side.
- 2 Count the balls and other equipment given out and see that all are brought in at closing time.
- 3 Encourage children to take good care of equipment.
- 4 Make out list of equipment needed and take to meeting of instructors each week.

FIRST AID.

- 1 First aid supplies are kept in cabinet.
- 2 Keep these supplies together and cover jar containing raw cotton and box containing bandages each time they are used.
- 3 An extra supply is kept on second floor in domestic science room.
- 4 In case of serious accident, administer First Aid, but call doctor or get child to hospital as quickly as possible.

Club Organization

1. There shall be a Neighborhood House Council composed of representatives from the clubs and the House, which shall outline the details of the yearly program.
2. The Council shall be composed of one representative from each Club and 2 members of the House staff, one representing the boys' work, the other the girl's work.
3. Any group of individuals 12 years of age and over may organize into a club.
4. Each club is entitled to representation on the House Council.

FEES.

1. Dues and special assessments are to be regulated by each Club.
2. Each Club shall pay to the House through its treasury a weekly fee of 2¢ per member to help pay for light and heat.
3. There shall be small fees for the use of Lockers and Towels.
- 4.

GYM.

1. Every person 12 years of age and over must be a Club member before he is entitled to Gym privileges.
2. The use of the Gym is restricted to Clubs holding regular weekly meetings at the House and represented in the Council.
3. A Club desiring Gym privileges must have at least 10 members.
4. If a Club fails to have 10 members on the floor at two consecutive Gym periods, the Club will be denied the following period. The Club may have its Gym privileges returned upon a petition for the same signed by at least 10 members.
5. Any Club, with members in good standing, not having the required number for the Gym privileges, may combine with another Club for a scheduled period in the Gym.

The Club

For the past four years Neighborhood House has concentrated its efforts, in its Fall-Winter programs, on intensified club work as against a former emphasis on large, and consequently, more loosely organized groups. Although the following of this plan incurs more expense per individual served and benefited, in comparison with the abandoned policy, results of such a constructive nature have followed as to warrant the present plan's continuance.

Club work, we believe, when properly carried on, develops within the club members a sense of organization and responsibility; teaches self-control and respect for another's opinion; brings out latent powers in some; awakens worthy ambitions in others; offers, in instances, elemental insight into business; encourages, in the timid, a confidence in self; brings forth "submerged" personalities; checks superiority complexes; makes for a spirit of co-operation; broadens, by an exchange of ideas, otherwise limited life visions; cultivates tastes; influences toward social refinement and social adjustment; and, over all, tends to supply a wholesome outlet of leisure-time energy. Anyone, or all, of the above may enter into a club's subtle objectives, as against the more immediate and apparent ends of any particular organization to dance, debate, play, sing, sew, camp, etc.

As club leaders we believe in the smaller organized units because of the opportunity offered for a worker's more personal contact, guidance and consideration of each boy or girl enrolled.

Every club worker must at times realize, upon "checking-up", the difficulty of "laying hands on" definite, concrete evidence of the accomplishment of his remote aims. But he can note that "Carrie", a pleasing girl, barred by social and economic conditions from a refined and genteel association, obtains this same by club membership with select girls..... Tommie develops a sense of responsibility from a state of total indifference to obligations..... Ida Mae develops in self-expression..... "Coach", older newsboy of limited and at times intollerant outlook, broadens out educationally on the House Council.

Our neighborhood, due to immigration restriction, has materially changed its racial complexion within the past few years. National affinity, with certain notable exceptions, has ever been a strong and binding factor in club work, governing to large extent a group's solidarity, likes, prejudices, objectives and temperment. There was much to do in adjusting the foreign child to his new environment, in serving, as we might say, as a depot of refuge to the new American "pioneer". But today we are dealing in great measure with (to us) a new situation. Our neighborhood is now largely American, but of a more or less unstable, transient, luckless type. Those foreigners remaining have small businesses. The

Americans run rooming houses, do servile work or day labor. The American child here, we find, is too often sophisticated before his ideals have been or have had an opportunity to be formed, a condition resulting from, in part, at least, overcrowded dwellings, proximity to Louisville's down-town section, contact with evil surroundings, homes of no inspiration and often little ideals.

The boy or girl from such surroundings and social background presents to us new problems. Our program fluxuates to meet changing conditions and needs as they arise. And we are convinced that with children so often lacking in ideals, ambitions, and, we may say, moral conceptions, only an intensified club plan will accomplish lasting and far-reaching results.

This symposium jointly submitted by
Neighborhood House Staff Workers, the
undersigned, of which Austin Welch
served as secretary.

Florinne Starr
Rebecca Baer
Elizabeth Wilson
Josephine Peak
Lucille Morris
Austin Welch

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Quotation from "Creative Camping" by Joshua Lieberman

"Our First Problem."

An account of a camp founded by The Pioneer Youth Organization begun in 1924 with 35 boys and girls, 9 - 16 years of age.

"That evening at the campfire, their attention was called to their failure to clean up in the morning. They were reminded of the previous evening's talk, and talked too on the necessity of cleanliness for comfort and health.

"One of the boys who had been in another camp urged that we develop a system of points to be given on the inspection of tents, and that the best tent each day receive a banner. Most of the campers thought this a very good idea. When we questioned the necessity of this procedure, the campers insisted that this was the only way in which cleanliness could be assured. One of the boys volunteered to make a banner, and the campers decided it should be brown and green.

"The next morning we had a rigid inspection and awarded points. The tent that got the most points was the one in which the boy who volunteered to make the banner lived. The maker of the banner won the award. Each succeeding day the tents improved in cleanliness until at the end of the week they were spotless. The same tent, however, kept the banner.

"At the end of the week the maker of the banner complained to us that the boys had become quite antagonistic to him, and he was not having a good time in camp. This seemed surprising since he was very likeable and had been a popular boy. We asked him if he knew the cause for the change in feeling, and he said he thought it might be due to the fact that his tent won the banner each day. We suggested he might bring the matter up at the campfire for discussion. He did so, and the flood of feeling that was let loose amazed us. Charges of unfairness and trickery were freely made, and antagonism ran high over the points awarded and the banner.

"By unanimous decision the point system was abolished, and the banner destroyed. The campers were reminded that the camp would nevertheless have to be clean, and they insisted they could do so without points.

"They did, too. The morning inspection was continued, but that was of a very mild nature and consisted of hardly more than a visit, and some congratulatory remark on progress made. As we progressed, we developed a still better method, but that will be told in later chapters."

Res.

He pointed out spots along the River front and in the region of ~~Weymouth~~ ^{Fulton} and Clay that might be used as play spaces.

"That evening at the campfire, their attention was called to their failure to clean up in the morning. They were reminded of the previous evening's talk, and talked too on the necessity of cleanliness for comfort and health.

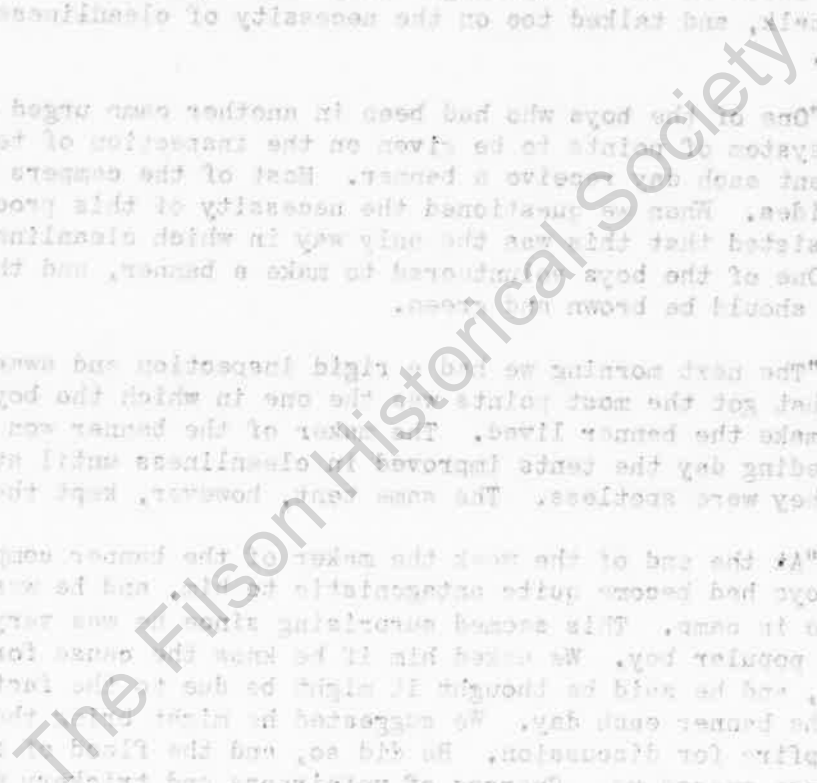
"One of the boys who had been in another camp urged that we develop a system of points to be given on the inspection of tents, and that the best tent each boy receive a banner. Most of the campers thought this a very good idea. When questioned the necessity of this procedure, the campers insisted that this was the only way in which cleanliness could be assured. One of the boys volunteered to make a banner, and the campers decided it should be brown and green.

"The next morning we had a rigid inspection and awarded points. The tent that got the most points was the one in which the boy who volunteered to make the banner lived. The banner of the banner was the sword. Each succeeding day the tents improved in cleanliness until at the end of the week they were spotless. The same day, however, kept the banner.

"At the end of the week the maker of the banner complained to us that the boys had become quite antagonistic to him, and he was not having a good time in camp. This seemed surprising since he was very likable and had been a popular boy. We asked him if he knew the cause for the change in feeling, and he said he thought it might be due to the fact that his tent was the banner camp. We suggested he might try the matter up at the campfire for discussion. He did so, and the first morning that was let loose across us. Charges of unfairness and trickery were freely made, and attention was light over the points awarded and the banner.

"By means of the points system the point system was abolished, and the camp destroyed. The campers were reminded that the same would result if they were to be clean, and they insisted they said so as 'without points'.

"They did, too. The morning inspection was continued, but they were of a very mild nature and consisted of nothing more than a visit, and some comments on progress made. As we prepared to leave, we developed a still better method, but that will be told in next chapter."



MEMORANDUM REGARDING
HOME-MADE APPARATUS

The following suggestions for home-made playground apparatus, which may be helpful to those who have the will but not the wherewithal to promote country play, appeared in the "Northwest Journal of Education."

Any rural school playground may be equipped with such simple apparatus as is described below which may be made at home.

A sand box, 1 x 8 x 12 feet, with a board or plank put on the top edge of the sides of the box to serve for a seat or shelf, filled with clean sand will afford special enjoyment for the smaller children.

A merry-go-round may be constructed after the fashion of the old turning style. The fir planks used in its construction should be wide enough to afford comfortable seats. Where there are only a few small children, an old wagon wheel may be made to serve the purpose very nicely by setting the axle into the ground on a post deeply enough so that the wheel when put in place will make a revolving seat 16 inches high. The axle should be set in cement or be well braced, else the merry-go-round will soon be out of order.

A wagon wheel or plow wheel may be used in making a giant stride by sinking the spindle in the end of a 10 inch x 10 inch x 12 foot timber and anchoring this timber securely in the ground by setting in four feet of cement or by braces in a hole of equal or greater depth. The wheel should have a swivel link fastened to its rim in which ropes may be secured before the wheel is put in place. The ground around the giant stride should be level and smooth.

By removing the earth from a space 1 x 6 x 12 feet and filling the pit with sand a jumping pit is easily made. The pit should be located so that there will be a smooth level place for running on one side of the pit.

The construction of the swing is so well-known as to need no description, except a caution to make it substantial and to fasten the swing seat securely on the rope or chain. The expense of making the swing is so little that two swings, one at each end of the supporting beam or rod may be made, a low one for small children and a higher one for the larger children. In the center French rings may be placed. These rings should be about 6 or 8 inches in diameter. They should be suspended from the supporting bar by ropes of equal length and hang about two inches higher than the average reach of the children.

The horizontal var may be made from a piece of 1 1/2 inch x 8 feet steel pipe and two posts of 2 x 6 inch plank. The posts should have holes bored in them to admit the ends of the pipe, the pipe to be left free to be raised or lowered to a higher or lower level by moving it to higher or lower holes. The pipe should be kept from turning by putting a belt or pin through both plank and pipe at right angles to the other holes in the plank.

The teeter-board is very familiar to all and a constant source of enjoyment for children. The standard may be a plank securely fastened to two posts--taking care not to get it too high, and 2 inch x 10 inch x 14 foot fir planks may be used as the teeter; a chain or bar above the center of the plank will prevent it from slipping to one side or falling off the standard.

LEISURE TIME

Question:

What are the potential and existing possibilities in Leisure Time as a rehabilitating factor in probation.

In this paper the question will be covered by way of five sub heads:

First, Why is Leisure Time a recognized factor today?

Second, Leisure Time as a negative factor?

Third, Can social Leisure Time activities attract and interest delinquent boys strongly enough to coneract anti-social activities?

Fourth, Do Leisure Time activities build character and allow full personality development?

Fifth, Is there a transfer of training from these activities:

Terms defined:

Probation is rehabilitation.

Rehabilitation is restoring the individual to a normal social level, by means of substituting social activities for abnormal social activities.

Leisure Time, that time when the boy is not under the supervision of the home, church, or school. It designates one of the four institutions responsible for a boys development and growth according to standards.

Its existing possibilities in rehabilitation are found in producing a positive effect when a negative or neutral one exists. Its potential possibilities are found in producing a double positive effect when counteracting a negative influence in the Home, School or Church.

Why is Leisure Time a Factor Today?

In the early development of civilization the family was a unit unto itself. The father or patriarchal head ruled the household. Children were born and raised to maturity within the home walls. The home was self sufficing and independent of society for the necessities of life; and equally sufficient unto itself and independent of society in the raising of its children.

Parents fed their children as they saw fit. They educated their children in the house without outside help. They taught children their religion, and worked children in its own domain. The Home then embraced the four institutions recognized today as essential to civilization and its progress, namely, the Home, the Church, the School, and Leisure Time.

Today the mother is taught through several agencies and mediums how to nourish her children properly. If the child is underweight he is given milk and extra nourishment at school. Today the home is no longer responsible for educating the child but a compulsory school system carries on that function. The home is no longer responsible for teaching religion to its children; the Church does that. Today the modern city home is not longer able to find sufficient chores or odd jobs around the house to keep its children employed and from idleness. Child labor laws prevent the children from hiring out and Union Labor organizations prevent a lad from helping his father and learning the trade from him.

As the result of this evolution, modern children go to school five and a half hours a day. They sleep not more than ten hours a day, and spend approximately two hours eating their meals. These activities total 112 hours a week and leave 56 hours leisure time per week.

Medieval History
Industrial
Revolution

Expand

As the home looks to the Church and the School, it is also searching for help from society to provide necessary space, facilities, and leadership for the Leisure Time Activities of its Children. Society has been slow to respond to the need and in its inertia has felt its punishment through increased crime and delinquency. Society now recognizes the Leisure Time problem as its problem, not the Homes.

The following authorities on the subject will carry out our conjectures as to Leisure Time, a problem of Society.

- #1 Curtiss, in his book, THE PLAYGROUND MOVEMENT AND ITS SIGNIFICANCE, states; "Work of the child has disappeared; Unionism prevents sons from helping father; Child labor laws enforce Leisure Time." Society has brought these conditions about and Society is responsible to furnish a substitute.
- #2. Edward A. Ross, in THE BOY, HIS NATURE, HIS ENVIRONMENT AND HIS NEEDS, says; "The boy has always been a family or parental problem but today the parent needs the aid of the community. 1. To supply recreational areas. 2. Influence of Leisure Time outweighs parents influence. 3. Parental ignorance of today's temptations for youth is recognized. 4. Proper adult leadership is necessary to combat gang activities." In the same lecture he states, "Professor Elwood, in 1909 found that out of 7,575 children in 34 reform schools only 3 in 8 had both parents and nearly all of these come from vicious homes. In this delinquency problem almost always something is the matter with the home."

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- #1. Curtiss, The Play Ground Movement and Its Significance Capt. I
 #2. Edward A. Ross, The Boy, His Nature, His Environment, and His Needs.

#3.

Thrasher, in an address, The Opportunity of the Individual in the Boys Recreational Program, expresses that, "The Boy problem is very largely a problem of spare time--solution of gang activities lies--in the need of intelligent personal leadership, it is a problem of personal interest and effort on the part of the leader." He adds, "Only way to understand a boy is to see him in his social relationships, the only way to treat him is in his social relationships."

Here again Thrasher expresses as necessities to solve the problem things that only society can furnish.

#4.

Rev. John Cooper, in Lecture 13, in the Boy Guidance Text claims, "The boys play impulses call for an outlet. If they are not released along wholesome lines, they will tend to find expression along unwholesome ones."

Play impulses are a Leisure Time activity and the above passage rightly insinuates the potent influence of Leisure Time for either right or wrong.

Cooper goes on to state, "Some gangs are good. Some are bad. The best have certain dangers. The worst certain good points, Whether the good or bad prevail, the gang is a powerful moulding force for the moral character of the boys who make it up--more powerful perhaps during the typical gang age than either the average home or the average school."


Here again is expressed the great influence the fourth institution Leisure Time has, according to another authority.

⑥

#3. Thrasher, The Opportunity of the Individual Worker in the Boys Recreational Program, IBWS 1926 p20

#4. Rev. Cooper, Boy Guidance Text by Father Kilian, Lecture 13, Hennrick, page 156

#5. Puller, in, *Your Boy, His Training and His Needs*, says, "Parental indifference and ignorance of boy psychology are causes which produce thousands of delinquent or semi-delinquent boys." We might add that evolution in our social structure from early times to our present standards has unearthed the necessity for the added scientific knowledge which Puller feels is a necessity today.

#6  "Boys have time, society must furnish space, facilities and leadership."

The authorities quoted recognise Leisure Time as an important phase of child life. The majority have brought out a point which will be enlarged on later, ie, Leisure Time is even more important than the home, school or church as a single factor and we can briefly draw the conclusion that Leisure Time may consequently be rightly exploited as a double positive effect to counteract a negative effect in either of the other institutions.

Leisure Time as a Negative Factor:

Studies show that anti-social acts are planned and usually committed during Leisure Time.

The home, The Church, the School and Leisure Time are the four institutions in the boys life. They should all furnish him leadership, guidance and protection. They should all be positive factors in forming boy character and personality and educating him to accept and honor the necessary rules of society.

Any one of these four factors may be neutral in its effect on the boy also, anyone of them can be negative in its influence on the boy.

#5. Puller, *Your Boy, His Training and His Needs*, Chap. I

BP11

#6. Maesterson, *Physical Education Lecture*, November, 25th

This is true of Leisure Time as well as the other three factors. Personally I cannot conceive Leisure Time as being a neutral factor, either it is predominately, (in itself) positive or negative in its effect on the boy.

Leisure Time is the laboratory period when the boy takes his theoretical knowledge learned in the Church, Home and School and puts it into practice. During this laboratory period the boy is free to act unobserved. It is in play that the true self of the boy comes out. He throws himself into the game without the school room, home or church restraint; he is himself, either socially or anti-socially.

Substantiating Leisure Time as a possible negative factor we have the following references.

- #7. Curtiss, "The Boy without a playground is father to the man without a job." Formation of evil habits comes almost entirely from improper use of Leisure Time. (p.62) He further states, "Play and idleness are opposites." (p60) "A Boy can play ball with eight lads who belong in a reform school without danger, but let them loaf around with them a half Hour and the effects of that half hour may mar a whole life." #Note on Back.
- #8A. Puller, adds, "The morale of an unsupervised gang is never so high as the morale of its individual members, while in a supervised gang it is high,--- street and alley groups are the training schools for delinquent boys and from them is graduated the juvenile criminal." He further states, "The inhibition of lawlessness without substitution of a lawful pursuit to fill the void has always proven worthless"

#7. Curtiss, Education Through Play, Chapt 4, p60, p62.

#8A. Ibro

#8B. Puller, Your Boy and His Training, Chapt 12 p 176 p 179

#9. Pettit, Lecture in Probation, Dec. 17

Here we have given well recognized facts, that idleness can make Leisure Time a negative factor, supervision and recreational activities can help the individual to give up and avoid anti-social activities and a rehabilitary program to be such must not only remove anti-social temptations but must of necessity provide substitute normal social activities which are capable of attracting and interesting the delinquent boy.

My notes in probation list Leisure Time as a secondary cause in maladjustment. This statement is followed with the term, Recreational inadequacy. This ^{is} found in lack of Guidance and facilities, as a result commercial recreation stands out without competition for the boys attention and time. We well realize that much of the commercial recreation which the boy comes in contact with is of a degrading influence. In view of this fact, Leisure Time is again observed in the light of a negative factor.

Can Leisure Time Activities attract and interest the delinquent boy strongly enough to counter-act anti-social activities?

This is a pertinent question in view of the previous assertion by Puller, that the inhibition of lawlessness with out substituting a lawful pursuit to fill the void is worthless.

#9 Pettit in a lecture on probation stated ~~the~~ ^{and} restated the following assertion, "We cannot hope to rehabilitate the delinquent boy or gang with a program less interesting than his anti-social or gang activities." and added, "For every anti-social activity you can find a social activity with the same appeal"

In admitting these statements of fact we answer our question and Leisure Time activites can attract and interest the delinquent boy strongly enough to counter-act anti-social activities. This is good psychology. The boy wants adventure, and thrills. He wants gang companiohship, outdoor activities, he wants competition, ath-

letics, swimming, etc. If these things are offered him he will give them a try and if they are more enjoyable than his anti-social activities he will undoubtedly stick to them. This is true of the gang as well as the individual.

#10. Rev. Cooper, in one of his Lectures in the Boy Guidance Text, gives the following example. "Whenever we had a heavy snowfall," a former Judge of Juvenile Court at Washington remarked, "The Court docket of boy delinquents fell away almost to zero--the boys were too busy with sledding and other snow activities to get into trouble with the law."

#11. In Binghamton, New York, there had been an increasing quota of juvenile crime and delinquency until about five years ago. Then supervised playgrounds, an athletic park, and a boys club were started, with the following results as reported by Supt. Koerbel: "Where this office five years ago had in one season a hundred cases of juvenile theivery, burglary and misdemeanors from the industrial towns, this season it had just three cases. Five years ago I spent three afternoons a week in Court in the factory center. Now I am in Court there on an average of twice a month."

These illustrations are tangible proof that Leisure Time activities can counter-act antisocial activities of delinquents.

Do Leisure Time Activities build Character and Allow Full Personality development?

If the aim and the values inherent in Leisure Time activities were confined to its time consuming phase and it counteracted idleness only, then with the suspension of Leisure Time activities

#10. Rev. Cooper, Lecture 13, Boy Guidance, Text by Father Kilian
p 154

#11. Supt. Koerbel, Boy Guidance Text by Father Kilian p 118

the individual involved would be exactly in the same physical and psychic attitude as when he was first introduced to these activities. If this were true, confinement to an institution would be equally effective.

However, we believe that Leisure Time activities permit active participation on the part of the individual, thereby causing impulsive organic, menti-motor, and psychic development. They provide emotional outlets and the possibilities of inherent values are great.

#12. Curtiss, claims for play the following values, "Obedience to law developed by boy as habit in athletic games." also, "play causes children to acquire motor coordinations, trains judgments and causes social realization."

#13 The Cleveland Survey concludes, "Suggestion or leadership in recreation is shown to be the paramount determinant of spare time habits in childhood directly, and in adult life indirectly by reasons of habits formed in earlier life."

#14. Rev. Cooper lectures the following, "Play trains boys in will power, self mastery, self discipline, self control,--play trains in the boy obedience, injustice and fairness, in team work and self sacrifice--habits that are at the head of the list in any plan of Catholic moral education. All games have rules or laws which the player must obey."

#12. Curtiss, The Play Movement and Its Significance, Chapt. I

#13. Cleveland Recreational Survey -- Wholesome People and Spare Time.

#14. Rev. Cooper , Boy Guidance, Text Lecture 13.

I feel that Leisure Time activities of the proper kind and variety have great and numerous inherent values. Because of their influence in the development of character and training of the judgments and will, in the individual they offer the most effective institution for a double positive counter-acting effect. Due to their qualities they can sublimate the homes, church or school in building social consciousness in delinquent and problem boys. The maladjusted individual betrays a lack of character and personality development, usually because of inadequate home training. The best possible factor to counteract such conditions is found in Leisure Time. Rehabilitation is restoring the individual to a normal social level, by means of substituting social activities for abnormal social activities. It is through Leisure Time that the process of restoration can most likely and effectually be accomplished.

#15. This brings up the question of transfer of training. Although this question is subject to much controversy we can at least find reliable authorities on this point, "that there is a transfer of training in like elements."

A boy rehabilitated through Leisure Time activities will experience a transfer of training of character and personality development which will be a paramount aid when manhood is reached, and play, the instrument of rehabilitation is left behind.

The potential possibilities of Leisure Time as a rehabilitatory factor are great, each subsequent experiment lends conviction to our conclusion

#15. Maesterson, Physical Educational Lecture, December.

NEIGHBORHOOD HOUSE

428 SOUTH FIRST STREET

LOUISVILLE, KY.

Recreational Centres

PLANS FOR ORGANIZING PATRIOTIC LEAGUES.

Make a

- First Survey of the existing recreational agencies. (Settlements Churches, Boarding homes, Y.M.H.A. and Christian Associations Y.M.C.A. and Y.W.C.A.)
- Second Call meeting of representatives of clubs and churches to make a report of the facilities. In this way pointing out their meagerness in proportion to the situation. Discuss the problems to be met by the different groups. Not all churches or all clubs should be asked to participate in the meetings - only those who are interested and who are doing work along these lines and have the facilities. Ask them if they could increase their intensity. Have new forms of recreation.
- Third Get people who can do recreating. Gymnasium teachers of the High Schools Drama Leagues (Drama League of America Miss McGill) ^{give} Simple readings, simply acting, ~~give~~ plays recitations, Music teachers, community singing, choruses, barn dancing, games, folk dancing,
- Fourth Meetings of Patriotic Leagues to discuss some current topic Some one to bring in a report of the war, facts from government reports, some group tell what they have done or what sacrifices they have made. Have a regular program once a month gotten up by the mothers to which boys will be invited. Have suppers, each girl bring some article of food or pay ten cents. At each meeting there could be given talks on such topics as Food Values, General Hygiene, and then various forms of Social Hygiene. Thru these lectures (given by the various doctors) the girls will be taught the care of the body, care of the teeth care of the hair, economy in clothes. Then there could be shown pictures of different countries - a trip to Rome. *These lectures could be given as a Chatagwa circuit.*
- Fifth Have churches, clubs and different communities fit up club rooms for the Patriotic Leagues.

BACKYARD PLAYGROUNDS.

REASONS FOR::

1. Necessity and natural right of children to play because it is nature's method to promote physical growth and development of vital and functional strength and vigor, and to perfect muscular and nervous coordination, train the mind and give first lessons in social life.
2. Duty of parents to provide for the play of their little children just as much as to provide clothing, food and shelter. They should not expect the public authorities to shoulder all this responsibility.
3. To keep the children out of the streets and to provide them with safe and wholesome places in which to play.
4. Because the majority of the homes in Louisville have yard space sufficiently ample to permit the installation of a few simple play apparatus and playthings.
5. Because the backyard playground is a necessary supplement to the system of public playgrounds.

SUGGESTIONS FOR PROMOTION OF BACKYARD PLAYGROUNDS:

1. Secure the cooperation of some powerful organization, preferably an organization like the Women's Club to the extent of making a special feature for a year's work.
2. Arrange for a series of lectures or talks before Parent-Teachers Associations, and clubs and associations of other types.
3. Secure photographs of backyards equipped with play apparatus, and have slides made therefrom for use in giving illustrated talks and use photographs in newspaper articles.
4. Prepare and have printed a folder with drawing of a model backyard playground using the standard lot in Louisville as the basis with directions for preparing such simple things as a swing, teeter board, sand box, slide, playhouse, etc. Costs of each piece should be given also. These folders should be printed in large numbers and distributed by various means to parents.

5. Offer prizes for the first, second and third best backyard playgrounds. Would suggest \$25.00, \$15.00 and \$10.00 prizes.
6. Secure the cooperation of the Superintendent of Schools and the Supervisor of Manual Training so that boys would be permitted to make in the Manual Training shops model sets of backyard playground apparatus which they could take home and set up for their little sisters and brothers.
7. If this could be worked out it would be well also to have an exhibit of such apparatus in some vacant store window downtown with suitable placards concerning backyard playgrounds, showing costs, etc.

The Filson Historical Society

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