

A PLEA FOR PLAYGROUNDS



ISSUED BY THE
Special Park Commission
1905



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CITY OF CHICAGO

SPECIAL PARK COMMISSION

OFFICE, CITY HALL, ROOM 222

CHICAGO, August, 5, 1905.

AN APPEAL FOR PLAYGROUNDS

MONEY AND SITES NEEDED FOR THE OVERCROWDED RIVER WARDS OF THE WEST SIDE.

To the Citizens of Chicago:

The Special Park Commission of the City of Chicago is constantly receiving appeals to provide more playgrounds for children.

These appeals come chiefly from the great West Side. The estimated population of this region is 885,000, with only two Municipal Playgrounds.

It has been impossible to satisfy these needs because the Special Commission has never received sufficient funds with which to obtain sites and to equip playgrounds where the most serious need exists.

Therefore, this Commission, with the approval of His Honor, Mayor Dunne, turns to the public-spirited and generous citizens of Chicago, appealing for the means which the City Council cannot provide.

We appeal for contributions of land in districts elsewhere described, or the equivalent in money with which to buy or lease land for playground purposes. We also appeal for money with which to improve and equip sites. When once a playground is thus established, we will look to the City Council to provide the annual operating expenses.

Suitable playground sites should be 200 feet, or more, by 125 feet deep, or more. No playground area should be less than 150 x 125 feet. A playground of the first dimension averages \$3,000 to improve and equip. The cost of operation and maintenance averages \$1,700 a year.

This year's appropriation for the Commission is \$22,000. With this fund the Commission is operating nine playgrounds, besides meeting other expenses.

Future appropriations which can be reasonably expected from the City Council will barely cover the cost of operating and maintaining existing playgrounds.

The Commission has practically no unappropriated balance to its credit. Judging by our experience with the City Council during the last five years, considering the City's financial condition and the pressure of other demands made upon its scant resources, there is no probability of an increase in the playground appropriation. It may even be cut.

Must these little citizens be kept waiting until they are no longer children, or will you reach for your check book and, improving on Chicago's civic motto, say, "I Will Give."

The benefits will be practical, direct, immediate, permanent and self-evident. Playground-making is the best investment for philanthropic funds that is offered the citizen who has the welfare of his city at heart. If you are skeptical the Commission invites you to visit the Municipal Playgrounds, typical views of which are given in the accompanying booklet.

The chief business of a child is to play, and it is the business of an up-to-date City like Chicago to provide proper places for children to play in.

All communications with reference to the gift or use of land for playgrounds should be sent to A. W. O'Neill, Secretary, Room 222, City Hall.

All contributions of money for playgrounds should be sent to Frederick Greeley, Treasurer, Room 822, Chicago Opera House Block.

By order of the Special Park Commission.

ALBERT W. BEILFUSS,
Chairman.

DWIGHT HEALD PERKINS,
Chairman Playground Committee.

CLARENCE BUCKINGHAM,
Chairman,
FREDERICK GREELEY,
Treasurer,
ROBERT R. MCCORMICK,
LIVINGSTON W. FARGO,
GRAHAM TAYLOR,
GEORGE L. PFEIFFER,
WILLIAM E. DEVER.

} Committee on Donations and Appeal.

Attest:

A. W. O'NEILL,
Secretary.



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MAYOR DUNNE ENDORSES THE APPEAL.



MAYOR'S OFFICE

EDWARD F. DUNNE
MAYOR

August 4, 1905.

To the Citizens of Chicago:

The Special Park Commission, appointed by me under the authority of the City Council, has decided to make an effort to obtain children's playgrounds in the congested river wards of the West Division by appealing for private contributions of money and land.

This appeal is made necessary because of the meager appropriation which the City Council is able to make for playground purposes from the public revenue. There is no prospect that this appropriation can be materially increased in the future.

Meanwhile, the children of the great West Side are entitled to decent places of recreation. The plan of the Special Commission is a most worthy one, and I urge upon the public-spirited and generous citizens of Chicago that they give liberally. I know the need is urgent and that any contributions received will be well spent under the direction of a body of men who have justly earned the confidence of the people of Chicago.

More playgrounds mean better citizens for the future and less of the taxpayers' money spent on reformatories and charities intended to reclaim delinquent children.

This appeal meets with my earnest approval.

Very truly yours,

Mayor.

MAYOR DUANE ENDORSES THE APPEAL

MAYOR'S OFFICE

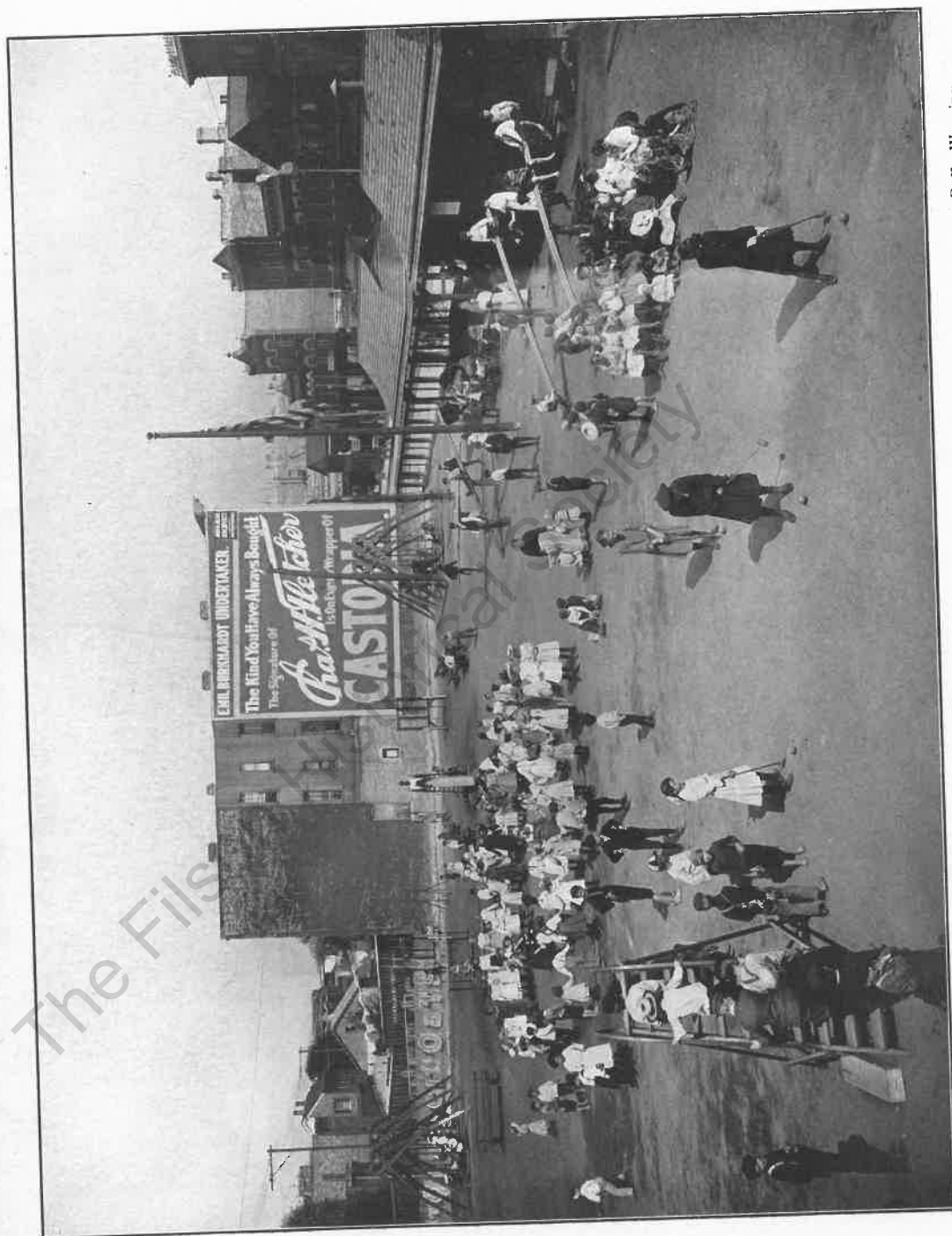
HUGHES & BURNETT
MAYOR



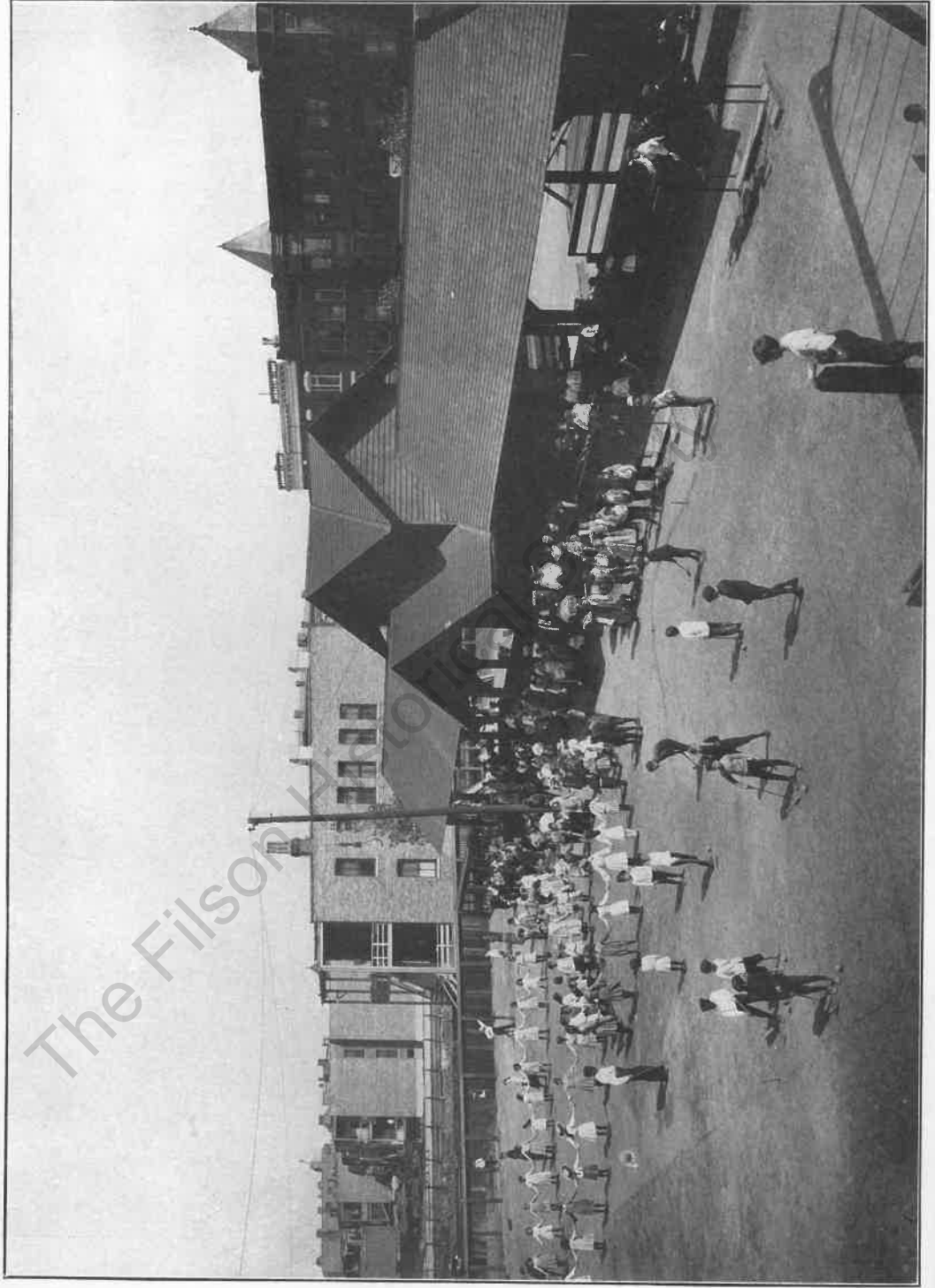
W. J. Hartman Company
Printers and Binders
Chicago

The Filson Historical Society

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LINCOLN PLAYGROUND—West Chicago Avenue. Use of land donated by J. A. Spoor. Afternoon Pastimes, Ring Dance and Raffia Weaving.



McLAREN PLAYGROUND—West Pulk and Latin Streets. Kindergarten Exercises and Croquet Playing in the Field.



McLAREN PLAYGROUND—West Polk and Laflin Streets. Kindergarten Exercises and Croquet Playing in the Field.

AN APPEAL
TO THE
PEOPLE OF CHICAGO
FOR FUNDS TO ESTABLISH
PLAYGROUNDS *for* CHILDREN
OF THE WEST SIDE.

ISSUED BY THE
SPECIAL PARK COMMISSION,
CITY OF CHICAGO

AND ENDORSED BY
HIS HONOR, MAYOR EDWARD F. DUNNE

1905



ADAMS PLAYGROUND—Seminary Ave. and Center St. Morning Play; Instructing a Class in Raffia Work. Site donated by George E. Adams.

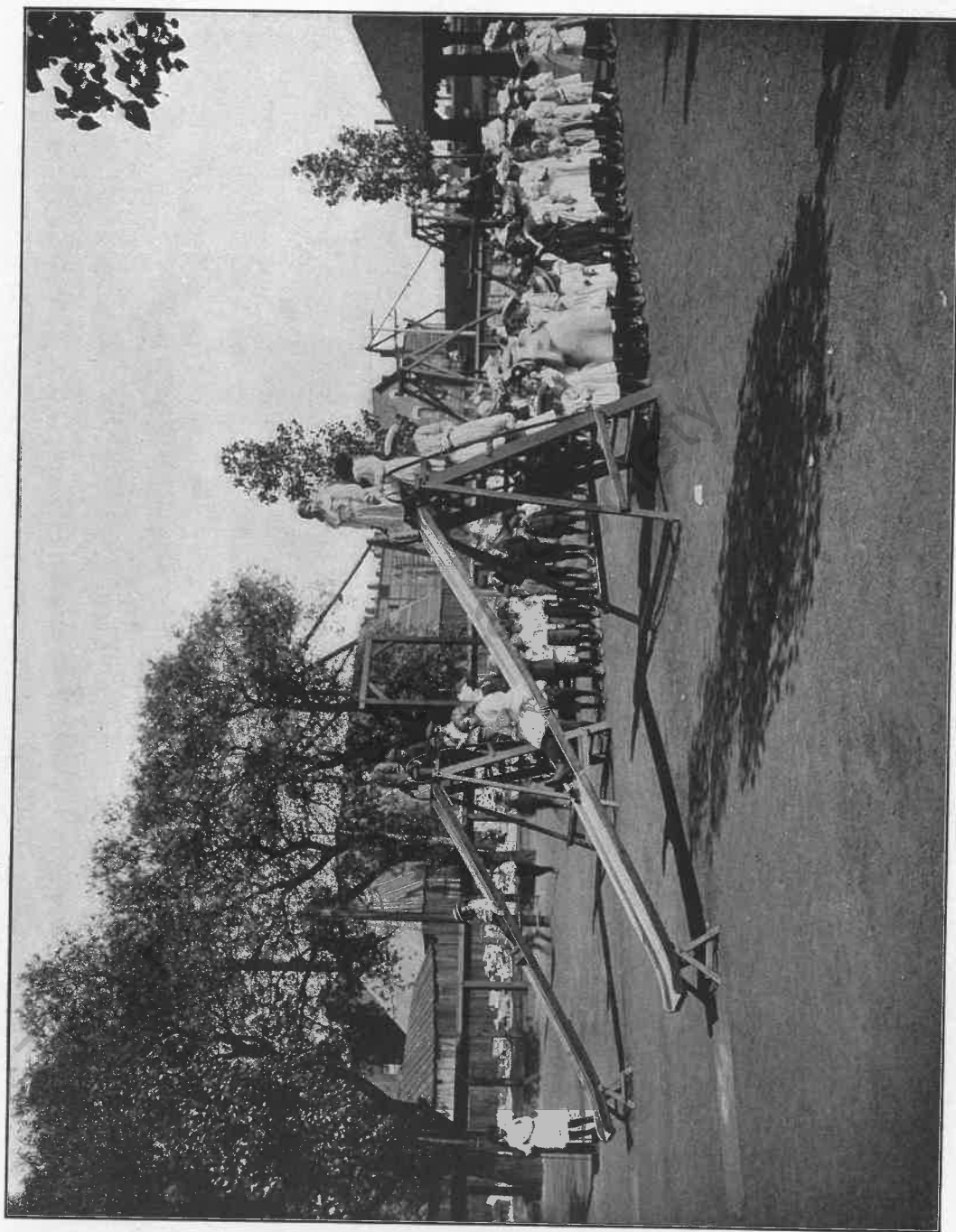


ADAMS PLAYGROUND—Seminary Ave. and Center St. Morning Play; Instructing a Class in Raffle Work. Site donated by George E. Adams.

WHERE PLAYGROUNDS ARE NEEDED.

WHY THEY ARE NEEDED.

CONDITIONS WHICH SHOULD TOUCH THE
HEARTS AND POCKET BOOKS OF ALL
WHO HAVE REGARD FOR THE
WELFARE OF CHILDREN.



WEBSTER PLAYGROUND—Thirty-third and La Salle Streets. "Shooting the Chutes;" a Line-up of Little Ones.



Special Commission—What it Has Done.



THE SPECIAL PARK COMMISSION of the City of Chicago was organized by authority of the City Council in 1890, for various purposes, all having for their object the extension of the public recreation area in City and County.

The Commission considered the most urgent need was to get small parks, playgrounds and breathing spaces for the tens of thousands of toilers and their families who are compelled to live in the congested and ill-favored portions of the City. So the Commission's first work has been along those lines.

Members of the Commission are appointed largely by the Mayor, nine being Aldermen and the remainder either representatives of other official bodies, or else private citizens of public spirit, who are interested sufficiently to serve the City without pay.

Hands are Tied by Lack of Public Funds.

The City Council has never been able to carry out its original intention of providing the Commission with funds each year to purchase sites for small parks and playgrounds, hence the restricted work of the Commission.

There is a mistaken idea that funds raised for various park extension plans since 1901 can be used for the benefit of all parts of the City, and that therefore the millions from bond issues authorized by the last three General Assemblies should be spent partly on the West Side.



HOLDEN PLAYGROUND—Bonfield and West Thirty-first Streets. A Hot Afternoon near the "Archey Road," in Bridgeport.
Site donated by the University of Chicago.

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A PLEA FOR PLAYGROUNDS

The City does not get one dollar of this bond issue money. It is up to the limit of its bonded indebtedness. The proceeds of these park bond issues can only be spent in the respective park districts as specifically authorized in the various Acts.

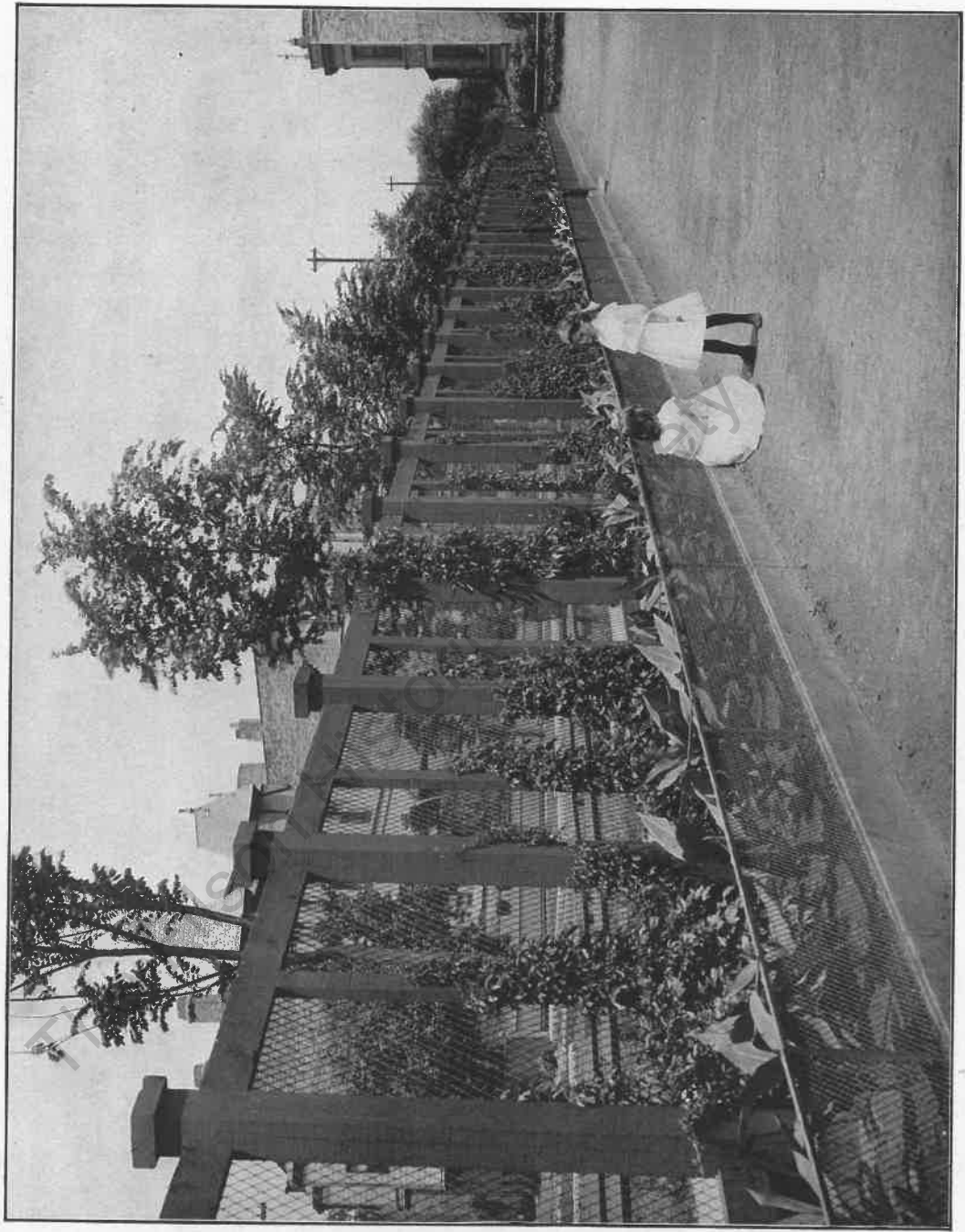
Not a dollar of public money has been spent for park extension, for small parks or playgrounds on the West Side, since the original park system was laid out thirty-five years ago, except for two playgrounds established by this Commission.

South Side is Well Taken Care of.

Much has been done by the South Park Commissioners in the establishment of small parks and playgrounds, also in the enlargement and improvement of its park system generally. That Board has been authorized by the State to issue \$6,500,000 in bonds for those purposes. Of course, they can give the people of the South Side what they need with such a fund to draw on, but the West Side wage-earner, his wife and children cannot find time or car fare to enjoy those South Side small parks and playgrounds.



HOLDEN PLAYGROUND—Bonfield and West Thirty-first Streets. A Hot Afternoon near the "Archey Road," in Bridgeport.
Site donated by the University of Chicago.



ADAMS PLAYGROUND—Beautifying Fence and Exterior with Elm Trees, Vines and Cannas.

A P L E A F O R P L A Y G R O U N D S

Seven Wards Which Most Need Playgrounds

THE COMMISSION'S APPEAL for help is made especially on behalf of the children who live in the seven most neglected and overcrowded wards of the West Division, the 9th, 10th, 11th, 16th, 17th, 18th and 19th wards.

These wards include the most densely populated parts of Chicago. Four of them are barren of any park or playground. The total population is nearly 400,000.

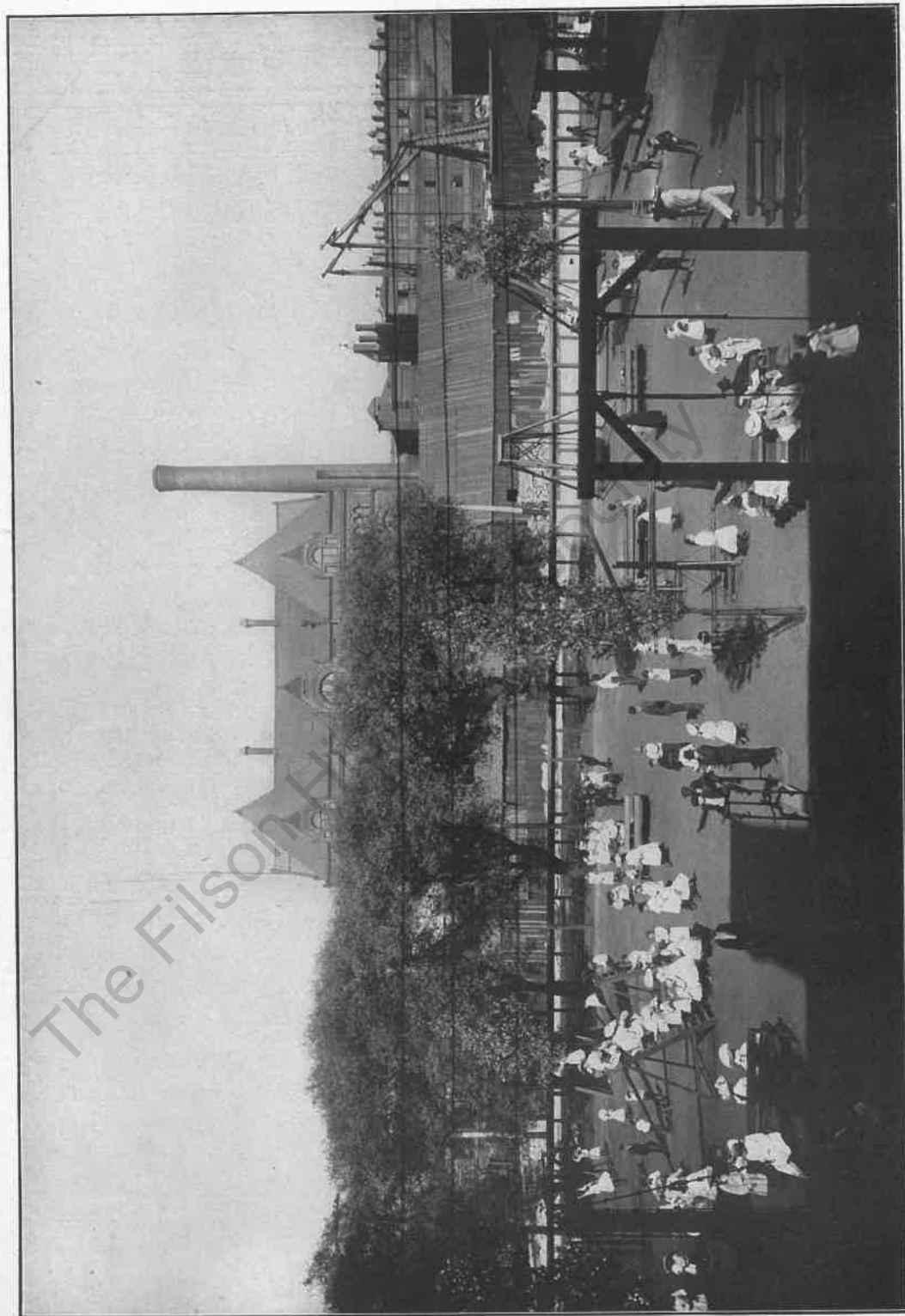
In the 9th ward, commonly known as the Ghetto of Chicago, there is an estimated population of 55,256. There are no parks or play spaces in the whole ward. A small playground was started in the heart of the Ghetto last summer, but the children soon saw it taken from them because the site was needed for building purposes.

Will you help the children of the Ghetto to have a decent playground of their own? They have been playing again this summer in the old way, amid dirt, smells and dangers in the narrow streets and alleys.

"Little Bohemia" Barren of Play Space.

The 10th ward is known as the "Little Bohemia" of Chicago. The homes of thousands of children are in large tenements, in most cases covering the entire lot line. For lack of pure air, sunshine and open spaces the occupants become easy victims of disease. This ward is also destitute of a park or playground. Its population exceeds 57,000—a large city without a breathing space.

The residents of the 11th ward, more than 60,500 in number, according to a recent estimate, are largely foreign, of various races, from Germany, Austria and Russia. There is no park in this ward and for the little ones only a small playground in the southwest end conducted by Gad's Hill Center. Long, dreary brown stretches of lumber yards, mills, railroad tracks and factories radiate heat day and night. The people live in a pocket, remote from Douglas Park, their nearest recreation ground.



WEBSTER PLAYGROUND—In the Children's Section; at Play after Sunday School.

A PLEA FOR PLAYGROUNDS

Will you give these youngsters a place to play and a chance to become good Americans, to grow right physically and morally?

A Call for Help from Northwest Centers of Congestion.

Crossing to the northwest side is the 17th ward. This area contains the densest population to the acre of any ward in Chicago. There are nearly 69,000 people living on 720 acres, almost 96 persons to the acre. The population is the third largest in the City among the wards. The only park is Bickerdike Square, little more than a front yard green of less than an acre. Back yards are a luxury. There is a miniature playground on two ordinary lots at Grand Avenue and Morgan Street.

Will you give something towards a playground for the children of this square mile of congestion?

In the 16th ward is the City's largest Polish colony. It is constantly becoming more crowded. The only park space is Wicker Park of 4 acres, but outside the zone of congestion. There is no playground in the ward. The population is 66,000. What can you do for these little Polish-Americans? In one section of this ward is to be found the greatest number of persons to the acre in the whole City, about 350.

Crying Needs of the Hull House Region.

The 19th ward, west of the river, between Van Buren and 12th streets, is the home of a cosmopolitan population. Thousands of Greeks, Italians, Syrians, Bohemians and Jews are crowded into some of the most dilapidated and unsanitary dwellings to be found anywhere. These people came from sunny and picturesque lands, where pure air, sunshine and open spaces were their birth-right. All these necessities are lacking in the 19th ward. The population is nearly 54,000. They have only Vernon Park of 6 acres, but that is in the better quarter of the west end. All the children have in the way of a playground is one on Polk Street, near Halsted Street, conducted by Hull House Settlement. This year half the space was taken away for building purposes.

WEBSTER PLAYGROUND—In the Children's Section; at Play after Sunday School.



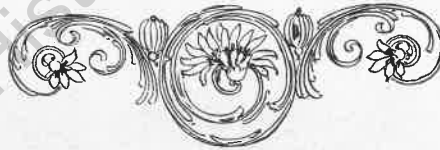
MOSELEY PLAYGROUND—Twenty-fourth St. and Wabash Ave. General View; Carolina Poplars Add Shade and Beauty.

A PLEA FOR PLAYGROUNDS

Plea for Children of a Shifting Population.

There is an estimated population of 34,000 in the 18th ward, the central river ward. While it contains a large shifting, lodging house population, there are many children who are dragged up—or down—in the most vicious environment. A playground south of Madison Street, between Center Avenue and Halsted Street, would be a boon to these boys and girls. The only playground is conducted by the Forward Movement Settlement on Van Buren Street, in their small back yard.

Outside the wards which have no park or playground, the west side wards mentioned have the following population to each acre of park in the respective wards: 16th, 16,344 persons; 17th, 73,019; 18th, 1,932; 19th, 8,715.





ORLEANS PLAYGROUND—Institute Place and Orleans Street. Started by Miss Margaret S. Watson of Evanston
Site donated by the Northwestern Elevated Railroad Company.

A P L E A F O R P L A Y G R O U N D S

Municipal Playgrounds as Child Savers and Money Savers

AT THE MUNICIPAL PLAYGROUNDS during 1904 the total attendance of children was 1,015,000. From that point alone these recreation centers should be stamped a success and a municipal necessity. The average attendance so far this year is much greater at every ground.

The Commission employs a trained director at every playground. When possible a police officer is on duty at each place. If an officer cannot be spared, the Commission maintains an assistant director.

All the Municipal Playgrounds are open day and night, seven days of the week. Where the grounds are large and suitable they are kept open all year, for skating, football, etc.

Kindergartners and Athletic Director Employed.

During the summer vacation period the Commission employs an experienced woman kindergartner at each playground. These teachers lead the smaller children in their exercises, games and pastimes, also instructing them in raffia weaving.

A general athletic director is employed for all grounds. In co-operation with each playground director, he coaches the older boys in track and field athletics and supervises the various sports and exercises. This feature of the playground work has saved many a young man, by drawing him away from bad companions and the vicious atmosphere of saloons, dance halls, etc.

Certificates from Police and Health Departments and Juvenile Court.

The Police Department gives credit to the Commission for having lessened its labors through the agency of playgrounds in the prevention of juvenile crime and misdemeanors.

ORLEANS PLAYGROUND—Institute Place and Orleans Street. Started by Miss Margaret S. Watson of Evanston
Site donated by the Northwestern Elevated Railroad Company.



Municipal Athletics at Webster Playground Sunday Afternoon—Base Ball Game Watched by Thousands. Bath House given by J. Ogden Armour.

A P L E A F O R P L A Y G R O U N D S

Records of the Juvenile Court show that where playgrounds have been established there has been a substantial falling off in cases of juvenile delinquency—petty thefts, vandalism and kindred fruits of misapplied youthful energy. The street corner gangs, through the influence of playgrounds, have become the athletic teams of the neighborhood.

The Health Department testifies to the efficiency of the playground as a means of making healthy, robust citizens, and of preventing those diseases which are attributed to want of proper exercise, fresh air and sunshine.

School Officials Praise the Playground.

It is stated by the public school authorities that the Municipal Playground is a preventative of truancy—with its train of mischief—by working off the boy's surplus energy, giving him a zest for study and a natural desire to enter school after play. School principals say that the child who has a playground within reach is an all-round better pupil than the one who has no playground.

Money, equipment, supplies and the free use of playground sites have been given the Commission at various times by individuals and corporations. You are invited to do likewise.

The Best is Needed in a Playground.

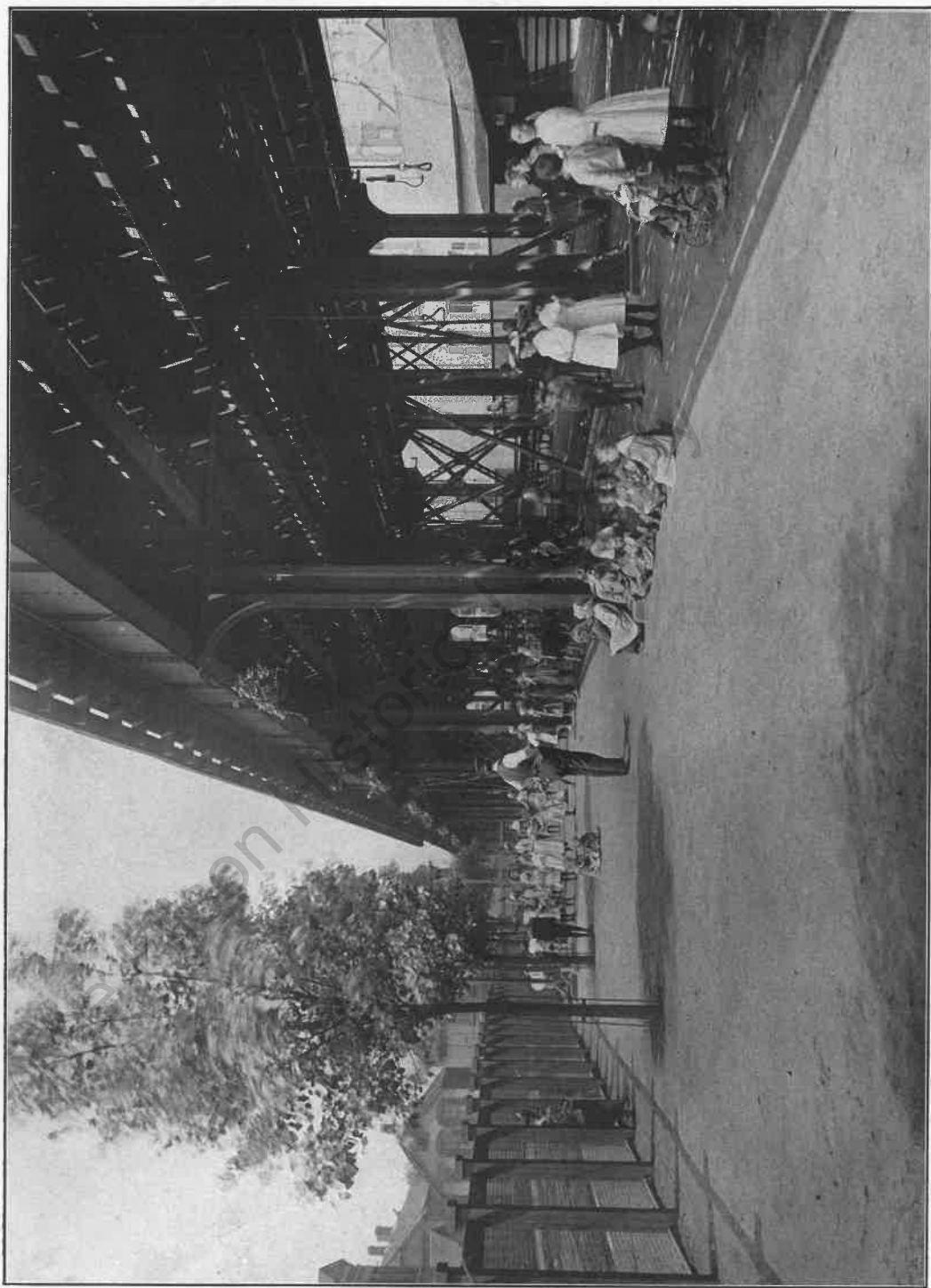
The Commission believes that a playground to do good must be a good playground—thoroughly equipped, properly conducted and policed, everything kept in mechanical, running order—otherwise it will be harmful to the children.

We have done the best we could for the Chicago boy and girl with our means.

We believe the best is none too good for the boys and girls of our City and your City. We should help those who cannot help themselves.

What will you do for these children?

Municipal Athletics at Webster Playground Sunday Afternoon—Base Ball Game Watched by Thousands. Bath House given by J. Ogden Armour.



NORTHWESTERN ELEVATED PLAYGROUND—Larrabee and Alaska Streets. Equipped by Clarence Buckingham.
Site donated by Northwestern Elevated Railroad Company.

NORTHWESTERN ELEVATED PLAYGROUND—Larrabee and Alaska Streets. Equipped by Clarence Buckingham.
Site donated by Northwestern Elevated Railroad Company.



Playground Site on Orleans Street, at Schiller Street Station.
Donated by the Northwestern Elevated Railroad Company. Waiting for Equipment Funds.

***“Public playgrounds are necessarily means for
the development of wholesome citizenship in
modern cities.”***

—From President Roosevelt's Message to Congress, December, 1904.



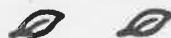
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The Filson Historical Society

The Business of Play

Lee F. Hanmer

Field Secretary, Playground Association of America



Reprinted from

***Charities and The Commons* of July 4, 1908**

for the

Playground Association of America

No. 1 Madison Avenue, New York City

and the

Playground Extension Committee of the Russell Sage Foundation

The Business of Play

Lee F. Hanmer

Field Secretary, Playground Association of America

"When the public schools close for the vacation my business begins to pick up." This statement was recently made at a playground meeting by the judge of the juvenile court in a leading western city. At a similar meeting in another city the following testimony was also given by a juvenile court judge:

About five months ago the physical director of our Y. M. C. A. undertook to provide organized games and athletics for the boys in my district. The gymnasium of a club house in that neighborhood was secured for certain afternoons and evenings, a vacant lot was fitted up as an athletic field and playground, and the boys were organized into teams and clubs. Meetings and practice hours were scheduled and tournaments arranged. During the five months that this work has been in progress the business of my court has decreased seventy-five per cent.

These instances are given to illustrate the fact that the need of organized play is being recognized and the remedy applied in the cities of the West as well as in the East.

A city superintendent of schools stated at one of our meetings that it took several weeks of hard work every fall to bring discipline in the schools up to the point where it was at the close of school in the spring. He suggested supervised playgrounds as a remedy.

Cities are coming to realize that it does not pay to turn the boys and girls loose, not only for the summer, but even after school hours and on Saturdays, with no place for play except the streets, alleys, railroad yards, docks, etc.—places in which, in most cities, they are forbidden to play. Dr. Gulick stated the situation pretty fairly when he said, "When a municipality makes it illegal to play in the streets, it should provide places where play will not only be lawful but will be encouraged."

The average city child looks upon all out-of-doors as the enemy's country, and therefore abuses the privileges and blessings that he has never been taught to use.

When he learns that out-of-doors belongs to the crowd and to him as a member of that crowd, his attitude is likely to change and he to become a partner instead of a competitor. The boy who plays a game with the policeman by seeing how far he can get into mischief and not get caught is not likely to hesitate to play the same game on a larger scale with the officers of the law when he comes to be a man.

This, however, is the preventive side of playgrounds only. There is a positive side also that is coming to be recognized these days, and it stands for education and morality; for the formation of good habits and the development of character; and makes for citizenship of a higher order.

People are in some way finding this out, and that is why ninety cities conducted playgrounds in 1907 and 177 in 1908.

The seed sown at the Playground Congress in Chicago in 1907 is already bearing fruit, and the indications are that the congress which was held in New York city September 8-12, 1908, will produce a crop unparalleled in the history of any department of social work.

People have been hearing about playgrounds and reading of the good work that they are doing, and those who are public spirited and progressive are anxious to know more about plans of organization and administration. It requires only a visit by some one in touch with the general movement, or attendance at a convention of playground workers, to bring about definite action. It was for the purpose of meeting this need—and enlarging the need—that the Playground Association of America was organized. Its aim is to serve as a clearing house for playground information.

The agencies by which playgrounds are started and maintained are as varied as the conditions in the different cities. In one city a woman's club will rent or borrow a site, provide the equipment neces-

sary, employ a supervisor, and conduct a summer playground. In another city the work—or play—will be started by the Y. M. C. A., or a civic improvement league, or a public education association, or a city club, or a playground association. Sometimes the beginning is made by the Park Board, or the School Board, or a playground commission. The tendency is for the playgrounds to pass more and more under the direct control of the city. The important thing is to get them started under proper supervision. The best argument for playgrounds is a playground well conducted for a season.

In one city a woman's club has worked for three years trying to get the city authorities to make an appropriation for playgrounds. They did not start the work themselves for fear that they would thus establish a precedent that would make it difficult to get municipal support for playgrounds later. If they had started and successfully conducted a playground the first year that they began agitating the matter, it is probable that by this time the city would have been supplying the funds. They were surprised to find that this was the method by which the majority of playgrounds have been established.

To provide space and equipment only, as some cities have unfortunately done, does not meet the need. Supervision is absolutely essential, and it must be supervision of the right sort. One director put it well when he said that for his helpers he wanted "men that are so manly and women that are so womanly that their manliness and womanliness will rub off on the boys and girls and help them to become of the same sort."

There was a time when play was looked upon as a mere pastime, in the same class with idleness, directly opposed to anything productive of permanent good. Now the physical, educational, and moral values of play and games are coming to be appreciated, and the small cities as well as the large are providing supervised playgrounds. The movement is not local or sectional. From cities of the north, south, east, and west come requests for information and ad-

vice, and offers of positions for men and women who have training and experience in this work.

The supply of trained playground teachers is woefully limited, just at the time when they are specially needed—the time when playgrounds are "on trial"—in many cities. To meet this demand the Playground Association has appointed a committee to prepare courses of instruction on playground organization and administration to be sent to all normal schools and colleges in the country. Where this subject has been presented to normal schools, and the extent of the movement described, there has been a ready response and requests for suggestions of courses of instruction that may be given.

The fact that in the future supervised playgrounds are to be conducted, not only during the summer vacation but also after school hours and on Saturdays during the whole year, makes it evident that a knowledge of playground work must be a part of the public school teacher's equipment. Those who provide themselves with such equipment will thereby be able to materially increase their income, and will at the same time come into a kind of relation with the boys and girls that will help to solve many of the difficult problems of school discipline.

The indications are that the time is nearly past when school boards will take the position that one did in a city recently visited. A committee from the Woman's Club applied to the board for permission to use a school yard as a public playground under their supervision during the summer vacation. The board discussed the application at length and refused to grant the request on the ground that school property could be used only for "educational purposes."

The experience of some of our older cities in being forced by conditions of congestion to purchase sites for playgrounds at enormous expense, is being heeded by the rapidly growing cities of the West and space is being set aside for this purpose before it is too late. An indication of the tendency in this direction

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is illustrated by a bill that passed the Legislature of the state of Washington in 1907 but was afterwards vetoed by the governor. It provided that in all additions to cities of 10,000 inhabitants or more one-tenth of the area, exclusive of streets, should be set aside for parks and playgrounds. This idea coincides splendidly with the present widespread interest in city planning. Cities are discovering that they cannot afford to go on growing in a haphazard way, and some day be obliged to tear down and build over at enormous expense, and then have only a makeshift at best. Instead they are employing experts to lay out a plan for ultimate development. Happily for the boys and girls, and for the public welfare too, most of our leading landscape architects appreciate the necessity of providing playgrounds as well as parks and boulevards.

Probably the greatest advance that is being made along this line is in a larger use of school buildings and grounds. School boards are coming to realize that it is not good business to have a great educational plant, costing thousands of dollars, in use only five hours of the day for five days of the week during nine months of the year.

The rooms are being used for evening classes and social centers, and teachers are being assigned to the grounds after school hours, on Saturdays, and during the summer vacation. Thus boys and girls are allowed to use the playgrounds instead of being driven off into the streets by the janitor as soon as school is dismissed. Several boards have gone a step further and adopted the policy of purchasing only such new sites as have sufficient space for play, and also of securing additional space where possible in the case of old sites that have no playgrounds.

In one city recently visited the authorities declared that there was no need of giving special attention to play in their city because every school had a good playground and the city had a mile of splendid bathing beach. Investigation disclosed the fact that the children were not allowed to play on the school grounds

after school hours, nor during holidays, and that the bathing beach offered no opportunity for use by those not provided with bathing suits. The mayor admitted that many of the children could not afford to own or rent suits. These facts, together with a presentation of the advantages of supervised play, readily brought about a change of attitude.

The important place that playgrounds are being given in civic affairs is well illustrated in San Francisco. In spite of their enormous financial burdens in rebuilding their city, they have voted a bond issue of \$741,000 for the purchase of playground sites, and on May 20, 1908, an appropriation of \$20,000 was made for the year's running expenses. A playground commission of seven members has been appointed which will annually present its budget, get its appropriation, and carry on its work just as definitely as any other department of the city administration. Also games and athletics for the schoolboys are being formally organized with the approval and co-operation of the school board.

In Los Angeles a public recreation building is being erected by the Playground Commission at a cost of \$50,000. The city's appropriation in 1907 for the support of the playgrounds was \$40,000. A plan of resident supervisors is being worked out successfully in that city. A residence is provided on each playground for the supervisor in charge, thus making it possible for him to become a real part of the community in which he works. At a recent exhibition at one of these grounds the police were utterly unable to control the spectators and keep the playing space clear. The supervisor came to the rescue with his megaphone, and had no difficulty in clearing the field and restoring order. They were willing to respect his wishes because he was one of them and the playground was their property and the children playing there were their children.

The playground must provide interesting activities. Mr. De Groot of the Chicago playgrounds recently said: "I doubt if we can ever build playgrounds that will be one-half as attractive to the

Each at first 14 in of water

boys as the streets, alleys, railroad yards, and docks, teeming as they do with human interest and offering to the boys all the materials that they need for play, and quite contrary to our supposition they ask for nothing better." If we hope to get the children to use those places that are set aside and labeled "public playgrounds" we must see to it that activities are offered there that make these places attractive, that is, there must be "something doing" every minute of the time while these playgrounds are open, and this can be accomplished only by placing them in charge of men and women who understand boys and girls and who have a knowledge of the different kinds of games and activities that appeal to children of different ages.

Proper supervision is the key to success. Play in itself is neither good nor bad, but the mutual relationships involved in play have an influence that may be for good or may be for evil. Therefore we must have play under right conditions, and the city streets are not likely to furnish such conditions, nor is the freedom of the country sure to do so. The properly supervised playground seems to be the solution of the problem. We do not want supervision that restricts and robs play of its spontaneity but the kind that so regulates and controls that there shall be the greatest possible freedom for all. Freedom is essential to play. In this connection a recent expression by Edward T. Devine is significant: "Growth comes when there is freest choice."

The need of well conducted play-

grounds in any community is well illustrated by an instance that recently came to my attention. A boy was arrested for stealing apples. The judge of the juvenile court turned him over to the probation officer who took occasion as soon as they were alone to have a heart to heart talk with him. "Now Jack," she said, "I want you to tell me how you came to get into this trouble. Is it true that you like apples so very well that, if you can't get them in any other way, you just have to steal them? Is it your love for apples that is the cause of all this?" Jack looked somewhat confused and surprised. He had never thought of it in this light before. Then hanging his head in embarrassment he said, "No, ma'am, but it is such fun to have them chase me."

What that boy wanted was a game, not apples, and the city is not looking out for its own welfare that does not provide him a means of having his game in a good, wholesome way, instead of forcing him to have it under conditions that are paving the way for greater offenses against the community when he comes to be a man.

"If you take care of the pennies the dollars will take care of themselves," is an adage familiar to us all. It is the motto for thrift and commercialism. The new spirit of humanity and social service is revising it now to read, "Take care of the boys and girls and the welfare of society will be insured."

There are evidences that the cities of our country are looking to supervised playgrounds as a means of doing just this thing.

Public Playgrounds and Juvenile Delinquency

BY JUDGE BEN B. LINDSEY

[Judge Lindsey is the originator of the whole Juvenile Court system of the United States and has an international reputation as an authority on juvenile delinquency. He now presides over the Juvenile Court of Denver, Colorado. In connection with his court he has organized the Little Citizens' League, which puts boys on their honor, and whose records show that only three boys out of several hundreds have betrayed their trust. He succeeded in getting the Colorado Legislature to enact a law punishing negligent parents, employes, etc. He was the Democratic candidate for Governor of Colorado in 1906, and is the author of "Problems of the Children."—EDITOR.]

IT is no longer questioned that the best method of fighting crime is to begin where crime begins, and that we must look for relief thru measures that are preventive rather than punitive.

We shall make progress just in proportion as we appreciate the absurdity of limiting our remedies to the court, the hangman and the jailer. I recall some boys brought to my court in a typical kind of case. The trouble had started with the most natural thing in the world—their desire to play about some building in course of erection where men were doing things and where something was becoming a reality. They wanted to do things too. Since there was not much else to do they helped themselves to the lumber and the sand from the builder's pile. The irate builder appealed to the policeman. That dignitary swooped down upon the terrified culprits.

We have an interesting photograph of the back yard of the criminal (?). There the little sister was glorying in the sand pile and the lumber was transformed into the crude elevated railway where the soap box on wheels had already appeared as rolling stock. We cannot justify disobedience or excuse the wrongdoer. But we are unjust when we compel him to assume all the burden. If there was crime and no public playground in a congested neighborhood like that, may we not well ask if society was not as much responsible as the boy?

President Roosevelt has done our nation no greater service—as great as has been that service to our country—than by constant reiteration keeping us reminded of the importance of those great-

er problems that concern the home and the child in the home.

The great majority of that part of our so-called criminal class who are caught and confined are from the youth of the nation. I believe that the police and the courts are concerned with the lawlessness of more than a hundred thousand children every year in the citizens of this country, and that means a million in each generation of childhood. Should there not be some warning in this appalling fact? Some of you may think it is an indictment of the home and the school. It is rather an indictment of certain social and economic conditions with which the home and the school are powerless to contend. The child has no home where it has no play.

We cannot overdraw the picture of the increase in weakness and crime among the youth in the cities of this republic. It is not their fault; it is ours. It is largely due to that environment, to that condition that we have created. Cities and States are false to their duty to this child unless they furnish the best remedies for relief against the monsters that attack it. It is not pretended that any one remedy will suffice, but no one remedy proposed can be more serviceable than the public playground.

Perhaps the saddest thing in my experience is the cursing of heartless parents that I have heard from the lips of neglected boys and girls. May not the State suffer a similar penalty in that curse that comes to it thru increased crime among our youth that is at least in part due to its neglect?

Christ said of him who would do an

injury to one of these little ones that "It were better that a mill-stone be hanged about his neck and he be cast into the sea." We do an injury to these little ones just so far as we neglect to provide those agencies for their development and protection. Just so far as by lack of interest we compel our school boards to put fifty children in a room where there shouldn't be over twenty, deny a trade school to equip for industrial efficiency and a playground to equip the child for the advantages of the school and life beyond. It is no longer questioned that such agencies do more to prevent crime than jails, courts and policemen.

We must not encourage the parent to shirk. We may do much to help the child thru compelling the home to care for its own. Starting in Colorado about six years ago we established a new offense in this country. It is called contributory delinquency or dependency. It is spreading all over this country. Under these laws the State is exacting of the parent, where the parent is responsible, a more positive responsibility for the moral and physical welfare of the child. The parent who shirks may be punished. Justice demands that this responsibility be extended to all persons who might properly share it. We may all become guilty just so far as we fail to strengthen those whom we have burdened with this responsibility. That strength depends upon our support of these agencies, such as school boards, park boards, etc., to provide the equipment necessary to give the child a square deal thru the public playground and the school.

One obstacle to the public playground has been the cost. If the average citizen, if the average business man, if you please, would only wake to the fact that the most economic scheme for handling the problem of crime is that which prevents rather than that which at fearful expense is merely the engine to convict and punish after crime has become an established fact, we could make progress faster. Because the actual return in dollars are more or less invisible it is difficult for some people to see the necessity for public playgrounds. They have as little sense of real values as that boy whom I induced to go to Sunday school. He said: "It's a place where all the little

kids go and give up a penny and don't get anything back." He was thinking of the substantial stick of candy he got at the corner grocery for that precious penny. When asked if he hadn't learned anything there he said: "I learned about angels, I did. I learned they had wings just like the chickens, but I didn't learn whether they laid eggs or not." One of the pitiful things of the past has been our confusion in dealing with the problem of crime.

Thomas Carlyle said there is a gregarious or sheep-like tendency in mankind to flock together and have a leader, and this tendency is first manifested in childhood. And this, of course, means the game—it means play. You cannot keep children from flocking together; neither should you. The responsible parent who thinks to solve the problem by keeping the boy away from his fellows is more likely to develop a mollicoddle or a milk-sop. He is frequently denied association with others, because that means the street. Let us provide a better place than the street for his playground. We want wholesome, vigorous citizens, with rich, red blood in their veins. They are to be recruited alone, from our children. Let them mix with others, and learn to face and overcome the difficulties that come from the mixing, as well as to reap the joys and pleasures of the instinct to flock together, to play together. Our duty, then, is not to suppress, but to afford under the best environment the State can provide the opportunity for wholesome association and helpful expression of natural instincts.

It is only the thoughtless and uninformed who indifferently wave aside these important problems with the suggestion that the children of the past did not require such consideration. It is no answer to our demand for the public playground to say that all that is needed is the occasional vacant lot for the boy in the city. It is as absurd as to argue that because the boy of fifty years ago on the farm in this country was not in need of child labor laws such legislation is not necessary under present conditions. Even this vacant lot, either with or without a trespass sign, is passing away with the old swimming hole. If it exists its joys are mingled with the terrors of the

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policeman, "Keep off the grass," the broken window, the grouchy neighbor and the dangers that come from the energy that is misdirected thru suppression and lack of wise direction. Our plea for public playgrounds is a plea for justice to the boy. We are literally crowding him off the earth. We have no right to deny him his heritage, but that is just what we are doing in nearly every large city in this country; but he is hitting back and hitting hard, when he doesn't mean to, while we vaguely understand and stupidly punish him for crime. Why shouldn't he rebel? The amazing thing is that he is not worse than he is.

Perhaps the boy needs to be taught where fun ends and the law begins, but his struggle for fun and adventure is met all along the line from the little seven-year old, who tries to reach the door-knocker of the neighbor's house, when the minister coming along lifted the little fellow up. He gave it a whang and a bang, and shocked the good man as he skooted down the street as hard as his little legs could carry him, only to turn and shout to his friend: "Hey, Mister, you'd better run like the devil, or you'll get caught." We must know where to meet this boy and how to understand him; and in teaching him where fun ends and the law begins we must have due regard both for his fun, his exercise, his bubbling energies and the law. I have found that when we do that he is the noblest little creature in the world. He is truthful, generous and honest. He will respect your rights even more than you respect his.

Three of the first culprits I ever tried were little fellows twelve or thirteen years of age. They had been captured by the police after a raid on the gang. In the center of the group stood little Dave, who made his tearful plea to the court. I said: "David, the officer says you are guilty of burglary." "But," said David, "I ain't no burglary." "Well," I said, "perhaps you don't understand. You are charged with going in a box car and taking things that didn't belong to you." David was quite typical of the constantly suppressed youngster. He was forced to live in that district that is a part of nearly all of our large cities,

known as the Bottoms. Thru it comes the railroad tracks. A nice place indeed for the rearing of children. He was a typical, red-headed, freckle-faced boy, quite frazzled out at the elbows of his little coat and the knees of his trousers—and indeed some other places thereabouts; his stockings were down, and he dug his little fist into his tearful eyes, that had filled his face with rivulets of grime. "Judge," said David, "it's dis way. We lives down by the railroad tracks, we do, and we play among the box cars, and the kids said there was watermelons in one of them; didn't they, Ikey"—as he appealed to the boy at his right. "Well," I said, "that wasn't any excuse for taking things that didn't belong to you"—as tho the judge didn't know that fruit like that had offered temptations to other boys in other ages. "Well," continued David, "when we got in the car and didn't find no watermelons, Ikey said, 'gee whiz, kids, I'll bet there's something good in the car, for there was boxes in there that had figs painted all over them,' and Ikey said, 'Let's get something good, anyhow'—yes you did, Ikey, you know you did—and we got open the box and each one of us got out a bottle and it had figs painted all over it too, and each one of us drunk a whole bottle full, and"—to the accompaniment of tears and grimaces—"it was California fig syrup, and I tell you, Judge, we have suffered enough, haven't we, Swedey?" as he appealed now to the boy on the left, and Swedey chirped up in eloquent defense: "Sure we have Judge, because I drunk two bottles," and I accepted the plea of David that they had "suffered enough." I thought so too.

Of course it is a bad thing for the boys to be running on the railroad tracks. It is only a short step to stealing from the box cars and then perhaps from the corner grocery and finally to "tapping the till." Such is the progress of neglected childhood. A public playground will take care of that natural curiosity and disposition to play and do things and would save the railroad companies thousands of dollars annually they spend to keep the boys in the cities from making their property their playground. I know a railroad official who told me that they

had dispensed with one expensive officer in one district after a scheme of personal work and helpfulness thru the public playground had been built up. It had directed into better channels the otherwise misdirected energies of these children. A gentleman in one city of fifty thousand told me recently that the sixty boys who had robbed the box cars within the short space of one month were furnishing his road a more serious problem than the question of railroad rates that was then pending in the legislature.

I once talked to a young murderer nineteen years of age. He was then in the shadow of the gallows. He told me his lawlessness started down among the railroad tracks, where he went to play. It was a powerful magnet for curiosity when there was none other. And all this is aside from the wholesome character-building and the effect, both morally and physically, upon the average boy, who has the advantage of clean, well-directed helpful play that is now to be supplied alone in many cities thru the public playground.

I know a city of less than three hundred thousand inhabitants in which there were over three thousand arrests among the boys in one year. I walked into one of the courts of that city and found the time of the jury, the judge and the counsel taken up in trying a boy of twelve for throwing a brick at a citizen. The next day I met the boy in the bullpen amid hardened criminals. He had chains about his waist and knees. I asked the boy why he threw the brick. He said: "I never meant no harm, Mister; we was just playing." I saw the miserable shack and crowded district

where he lived. Can the boy be blamed if he continued to throw the bricks? Could we be blamed if we shed a tear at the absurdity and injustice of it all? Can we be blamed if we turn from the act of the boy to cry out against the shameful criminal State?

This child is a wonderful human creature—a divine machine. We have much to expect from him, but he has much to expect from us, and what he returns depends largely upon what we give.

We shall suffer with him whether we will or no, or we do not share his burdens. Let us not weary of the struggle till the child gets a square deal; and until he does we cannot have and do not deserve that glorious manhood, that splendid citizenship that will come alone from duty done in childhood's sacred cause.

We of the children's courts are optimistic because we see perhaps with clearer vision the most hopeful sign in this country. It is that awakened conscience of the State to its own responsibility for the child—that in caring for the child the State is simply caring for itself.

We have ceased in this country to question the duty of the State. It must provide free education and pass compulsory school and child labor laws and establish playgrounds, trade schools and juvenile courts, for the State suffers just as far as the child is ignorant or weak. We do not need more to emphasize our responsibility. This nation must take care of its children. From that duty it cannot and it shall not escape. It is only true to itself just so far as it is true to its children.

DENVER, COLO.



In the Court of Public Opinion

APPEAL OF

The Children

versus

The City

BRIEF FOR THE CHILDREN

The Recreation League

Counsel

JULY
1909

The Public Playgrounds of Louisville

WHAT THEY ARE AND WHAT THEY OUGHT TO BE

"Gentleness and cheerfulness, these come before all morality; they are the perfect duties."

"If your morals make you dreary, depend upon it they are wrong. I do not say 'give them up,' for they may be all you have; but conceal them like a vice, lest they should spoil the lives of better and simpler people."

"There is an idea abroad among moral people that they should make their neighbors good. One person I have to make good; myself. But my duty to my neighbor is much more nearly expressed by saying that I have to make him happy,—if I may."

—*Robert Louis Stevenson.*

The Filson Historical Society

*"Happy hearts and happy faces,
Happy play in grassy places;
That was how in ancient ages
Children grew to Kings and Sages."*

—Robert Louis Stevenson.

The City

THE CITY OF LOUISVILLE fills that alluvial plain which lies in the embrace of the River and the Hills. The breath of its nostrils pollutes the air and obscures the heavens; the voice of its stony streets assaults the ear without stop. The Ancient River made the land: The Modern City sits heavily upon it, the Instrument of Commerce, a blazing, smoking Noise.

Into this dread place of bricks and stones and iron a quarter of a million men go down to destroy themselves in the labor of living, to find Death in the pursuit of Life; striving and failing, and striving again; swarming feverishly in and out of their smoking burrows, pursued by care and want, set about with the hundred dangers of the clanging mechanism in which they toil, plucking from this iron nettle a few pale flowers of pleasure, reproducing their kind to take, after them, this grim inheritance, received by them from their fathers.

The Children

In this banging boiler-shop of a world a hundred thousand children drink in, with the thirsty eyes and ears of youth, the glories of the Universe. The starry sky where Galileo read a new tale of the creation, the blue Ægean and the grassy slopes of Argolis where Pindar sang across two thousand years, the whispering forest and the beckoning hills, the buffeting wind; mountains, fields, and streams,—these proper nurses of men are not for them. For these step-children of the City are put out to the dry-nursing of the brick-paved yard, the granite street and the stale waters of the gutter, while some are, all prematurely, swallowed in the insatiate maw of Commerce.

Does the City owe them something more than this? Can not Trade pause a moment to hear them? Are they less than Bank Clearings and Dividends? They will die, as we shall die, and others will take their places, as they will take ours, obliterated by the iron heel of Progress, while Exchanges and Chambers of Commerce look on and applaud. Is this the be-all and the end-all of the City? Or is it, after all, a thing with a soul, aspiring not merely to have more but to do better?

What can it do for the Children? Certainly it can not plant Parnassus in Bug Alley or fetch the Forest of Sherwood to the Haymarket. But it can do something. It can give them a place to stretch arms and legs and lungs, a place to see more than a hand's breadth of sky, perhaps a tree or two, a span of turf for feet weary of brick and stone, a place to play ball and other games, which are the immemorial heritage of boys, in the which they may learn something of the disdain of weakness, of the joy of strength, of the comeliness of danger, of the pride of fairness, in the which they may be weaned from the profanity and obscenity and the snide practices of the gutter and the alley, and come to know that life is something more than toil and lechery and drink.

This, then, is the accusation of the Children against the City. And their petition is:

Give us a Chance!

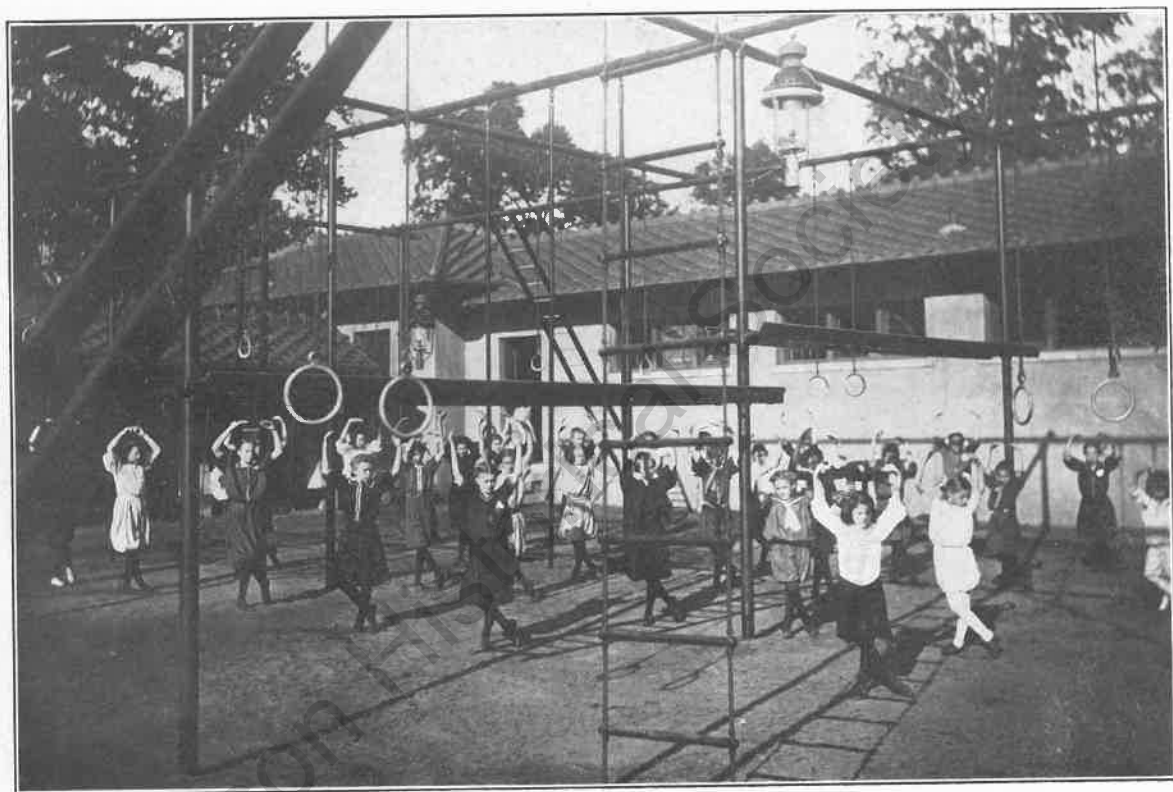


Playground at Central Park

There is nothing in Louisville of which its people may more justly be proud than of Central Park. Here a thousand children come every day of the Summer for sports of all sorts; and not alone the children of the well-to-do, for the records of the gymnasium and playground show that 85 per cent of these children come from "Limerick" and the territory westward of the Park, where are the homes of people in humble circumstances.

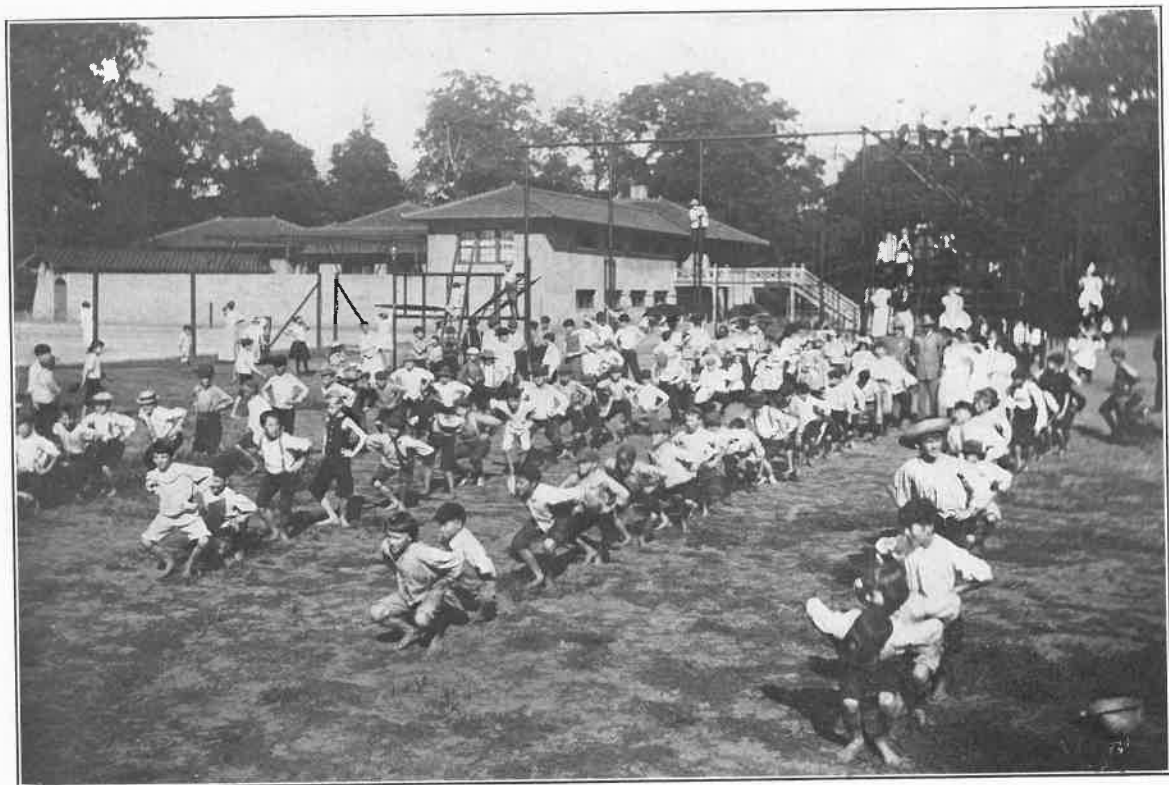


Class in Boys' Gymnasium at Central Park



Class in Girls' Gymnasium in Central Park

Gymnastic classes, like these, ought to be within the reach of every child in Louisville, instead of one in a hundred.



Class in Boys' Gymnasium in Central Park



"The Triangle," Third and G Streets

"The Triangle" is a well-attended playground, reaching out for some of the children of South Louisville. It has a comfortable shelter, a wading pool, a ball diamond, and some tennis courts. Its equipment could, however, be greatly improved.



Wading Pool and Shelter at "The Triangle"



Wading Pool in Baxter Square, Twelfth and Jefferson Streets

Baxter Square serves a district much in need of such ministrations. South of it is a large colored population and many colored children are always to be found in the Square, as our photographs testify. A wading pool, a sand box, and some swings make up the catalogue of its equipment, which needs improvement and development.



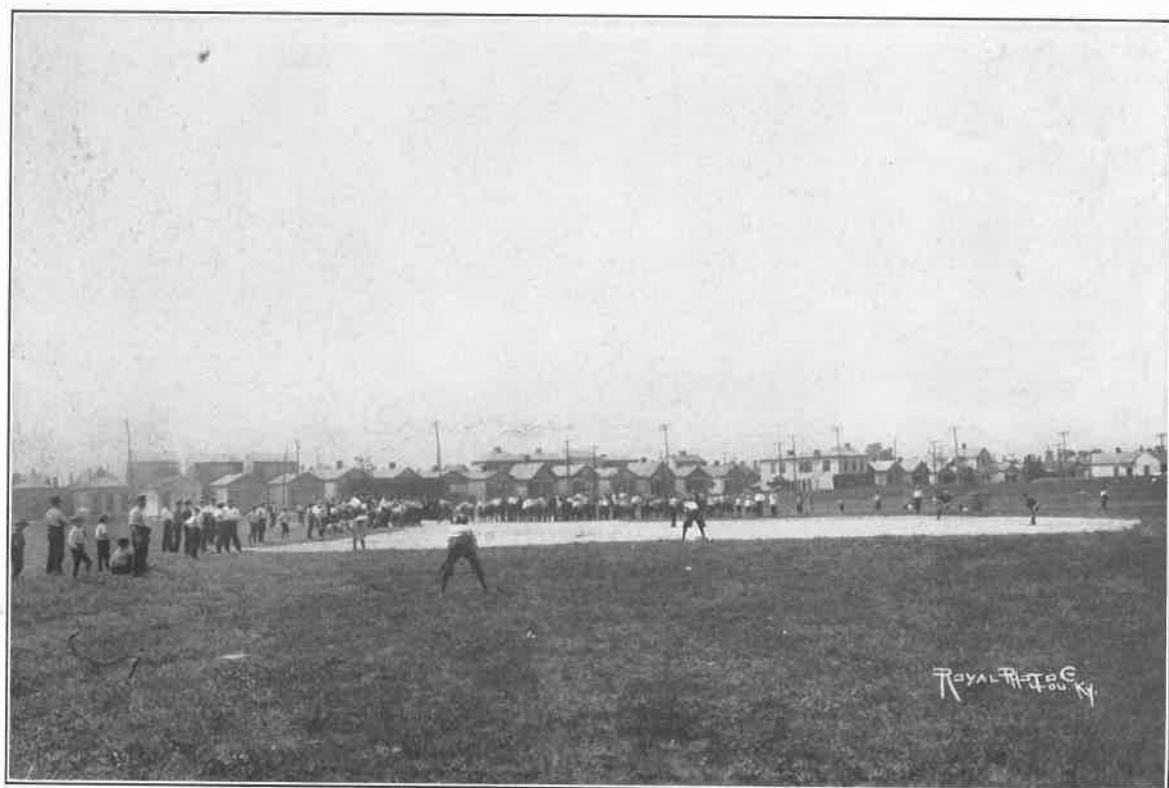
The Swings at Baxter Square



At Elliott Square, Twenty-eighth and Chestnut Streets

Elliott Square and Shelby Park are to-day little more than open common. At Elliott the Park Board has planted some trees and shrubs and it is understood other improvements are planned for next year. At these two places Baseball is King.

At Shelby Park three diamonds have been cut this year, and one of these is assigned to the colored boys.



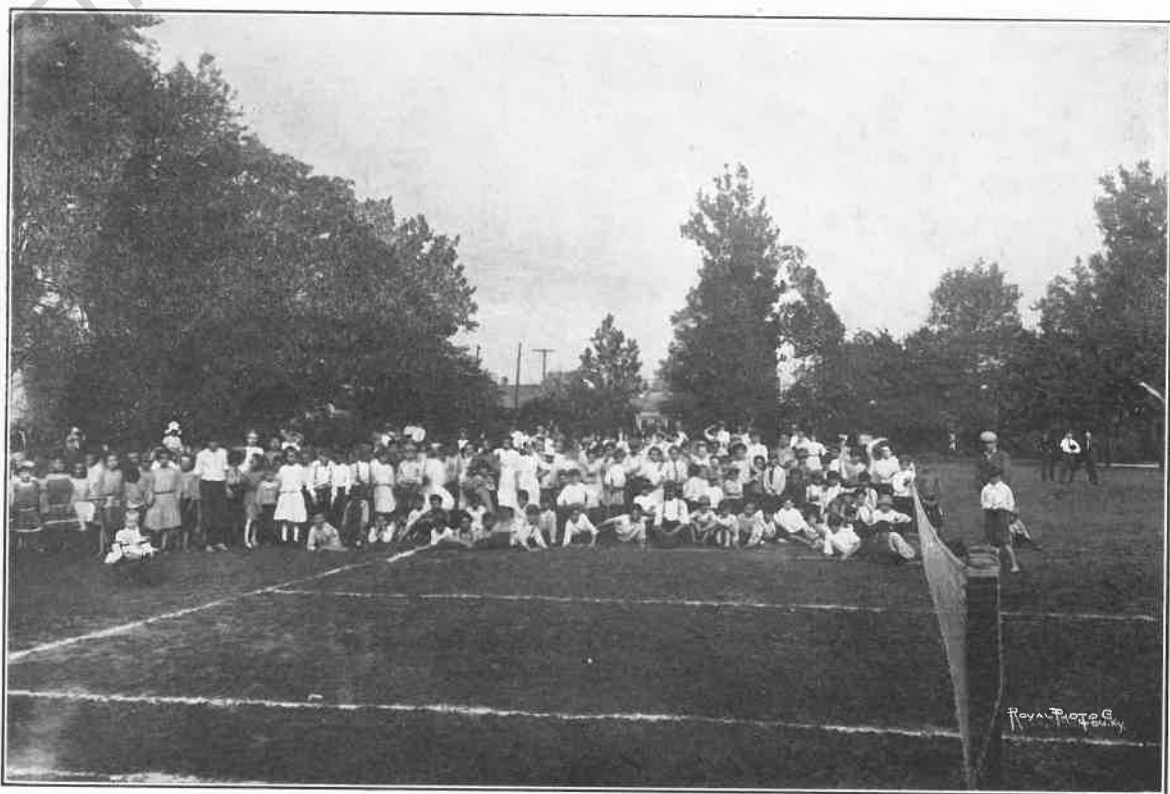
At Shelby Park, Preston and Oak Streets



In the "Neighborhood House" Playground, First Street, between Green and Walnut

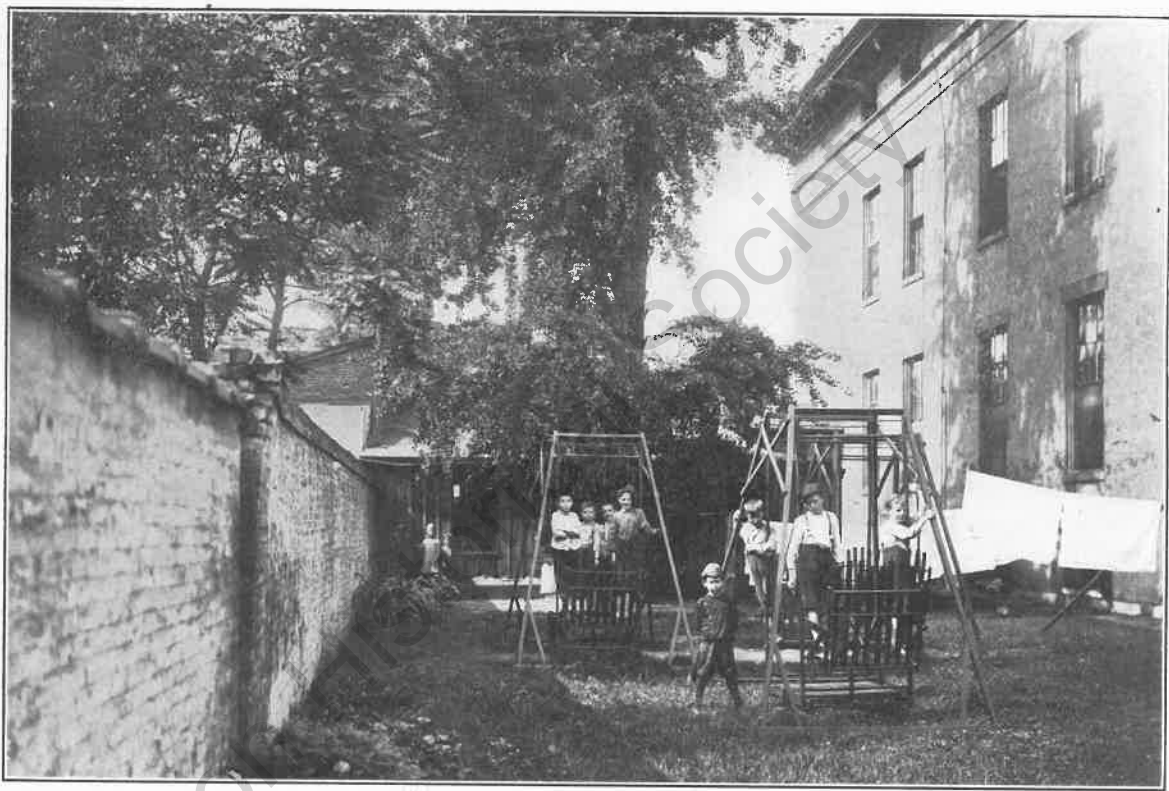
"For children think very much the same thoughts and dream the same dreams as bearded men and marriageable women. Fame and honor, the love of young men and the love of mothers, the business man's pleasure in method,—all these and others they anticipate and rehearse in their play hours."

—Robert Louis Stevenson.



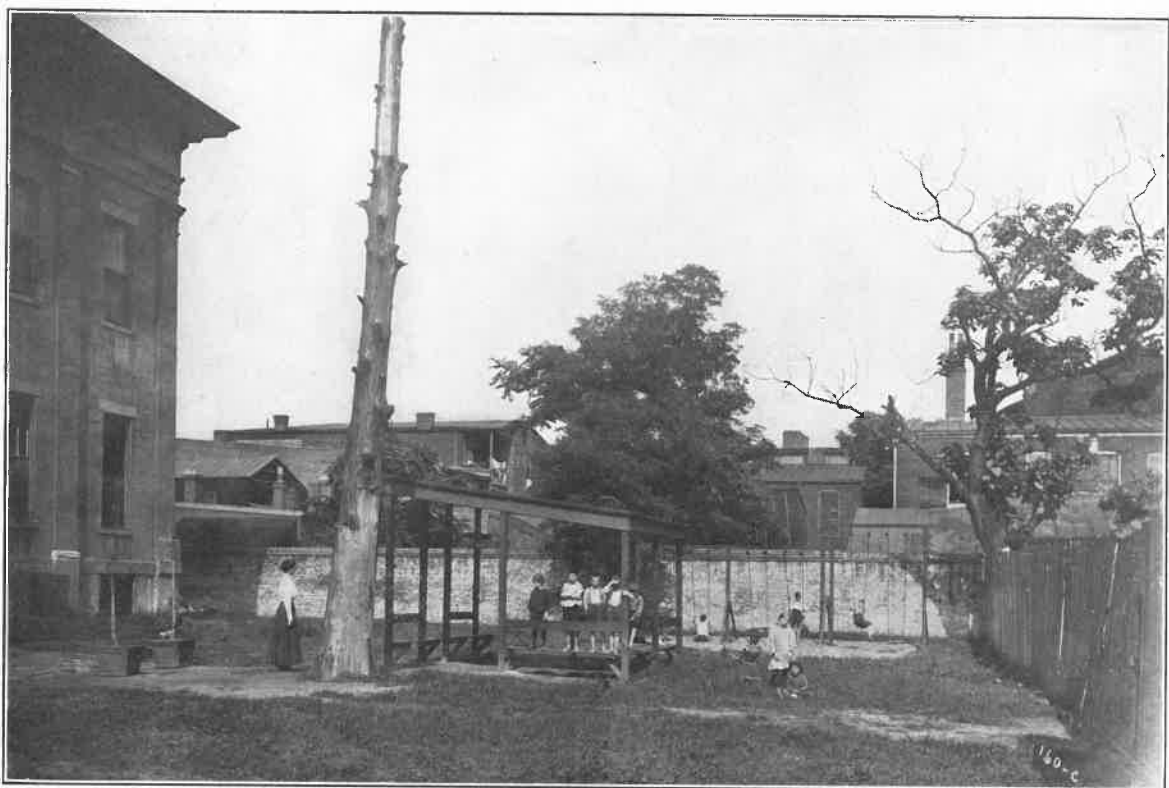
"Boone Square," Twenty-second and Rowan Streets

Boone Square is a playground in the right place, and, next to Central Park, is the most popular playground in the city. It has some apparatus, much of which needs renewal. The Park Board is now tearing down the old building, to be replaced by an up-to-date shelter house.



In the Yard of the Union Gospel Mission, Jefferson Street, between First and Brook

In the back yard of the Union Gospel Mission (formerly the "Holcombe Mission") the Recreation League is this Summer conducting a public playground. This is one of the localities where the city ought to establish a permanent playground, even though it cost a quarter of a million dollars to buy the ground and raze the buildings. Here is one of Louisville's "congested quarters," with not a place of recreation within a radius of a mile or more.



In the Yard of the Union Gospel Mission

The Serious Side of Play

“THE thing that most needs to be understood about play is that it is not a luxury, but a necessity. It is not simply something that a child likes to have; it is something he must have if he is ever to grow up; it is more than an essential part of his education; it is an essential part of the law of his growth, of the process by which he becomes a man at all.

"When 'the children were left out in the planning of our cities,' when we closed Nature's path against the growing child, we made it mathematically certain that he should seek some other path or cease to grow at all. If opportunity for play is denied, and by just so far as it is denied, stunting and perversion are the absolutely inevitable results."—*Joseph Lee*.

The River Front

ONE of the commonest mistakes of people who have paid no particular heed to the matter is to suppose that nobody lives in "the Business Section." We speak of the Eastern and Southern and Western skirts of the City as "the residence districts" as though that were the whole of it. More families live on Market or Jefferson, between Brook and First, or First and Second, than do on any "Square" at the Southern end of Third or Fourth Streets. When Business locks its door at dusk and returns to its genteel residence, the Family emerges from the dark and unsuspected corners of these plain buildings and takes possession of the sidewalk and the street. And, where was but a moment ago the rattle of trade, are now the voices of children.

To most of us the "River Front" suggests only coal depots, and sand yards, and garbage "dumps." But in this grimy neighborhood men live and die and children attain to an all too early and too shabby maturity. Opposite the lumber yard shown in the first photograph on the next page is a public school with an enrollment of about sixty children, and never a place to play but in the track of the carts that bang up and down Fulton Street. The City owns a large part of the river front in this vicinity, and the Board of Public Works is making an endeavor to arrange with some one of the lessees to recover a small part of the land for playground purposes. The lower photograph indicates the character of the populous neighborhood which will be served by such a playground. The City's property along the river ought gradually to be recovered from the commercial uses to which it is now put, and be converted into a public place of recreation.



Lumber Yard, Fulton Street near Clay

At or near the point illustrated in these photographs the Recreation League is making plans to open a playground, with the help of the Board of Public Works.



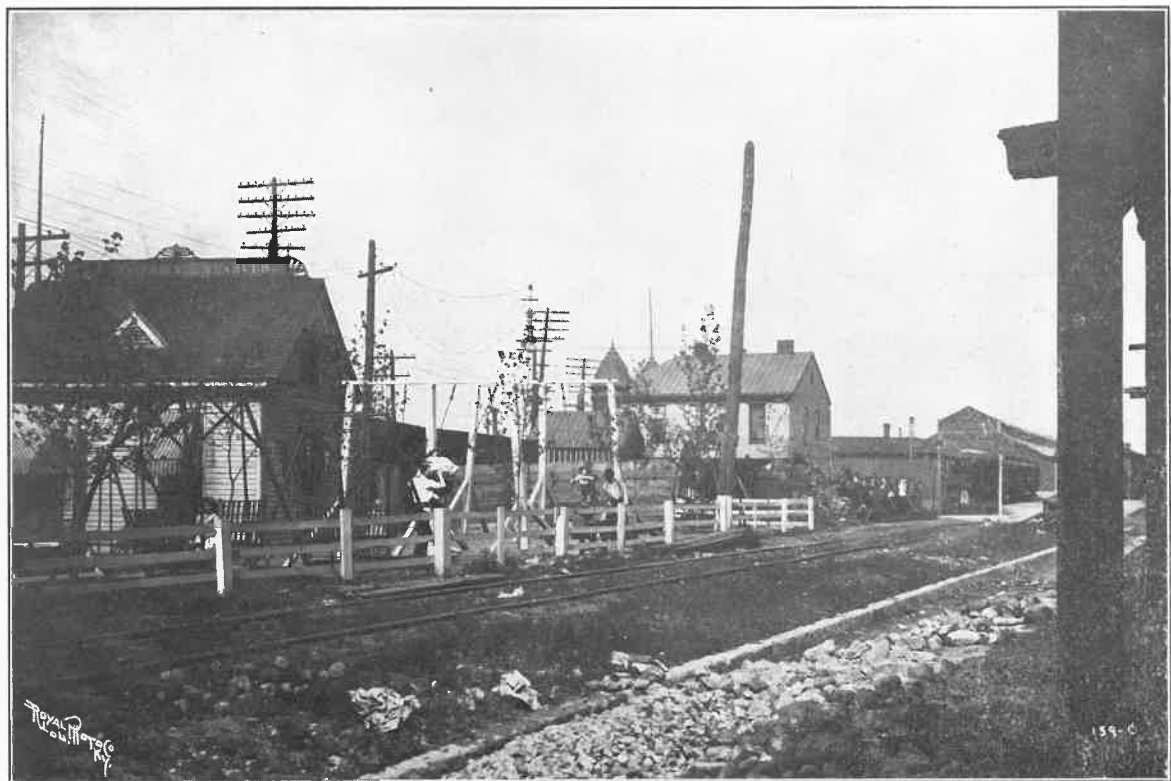
At Fulton and Clay Streets



"River Front" Playground, Third and the River

In the yard attached to the Wharfmaster's Office the Recreation League is this year conducting a playground, with the help of the Board of Public Works. A plan is on foot to extend this yard by the addition of the sand yard lying just beyond the board fence shown in the lower photograph.

"Crime in a large city is to the greatest extent merely a question of athletics—of a chance to play."
—*Earl of Meatb.*



"River Front" Playground

The Playgrounds-To-Be of Louisville

THE accompanying pictures and text give you an idea of the present system of public playgrounds in Louisville. Of the eleven existing playgrounds, six are on ground owned by the Board of Park Commissioners, one on ground controlled by the Board of Public Works, and four are on private property. Of the three projected playgrounds, one is proposed to be placed on land controlled by the Board of Public Works, and two on private property.

Of the playgrounds on the property of the Park Board, only one is complete. In point not only of beauty but of gymnasium and playground equipment, Central Park is unexcelled by any interior square in the United States.

The "Triangle" has a comfortable shelter, a fine wading-pool, tennis courts and splendid reaches of grass; but in point of apparatus for play and gymnastics it needs a liberal appropriation.

Baxter Square has a small shelter, in good condition but incommodious, a wading-pool, and some swings. In point of play apparatus, it is far behind the times.

Boone Square is to have a new shelter. Its play apparatus is old and inadequate to the demands of the children who throng there.

Elliott and Shelby have no equipment at all.

The reports of the Board of Park Commissioners, covering the eighteen years which have passed since its organization, seem to show that the average annual expenditures of the Board for maintenance and improvement of parks and parkways (excluding in all cases cost of land and general office expenses) have been about as follows:

For the "exterior" parks	\$68,983.00
For the "interior" parks	11,919.00

Surely no one can be found to dispute the value and importance of Louisville's three great parks, nor will any one claim that the expenditures upon them have been excessive. But we believe that, with the growth of public sentiment in favor of playgrounds and places of recreation in the heart of a large city, it must now be admitted that an annual expenditure of \$12,000.00 for this purpose, out of a city budget of approximately two million dollars, is grossly inadequate. The city of Los Angeles, which is much smaller than Louisville, in 1907 appropriated \$40,000.00 for the maintenance of public playgrounds alone. For this purpose Boston's annual allowance is \$60,000.00. Last year Pittsburgh turned over to the Allegheny Playground Association \$15,000.00, and to the Pittsburgh Playground Association \$33,000.00, to be used in the maintenance of the public playgrounds; and the Board of Education of that city supplied \$5,000.00 for vacation playgrounds in the public school yards, making a total appropriation for playground maintenance of \$53,000.00. Practically all of the large cities of the country are making some such provision.

The report of the Housing Commission, recently authorized by the City Council and appointed by the Mayor, will illustrate the infinite importance of the policy of establishing open spaces in the center of the city.

That report will show that whereas Louisville has no such "congested district" as is found in many other cities, where the ground itself is so crowded upon by buildings as to leave little or no room for light and air, yet in the buildings themselves the crowding of men and women and children is unusually great.

Thus, for example, in Baltimore, in those districts chosen for investigation as being typical of living conditions among the poor, the percentage of "one-room apartments" (*i. e.*, one room furnishing the entire home of a family) is sixteen. In Chicago the percentage is one and seven-tenths. But in Louisville the percentage of such one-room "homes" is *forty-five*! In the same district, families living in two rooms are thirty-two in the hundred; which means that out of every hundred families, *seventy-seven* make their homes in two rooms or less.

In the "block" on Jefferson Street between Floyd and Preston (running back to an alley on the North and to Green Street on the South) 192 families make their homes in fifty-four buildings, the ground floors of which (in nearly all cases) are used for business purposes. In one of these houses eight white families make their homes in eleven rooms. This is a "residence district" with a vengeance. The daily lives of these people are not touched by Shawnee or Iroquois or Cherokee Park, nor indeed by Boone or Baxter or Central. These children do not know what it is to have anything under foot but wood or stone or brick, nor anything over head but smoke and wires.

These facts do not describe an exceptional condition. On the North side of Jefferson, between First and Brook, matters are much worse; but neither the very best nor the very worst was taken into the account. What would one-eighth the area of Central Park mean to these people if it could be set down next their pathetic "homes"? One seven-hundredth part of Iroquois Park would be a paradise to these children. To buy the land and level the hovels on the half-block between First and Brook and Jefferson and the North alley would probably cost the city two hundred thousand dollars, or thereabout. The money ought to be spent, not only there but in other places. The river front, where the city already owns the land, ought to become a garden and a playground, with public bath houses. In parts of the city more removed from its center, and in its outskirts where the growth of population is rapid, vacant land ought to be acquired by the city, while values are not so great as to make the burden heavy. These need not be large. An acre, two acres, three acres,—such tracts reserved for public use would have an incalculable value for the generation which will come after us.

The yards of the public schools ought to be roomy and pleasant playgrounds, instead of the strait and treeless abominations they now are. The Recreation League conducted playgrounds in some of these yards during several summers. But the sympathies of a School Trustee are peculiarly susceptible to the complaint of a voter who does not like children's noises, and a long succession of evictions has finally driven the "play man" from all of these brick-paved Edens.



The Colored Boy: WHAT WILL YOU DO WITH HIM?

"A steam boiler has its safety valve, and a boy has his. You can sit on the safety valve of a steam boiler if you choose, but you are an awful fool if you do. But what else is it we have been doing until quite recently but sitting on the safety valve of the boy? The boy's safety valve is his play. Sit on that, hold it down hard, and you will have trouble. Give him the gutter for a playground and nothing else, and you will have crime as a matter of course."—*Jacob Riis.*

Magistrates and police officers testify with one voice that a playground in a city lessens crime. If, then, it be true that the colored population of Louisville furnishes an undue proportion of the criminals of this city, what could be more important, from a social viewpoint, than to give to that population a full dose of the approved antidote? Last year the Recreation League assisted in the maintenance of two playgrounds for colored children in the Eastern part of the city. Their photographs, reproduced on the next page, do them much more than justice. The man with the camera took advantage of the remotest corner, and the perspective in the pictures gives a deceptive appearance of size. Both of these places are big enough to turn around in and in one of them you could swing a stick, if you were alone and were reasonably careful.

Two years ago the Recreation League maintained a playground for colored children in the West End; but Progress took the vacant space to fill it with brick and mortar, and Play was evicted. A committee of colored men and women is this year working with the Recreation League to secure new places in the West End and to raise supplementary funds among the colored people for the extension of the playground system for the boys and girls of their race.

In the meantime, playgrounds will be immediately opened in the East End. On Pearl Street, between Floyd and Preston, the use of a vacant lot has been given by the owner, and some of the boys of the neighborhood are themselves at work removing the brick-bats, leveling down the irregularities, and filling the great hole which was the cellar of the house that formerly stood on the ground. This ground will take the place of the pocket shown in our photograph on the next page with the label: "Behind the Presbyterian Colored Mission at Preston and Pearl Streets."

There is a vacant lot on Caldwell Street, between Jackson and Hancock, admirably situated for a playground, although in a rough and treeless condition, and an effort is being made to get the use of this to take the place of the pathetic little yard at Hancock and Roselane, pictured on this page and the next.



Sand Pile in Yard at Hancock and Roselane



Behind the Presbyterian Colored Mission, at Preston and Pearl Streets

Opportunity turns its back on the colored boy; Poverty and Prejudice and an ill-favored Heredity are the Bad Fairies that attend on his christening. He barely has a fighting chance. Is it sportsmanlike to make him run the race under such a killing handicap?



At Hancock and Roselane. Room enough for marbles, but not much more

Wanted: Money

To maintain these playgrounds and to open new ones, the Recreation League needs money,—a good deal of money. In an appeal sent to you a few weeks ago we said we needed five hundred dollars. Since then our plans have changed. We purpose now to support four or five playgrounds which were not then contemplated. We ought to have twelve hundred dollars. To do this work well, we must have the money now, or, at least, know that we shall have it by the time the season is over.

We enclose a subscription card, which we hope you will fill out, for as large an amount as possible, and return immediately. Some day or other the city will do all of this work and supply the funds. For the present, it will not be done at all, if it is not done by private givers like yourself.

In order to raise the needed sum, we would like to have a gift of one hundred dollars; we would like to have fifty dollars, or twenty-five dollars, or ten, or five. And from those who can not afford to give but support the work with their sympathy, we would welcome one dollar, for the sake of the good-will that comes with it.

THE RECREATION LEAGUE,

By the Executive Committee.

Executive Committee

MISS CLARA FITCH
ARTHUR D. ALLEN
MRS. JOHN LITTLE

DR. FLORENCE BRANDEIS
MRS. H. R. WHITESIDES
MORRIS B. BELKNAP
LAFON ALLEN

MISS FRANCES INGRAM
FRED J. DREXLER
D. B. G. ROSE

Executive Staff of the Recreation League

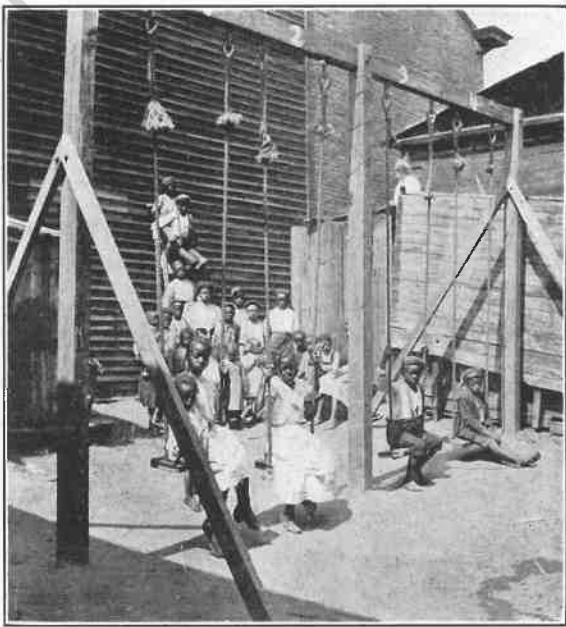
Supervisor: AUSTIN G. JOHNSON

Playground Instructors

MISS MADGE NAVE
MISS OLIVIA HENDERSON
MISS ROSALYN LOEWENSTEIN
MISS CLARA VOIGHT
MISS ETHEL FITZHUGH
MISS BESSIE SHILLING

MISS EVIE CORBITT
MISS ANNA LOUISE HENDERSON
MISS LOUISE WIGGINTON
SOLOMON STEINBERG
CLIFFORD PFAU
WILLIAM J. GAMMON

GRAEME McDONALD
CHARLES B. BRAUN
HARRY B. JABLOW
EVANS CRAWFORD
CLINTON GOSLING
ALEXANDER E. JOHNSON



No: This is not a vista in Cherokee Park. But it serves a like purpose for hundreds of children:

RECREATION AND CHILD WELFARE

BY

Raymond G. Fuller

Specialist in Recreation
National Child Labor Committee
Managing Editor
"The American Child"

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FOREWORD.

The child labor problem is one phase, and a very important phase, of the general problem of child welfare. The recreational problem is likewise involved in the general child welfare problem. The child labor problem and the recreational problem are closely related to each other.

The premature and excessive labor of children thwarts the satisfaction of their humanly natural needs. Plentiful and wholesome recreation, on the other hand, affords expression to the instinctive nature out of which these needs arise. Neither the child's body nor his mind is constituted for child labor. "We may say with considerable truth," says a modern psychologist, "not that the child *ought not* to work, but that he *cannot* work." Sociologically we may say that the wage-earning function of the family or of the community does not belong to children. Both psychologically and sociologically we may say that the time of childhood is properly play time.

True, the doctrine of all play and no work is quite as pernicious as the doctrine of all work and no play. Much depends on the conception of work. Children's work may well be distinguished from child labor. Furthermore, it may be admitted that children possess what may be called "work instincts" as well as what may be called "play instincts"; but the former as well as the latter are repressed and thwarted by child labor.

The National Child Labor Committee is *against* child labor, but *for* whatever tends to develop children into healthy, intelligent, moral and efficient men and women. Therefore the Committee is deeply interested in the recreational problem, which is discussed in the following pages with reference to conditions that were found in Kentucky but are not confined to any particular state.

R. G. F.

RECREATION

RAYMOND G. FULLER

Recreational conditions and possibilities constitute one of the important problems of any community, however large or small the community may be—and it may be as large as the state or the nation. The value to individuals and to society from the provision of opportunities and facilities of recreation, and from the safeguarding of recreation against personal mistake and commercial exploitation, was recognized and utilized in America during the recent war. The word "recreation" and recreation itself attained a new and widespread popularity. But it is possible to conceive of recreation in narrow terms, as if it consisted almost wholly in physical activity or in activity characteristic of the playground and athletic field; the agencies charged by the federal government with providing and safeguarding recreation for the American soldier regarded it as having a far broader range of meaning. Theatres were established in the camps; libraries were formed and reading rooms were opened. Organization of local communities was promoted as an aid to the provision and control of recreation. Social provision and control of recreation were striking features of the wartime achievement. What in general was done for the American soldier in time of war should be and can be done for both sexes and all ages in time of peace; to do it wisely and well for the children, youth and adults of Kentucky is the task and duty of Kentucky as a large community and of the smaller communities within the state.

The present report will deal in Section I with "Play and Playgrounds"; in Section II, with the movies and other "Commercial Amusements"; in Section III, with "Recreational Resources," in the discussion of which incidental mention will be made of forms of recreation in which sociable meeting and mixing are the especially noteworthy marks of their recreational character. Thus the arrangement of material will conform roughly to the classic division of the forms of recreation into three main classes: "Active," "passive," and "social." But these adjectives are neither accurate nor complete descriptions of the classes to which they generally apply. In passive recreation, interest must be active or it is not recreation. Mental and social elements are involved in the pleasure and profit of those forms in which physical activity is conspicuous. In Section IV of the report brief reference will be made to organization of the local community. The community approach to the recreational problem on its theoretical side is no more important than the community method of attacking

the problem on its practical side. The same section will contain suggestions for a state recreational program, so far as a program on a state basis seems desirable and feasible.

The term "recreation" will be used in a comprehensive way, without ignoring but without strictly adhering to its etymology. For the sake of convenience it will be so employed as to include the play of children, notwithstanding certain distinctions that might be drawn between children's play and the recreation of adults. With children, play is life's most serious business; with adults, recreation is usually a relief or escape from serious affairs or from workaday routine. If recreation be defined in terms of the use of leisure time, it might be objected that, in the adult sense, children have no leisure; however, they have spare time, or ought to have it, and for present purposes of defining recreation that amounts to the same thing. Further, if the re-creative (or recuperative) value of recreation among adults depends largely on the elements of diversion and relaxation, then something apropos might be said about the play of school children during recess periods or the play of farm children who work much or most of the time when they are not at school. And be it not forgotten that the playful impulses and tendencies of childhood are never quite outgrown, and that even the labor of grown-ups, at its best, is accompanied by all the interest and exhilaration and satisfaction of children's play, ceasing to be mere labor and becoming an expression of the joyousness of life.

Primarily the report is concerned with the recreation of children, rather than that of adults, but for obvious reasons the subject of adult recreation cannot be excluded from a report on children's recreation. The places of recreation are often the same for both children and adults; the agencies providing recreation may be the same; the instrumentalities of regulation and control may be the same. In local and larger communities the amount and wholesomeness of the recreational life of children varies directly with the amount and wholesomeness of the recreational life of adults; recreation for children, quantitatively, depends very largely on the general community attitude toward recreation, and this attitude depends, in considerable part, on the amount of recreation enjoyed by the adults of the community when they were children. Beside that social law may be placed this social principle: it is good for adults and children, now and then, to play together—good for the community, comprising young and old, to play together, thus helping discover the community to itself; the true community transcends not only creed and class and sex, but differences in age.

It is not the aim in this report to show that Kentucky is worse off, or better off, recreationally, than other states; much less, to prove

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statistically that there is little or no recreation within its boundaries. Certain forms and facilities of recreation may be uncommon, but as everywhere else here is a good deal of recreation invisible to the naked eye or at least not measurable with a yardstick. For recreation is not wholly a matter of externals or of material equipment and apparatus. The paucity of public playground all through Kentucky and the rarity of social gatherings in some parts of the state are, indeed, signs of recreational poverty, but these signs are objective, whereas recreation is subjective. Cracking jokes may be one man's recreation; cutting coupons, another man's. Not everybody goes a-fishing, or cares to, and the same is true of golf, yet both fishing and golfing are recreational. And when it comes to fishing, there is a vast difference between a minimum and a maximum of apparatus, but not so much in the size of the catch and maybe none at all in the day's enjoyment. The village post-office is often a recreational and social center—a place of sociability and an informal community forum. At the country railway station people gather at train-time, greeting one another by their first names, exchanging the news and gossip of all the roads that lead to town, watching the larger world come and go. In Eastern Kentucky people ride on "the cars" for recreation—down the line on one train, back again on the next. Though people in Louisville may occasionally go trolley-riding with the same purpose, rural recreation and urban are two different matters, and rural recreation cannot be weighed in urban scales. "Tater Day" in Western Kentucky is as valid, recreationally, as Louisville's park and playground system. Family visiting in rural Central and Eastern Kentucky is as valid as theatre-going in the cities. But while recreation is a relative term, and absence of recreation is not to be hastily predicated, it should not escape attention that the desire and quest for recreation is a mighty fact in Kentucky, as elsewhere, and that often it remains unsatisfied or only partially satisfied, and frequently leads to acceptance of inferior substitutes for the best recreation. A larger, freer, truer recreational life for the people of Kentucky—more and better means of recreational self-expression—is their own unspoken desire and unorganized quest. The play life of the children needs more safeguarding and needs enrichment.

Related Problems

The problem of recreation is related in numerous and significant ways to other social and political problems. A few of its relations to some of the child-welfare problems which are the subject of this volume will be briefly indicated.

Child Labor

Society's permission of the employment of children as wage-workers is an offense against the very nature of childhood. A normal childhood implies an abundance of play, and a normal childhood is absolutely essential to the attainment of a fully efficient well-rounded adulthood. By depriving children of their rightful play life, child labor robs its grown-up victims of energy, ambition, personality, even the capacity for social intercourse and for co-operation. But child labor is sometimes defended as better for the child than idleness, and in many Kentucky communities parents see nothing for their children to do except go to work or loaf on the streets. Now a child is seldom quite idle, he usually can find something to do, and in Muhlenberg County boys who are not at work or at school (and school claims but a small part of their time during the year) resort to the dubious pastime of "jumping" coal trains. The tracks are their playground, the trains are their apparatus. One father took his young son into the mines and put him to work in order to prevent him from "jumping" trains. A mine inspector expressed approval of the action and its motive. The attempted justification of child labor on the ground that it is better for the child to be at work than running at large or playing in ways physically or morally dangerous is common in Kentucky and deserves consideration, but the community which sees and furnishes no choice but the choice between the two evils of condemning children to child labor and allowing them to go to the devil through idleness or improper play is missing a great opportunity and neglecting its duty. There is a way out; and that is the road of recreation, recreation safe and wholesome and sufficient, from Sunday School picnics to public supervised playgrounds. Let there be no compromise with the labor of children.

The objection is to child labor, not children's work. Work that is not too severe, too prolonged, too monotonous; work that does not deprive children of opportunity to play, that does not keep them out of school or interfere with their progress in school, work that is developmental and educative, is all right; child labor is all wrong. Children have work instincts as well as play instincts, and these should be allowed expression, particularly in the home and in the school. To a large extent the work instincts and the play instincts are mutually inclusive. Creativeness figures in both work and play. The doctrine of all work and no play and the doctrine of all play and no work are equally pernicious. But the wage-earning function of the family of the community does not belong to children. The business of children is to be children and to grow up into healthy, intelligent, moral and efficient men and women. Society should not permit children to be

of children as wage-childhood. A normal normal childhood is efficient well-rounded and play life, child labor personality, even the tion. But child labor than idleness, and in ing for their children Now a child is seldom o, and in Muhlenberg and school claims but resort to the dubious are their playground, his young son into the t him from "jumping" of the action and its or on the ground that ing at large or playing mon in Kentucky and ch sees and furnishes f condemning children devil through idleness ity and neglecting its f recreation, recreation lay School picnics to no compromise with

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penalized for the poverty of their parents, but in some way should make it possible for poor children to go to school and thus be helped out of poverty. A normal childhood—in terms of health, schooling and play—should be guaranteed to all the children; this is democracy

Juvenile Delinquency

The "bad boy" is very largely the product of play energies gone wrong—either through their restriction or their lack of guidance. His delinquencies are often due to his effort to make full and interesting use of his spare time. If "jumping" coal trains in Muhlenberg County be regarded as a mild form of delinquency—and children have been put in jail for less—we have an illustration of what happens when better ways of spending spare time are not available—better ways from the "bad boy's" own standpoint! Recently a boy whose serious offense has several connections with the recreational problem of Louisville was brought into the juvenile court in that city. He was charged with stealing money from his parents—between \$400 and \$500. Of this sum, the larger portion was squandered at a street carnival, with its tempting array of gambling devices. He won 12 pounds of bacon and 11 chickens, which he dutifully gave to his mother, saying he was working in the stock yards; but he lost oftener than he won. He bet on the Derby Day races and lost. He lost about \$100 shooting craps. Pool rooms got some of his money. The trouble with this boy—part of the trouble, at any rate—was that recreational work in Louisville had not reached him and protected him. The boy was not so bad as his play life. It has been said that a social settlement or a playground is as good as half a dozen policemen. Better, far better, because the settlement and the playground yield positive and constructive values, while the policeman represents only negation and prohibition. Syrian women come to the director of Neighborhood House in Louisville and say, "Please take my boy and make him good." If immigrant Syrian women know so well the effect of good recreation on "bad" boys, shall not the whole people come in due time to an appreciation adequate enough for adequate action?

A word about adult delinquency and the saloon. The saloon has gone, and good riddance; but though iniquitous it was a center of sociability, open day and night, and with the welcome sign always out. Men went there to get drink, sometimes to get drunk, but they went also because they were sociable, clubbable men, and because they found fellowship and relaxation. The relaxation, alas, was in part alcoholically induced. It may be a perversion of language to speak of "substitutes" for the saloon, but social centers better than the saloon meet a real need of human nature not less than of civic advancement.

Public Health

Public provision of recreation is a public-health measure. This is seen most clearly in reference to children's play, which strengthens and develops the bodily tissues, increases the vaso-motor reactions, stimulates the vital processes—digestion, respiration, circulation—to healthy activity, and rids the body of accumulated toxins. Active play fortifies against disease, giving power of resistance. If properly directed, the play of growing children will, more than any other agency, prepare the child for the struggle against tuberculosis. Although the greatest prevalence of tuberculosis is during adult life the time for preparation against the disease is during childhood; and it is during childhood that the infection is usually received. Development of the appropriate organs is a splendid asset for the individual both in childhood and in later life; and while active play may not be advisable for the weakly, sub-normal group, it helps prevent children from becoming weakly and sub-normal. Again, properly directed play is not to be despised as an aid in the fight against social immorality and its consequent diseases. Physically, play conduces to sex normality. Mentally, through wise supervision, it is potent in rationalizing the attitude of the sexes toward each other; it conduces to sex sanity. Hookworm, in the medical sense, play and recreation will not cure, but will go far toward conquering the disease of laziness by promoting in early life bodily vitality and good health and establishing habits of physical activity. Games and the play motive have recognition in the fields of school hygiene and physical education. To some extent in the schools of Louisville, Lexington, Covington and a few other Kentucky cities, the work in physical education involves the employment of organized play, both indoors and outdoors, as a method.

The selective draft discovered a host of men physically unfit for military service, but equally startling was the discovery of that other host of the mentally unhealthy—men handicapped by psycho-pathological ailments and deficiencies of various sorts. Throughout the land people so afflicted, both men and women, form a considerable part of the population and a heavy drag on social efficiency and economic productiveness, though they and their neighbors may often be quite unaware of anything wrong. Edmund C. Sanford, a distinguished student of the mind, writes in a letter that in his opinion a normal childhood would have reduced the percentage of neurasthenic and neurotic conditions uncovered by the draft and that "in such normal childhood properly developed play is an important point." Dr. Pearce Bailey, Chief of the Section of Neurology and Psychiatry, Surgeon-General's Office, writing of functional nervous disease and appropriate therapeutics, says, "Non-medical agencies, such as boys' clubs, boy and

girl scouts, settlement agencies, playgrounds, promise most in the line of prevention."

The Schools

"Education," said Plato, "should begin with the right direction of children's sports." Not only begin, but continue, say modern thinkers, who assert that play, and especially supervised play, is an important concern of the schools through all the grades, even into the college and university. So positively educative are the values of play that the teaching of games for playground and home-yard is being widely urged as a definite part of the school curriculum. Indeed, there is utterance in favor of employing play motives and methods rather extensively in teaching such subjects of the curriculum as arithmetic and geography. Consideration of play entered but recently into the making of American schools, as regards laws, administrative systems, physical equipment, curricula, training of teachers. The subject of play and playgrounds in connection with the schools is receiving some attention in Kentucky, very earnest attention in a few cities and counties, and good results are already following the increase of public interest. The question of the "wider use of the school plant"—particularly its use as a social center for adults as well as children—is likewise engaging fruitful attention. The question whether school funds should be expended in the maintenance of social-center activities still remains, in Kentucky, purely academic. Under the present method of raising school funds, most boards find themselves without money enough, apparently, and so they say, for playgrounds or play apparatus or play supervision; hence other expenditure for recreational purposes is impossible. Recreation in connection with the schools involves not only the school financial problem, but also the problem of school administration. The State Department of Education must be divorced from politics and reorganized before it can be expected to possess or make effective a real recreational policy and program for the schools of Kentucky.

Education

Education is often given a definition confined to the idea of schooling. Recreation is related not only to the school problem, but in many ways has to do with the whole educational problem. A great many activities and experiences that are recreational are also educational and vice versa. "Scouting" furnishes both values. Reading may be educational and recreational at the same time; a good book may broaden the mental horizon and simultaneously afford entertainment, both cultivating the mind and refreshing the spirit. Travel often has the same double effect. There are numerous activities and experi-

ences which by the very fact that they do enlarge the mental horizon, or cause a change of the mental scene, produce that cathartic and revitalizing emotional result that is called subjectively recreation. Some forms of recreation are in much greater degree educational than others. Pitching horseshoes, hunting, playing marbles—these pastimes give a certain amount of pleasure and serve to train the eye and the muscles and to sharpen the wits, yet they do not educate the individual in the habit and art of social co-operation to the same extent as baseball and community drama.

And what is education? Education, in not unfamiliar phrase, is preparation for life, particularly a life of service. It involves education of body, mind and spirit. The benefit is not received by the individual alone, but accrues to the community, local, state and national. It reveals itself in enhanced community man-power. It helps fit for all the vocations, and the greatest vocation of all is life. Children's recreation, well guided and guarded, is educational in this broad sense of preparation for life and service through training and development of body, mind and spirit. It develops individuality and sociality, and helps fit for all vocations, the greatest of which is useful living in a world of men, women and children.

I. PLAY AND PLAYGROUNDS

There is one phase or aspect of the subject of recreation that deserves first thought on the part of the local or larger community—one that the community cannot neglect without clear shortcoming. We refer to children's play and to the responsibility of the community in practical matters related thereto.

Play and Human Nature

Children's play is rooted and grounded in instinct, and instinct is fundamental in all mental and social life. The instinctive tendencies and impulses of play are a racial inheritance, making play as natural as human nature itself, out of which it springs. They are irradicable and only in limited degree repressable, but they are subject to training and direction, and indeed are highly utilizable in cultivating the full flower of personality. Their repression and restriction have the effect of hindering and even of perverting the development of personality, and sometimes lead to anti-social outbreaks in childhood and youth, and unsociability and crabbedness in adult life. "Nature would have children be children before they are men," writes John Dewey; and Charles W. Waddle states the same physiological and psychological truth, the same scientific fact, when he says, more emphatically, "The child must play or he cannot become a man."

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But the child will and does play, under conditions, it may be, physically dangerous or morally harmful. Even the child laborer plays. Last year 255 children 16 years of age and under were victims of industrial accident in Kentucky. The injuries in a considerable number of these cases, no doubt, were due to the play impulses; for in the midst of rapidly moving machinery, and in defiance of warnings, children *will* play. In the country at large, three times as many children as adults, in proportion to the number employed, are hurt in industry.

Play-Places and Supervision of Play

Just as certainly as children will play, they will seek and find play-places. There are several reasons why the local community should provide special play-places for children. One is that otherwise the children may resort to unsuitable places, as pool rooms or the streets. Boys may find their most accessible ball field, as they do in a section of Paducah, in a small triangle formed by railroad tracks, where a good hit sends the fielders in front of moving trains. Another reason is that a provided playground offers opportunity for directed play. The playground should be equipped in order to attract and hold the children and in order to aid the supervisor in getting desired results; but the supervisor, especially the trained supervisor, is much more important than any amount of apparatus, a fact which, in a number of Kentucky communities, was learned too late.

In nearly a score of instances that came to the attention of the writer, well intentioned efforts came to grief because it was erroneously thought that apparatus was enough for a playground. In Paducah a few years ago a playground was abandoned and the apparatus removed because "bad boys" took possession of the place, filled the neighborhood with noise, and broke up some of the equipment. A mine superintendent in Harlan County built a merry-go-round for the children at the camp, but the result was riot and debris; the superintendent gave up in disgust and accused the children of failure to appreciate his kindness. A school board in a small city issued orders that no children should be allowed on the schoolhouse grounds, on which a small amount of apparatus had been set up, at any time after school hours, or on Saturdays, or during vacations; the reason was very much the same as in the other instances cited. In a larger city, where the school grounds at several buildings are equipped with apparatus, their use by the children, except at recesses and during a short period after school dismissal, is deliberately discouraged. And so it goes.

It should be borne in mind that play on a playground, or elsewhere, no adult director being present, is often not undirected after all—it is directed by youngsters from the neighborhood who have the

qualities of leadership or of domination. "It has been found," write Colvin and Bagley, "that unsupervised playgrounds in our large cities are veritable hotbeds of vice, and the same may be true of unsupervised recesses and noon intermissions in the school. Where large numbers of children congregate, the welfare of society demands that an adult be present, with full authority to check, in the bud, the first expression of a dangerous tendency." It was on the playgrounds of rural schools in Kentucky, and not on playgrounds in the cities, that the writer saw most evidence of unfortunate conditions arising from lack of supervision. But the function and purpose of playground supervision is not merely to keep order and prevent mischief and evil; it is rather to furnish that intelligent direction of play which takes account of age differences and sex differences, which sees that all the playground population and not merely a part is both occupied and interested, and that the play of the children yields them its full positive, educative and recreative values. Then it is real supervision. The competent director or supervisor of the playground does not organize the spontaneity out of its activities.

The supervised playground is a school of democracy, of citizenship, of social ethics, while the unsupervised playground is psychologically and morally unsafe; but in both cases the same original nature of childhood is involved. There is doubtless no single specific play instinct, but there are many instincts that lead to the activities called play—and lead they may to the kind of behavior that is called juvenile delinquency. As G. T. W. Patrick says, "To throw something at something is almost as natural for a boy as to breathe." Shall old racial experience eventuate in a game of baseball or in the breaking of windows? That is the question. That is the question for many communities in Kentucky. Shall the pugnacious and competitive impulses and tendencies of boys run riot in quarrels and fights, or find expression and catharsis in football and pom-pom-pullaway? The roots of play reach far down into the past, and their names—just a few of them—are pugnacity, rivalry, love of adventure and of exploration, a propensity to climb and to run and to hide and to seek; and play is a plant that needs tending, a part of nature that requires nurture. In some sort, right play is a civilized weed; wrong play—a weed! Says Waddle, speaking of socially valuable play: "There is scarcely a virtue that is not born and reared to sturdy strength through suitable and timely play. Self-control, self-reliance, self-subordination, co-operation, loyalty, self-assertion, self-direction, capacity to lead and willingness to follow, are necessary virtues learned nowhere so readily and so surely. Justice, honesty, respect for the rights of others, the necessity for and the binding nature of law, and all those principles recognition of which complex social and

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Provision of public playgrounds—equipped and supervised—serves not only to keep children from playing in the wrong places or from playing wrongly in the right places, but also to make them play enough. The sight of children "hanging around" in the streets, loafing in country stores, or playing by twos or threes instead of deriving the benefits of playing in groups, suggests what is needed. Contrary to widely held belief, children need to be taught how to play.

The school is the logical play-center for children. Its geographical location indicates this, and it is here that the children actually do congregate—here they are found. Moreover, the school is pre-eminent the children's own public institution, and should serve more of their needs than it usually does. If all schoolhouses contained sufficient room and facilities for indoor play, and if all school yards were sufficiently large and well equipped, public provision of children's play-places would have to go no farther; the rest could be left to parents and the home-yard. But such is not the case in Kentucky or in any other state.

How large should the school playground be? In an outline for a playground law, Henry S. Curtis would have "no city or town school built on less than one block of ground or on less than three acres unless a block shall have approximately this area, nor any high school on less than two blocks or six acres of ground, nor any rural school on less than three acres without special permission from the State Commissioner of Play and Physical Training as hereafter created in this bill." The laws of North Dakota set a minimum of two acres for the site of a schoolhouse. In Pennsylvania the school code requires that "no school building shall be erected without a proper playground being provided therefor. At least 30 square feet per pupil shall be provided in other than rural districts. Not less than one acre shall be provided in rural communities." The long and short of the matter is that "city children need a good sized school yard"—to quote Curtis—"because there is no other place to play," while "country children need a large yard because there is no one to play with except at school." Space, it should be noted in view of the general conditions, can be conserved through supervision and the introduction of space-conserving games—volley ball and tether ball as compared with baseball and football. The yards should be supervised (in the true sense) during recess, should be open and supervised after school until 5 or 6 o'clock, and should be open and supervised during the summer. Indoors, for use in inclement weather, there should be a gymnasium or playroom. An auditorium and a gymnasium or playroom might be combined. In a one-room country school, movable seats would be a solution of the

indoor play problem and would permit the room to be used, like the auditorium, for various social-center activities for young and old. What now are the facts about play facilities at Kentucky schools?

Play Facilities at Kentucky Schools

Surprisingly few school buildings in Kentucky contain either gymnasium or playroom. If what is true of 46 high school buildings outside the five cities of the first and second classes be true of all the high school buildings outside these cities, the percentage of such buildings containing gymnasiums is 13. School buildings containing basement playrooms or basement rooms suitable for play are rarely found. For lack of any good indoor play-place, children play in the toilet rooms on rainy or wintry days and sometimes on pleasant days. Or they play in the narrow halls or among the rows of seats in the school room—if the teacher permits. An auditorium, or a school room with movable seats, is seldom available. Out of 125 schools in nine cities of all classes, only 18 admit of indoor play except under the most crowded and confused conditions. Observation and inquiry also revealed to the writer that out of 911 county schools only 31 afford suitable opportunity for indoor play. Of course there are marching and line games which could be utilized by teachers in the aisles and halls, but the majority of teachers are not so resourceful—or they have no time.

The playgrounds out of doors are more often inadequate than adequate in size, measured by the test of actual rather than ideal uses. On data obtained by personal observation and interviews with superintendents, only 48 out of 143 schools in 18 cities have grounds large enough not to be congested. Of 911 schools in 12 county systems, only 414 have grounds that are not congested at recess or that do not send the children out into the road to play. Data at hand indicate that not more than 30 per cent. of the one-room schools stand on half an acre of ground and not more than five per cent. stand on an acre or more. A few years back, a Kentucky schoolhouse was erected on a plot of land exactly the same size as the building. Most of the rural schools were built when it was not the fashion to provide a playground. A small plot of land good for nothing else, but good enough for the site of a schoolhouse, was bought by the trustees or donated by some citizen; frequently the location was unsightly, and still remains unsightly; sometimes the ground was a rough knoll or hillside, where the rains are washing new gullies. However, county boards and superintendents are generally showing increased recognition, or showing recognition where there was none before, of the need of sizable playgrounds, and though fixed minimum standards are absent in most counties and numerous exceptions to a progressive policy are

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found, the sites of many new buildings are such that they may appropriately be called "modern sites." Around the consolidated schools in particular, the yards are of considerable size, though often undeveloped. In Louisville, in recent years, "the block standard" in regard to school sites has been followed; each new building occupies an area at least the extent of a city block, or approximately 400 by 400 feet.

As for equipment, 54 out of 151 school yards in 20 cities are equipped with apparatus, a percentage of 34; while 124 out of 881 county schools have yard equipment, a percentage of 14. It should be understood that this equipment in many cases is very meagre, often consisting of a swing or two. Not always was the apparatus well chosen as regards appearance and durability. Further, swings, seesaws and slides are for individual rather than communal use; and because individual play predominates over communal away from the school, a special effort should be made on the school ground to develop the latter form. In the great majority of instances, the school board contributed nothing whatever to the purchase or erection of the apparatus; in several, the funds were provided by individual donors; in more, they were raised by Parent-Teacher Associations, women's clubs or similar organizations, or by pupils on the initiative of a principal or teacher. Not infrequently it was secured from the proceeds of entertainments given by the school children, and thus an excellent form of recreation—the school entertainment that brings out the adults—was invoked in aid of another. In Paris, during the influenza epidemic last year, the teachers at the white school went to work with saws, hammers and nails, and made playground apparatus with their own hands.

Out of a group of 82 equipped school playgrounds in cities, towns and villages, only 13 are supervised in summer. (Louisville and Lexington schools are not included in this group). Doubtless it is true of the state as a whole that few of the not over-numerous school playgrounds are supervised in summer. Supervision after school hours and on Saturdays is still rarer.

Play at Kentucky Schools

The undefined question, "Do children in school yards really play?" was put by the writer to four professors in Kentucky normal schools. It was indicated that the question referred particularly to the rural schools. The answer was unanimously "No." It was slightly qualified in further conversation, but these men who have intimate knowledge of the rural schools declared that it held good as a general rule. It was meant that such conditions as the following prevail: Boys scuffling and striking each other instead of engaging in games and sports; girls walking around in pairs or small groups, or driven by

the boys' games to a far corner of the grounds for "drop-the-handkerchief"; the older boys and girls playing, while the smaller and younger children are doing next to nothing; conditions, in short, under which too few of the children of the school—perhaps but a very few—are interestedly and earnestly occupied in play. The testimony of these wideawake professors was corroborated by observation and further inquiry. The writer discovered a half dozen school yards on which, though they are large and level, the boys seldom play even baseball; lacking sufficient initiative or organizing ability among themselves, they indulge in lazy play, and their teachers make no attempt to start things going. And here is the crux of this matter of play in the country schools, and in most of the city schools, too. Size and apparatus do not make a school playground; the teacher makes it.

What are the qualifications of Kentucky teachers in this regard? In ability to teach games and organize play, they are, as a body, deficient. The judgment of 12 county superintendents on teachers in their respective counties, runs as follows: "Ability better since they have been taking that sort of work at the Normal"; "Ability poor"; "Ability excellent"; "Ability poor"; "Teachers not trained"; "Ability very good"; "Only a few teachers able to teach games or organize play"; "A few teachers with ability in this line"; "Not efficient"; "Never played themselves and don't know how"; "Ability very poor"; "They don't try." Many teachers are doing good work in the way of livening, strengthening and bettering the play life of the school, and some are doing excellent work. Hundreds are finding by experience that such attention as they give to directing and developing playground activities lightens the tasks for which they are paid; not least of all through its contribution to a school discipline which is positive not negative in method, and active not passive in its manifestations. But out of 1,200 teachers who attended a recent institute, according to the institute instructor, only a dozen had ever done anything with games or organized play in any form. Unfortunate is the teacher whose conception of playground supervision is the keeping of order, the performance of police duty, and whose practice conforms to the conception. Often the performance of police duty is specially and solely enjoined upon them in official instructions from principals and superintendents.

A number of county superintendents are urging their teachers to get out on the school ground and enter into the games and sports of the children. Two or three are making it a requirement. Ten superintendents expressed to the writer unanimous belief that the normal schools of Kentucky ought to do more to prepare their graduates for playground responsibilities. Most of them were emphatic on this point. The normal schools (those at Bowling Green, Richmond and Berea are here considered) have taken cognizance of the need and are

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making some slight effort to meet it. In general, however, the training given has but an incidental and subordinate place in the curriculum and makes but little impression on the student as a practical and important tool in future work. The teaching of games and organizing of play is neglected in the practice teaching required of normal students; though there is some supervision of school yards, it is usually nominal supervision. A good repertory of games and plays for the rural school and the rural community should be the possession of every normal school graduate, and experience in its employment should have been afforded in the curriculum. Men responsibly connected with the normal schools so declare. One of them told the writer of graduates who come back from their rural schools saying that the boys and girls had begged to be taught new games and plays, and had begged in vain, because the teachers themselves had not been taught. Of course the normal schools cannot—and they need not—at-tempt to train professional playground supervisors, and they would be unwise to overcrowd and overload the curriculum; but when they get farther out of their originally exclusive devotion to technical pedagogics, and seek more definitely and earnestly to solve the actual educational problems of Kentucky so far as can be done through the training of teachers, there will be better times for the schoolhouse yard and more profitable times on it for the children.

The county institutes afford a splendid opportunity for play and recreation propaganda and for instruction in playground practice and the technique of games. Sometimes special attention has been given these matters at institutes, according as the person in charge has been interested. This year the State Y. M. C. A. has lent to several institutes the services of experienced play and recreation instructors, who have taught and directed group games suitable for the teachers to take back to their schools and communities. The teachers of Kentucky have received very little practical assistance from the State Department of Education. The few paragraphs on "The Educative Value of Play" in the latest available "State Course of Study" (edition of 1916) are excellent, but they do not yield the teacher any information on what to do and how to do it. The Louisville Board of Education publishes a "Handbook of Physical Training and Games" for the use of teachers in the schools of that city. Berea Normal School publishes a serviceable handbook of "Games for Rural Schools."

A highly commendable bulletin put out by the State Department of Education is "School Architecture," by J. Virgil Chapman and Mrs. V. O. Gilbert, of that department. This bulletin, which is profusely illustrated with photographs and diagrams, emphasizes the importance of abundant yard space and of buildings planned with reference to social-center (including recreational) uses. It should

exert a strong influence in behalf of play and recreation upon the public-school authorities to whom it is addressed.

Summer Playgrounds

Considerably developed municipal playground systems are to be found in only two Kentucky cities,—Louisville and Lexington. As distinguished from a summer playground system, an all-year, comprehensive recreation system, under municipal administration, or under any single or centralized administration, is non-existent. It should be mentioned, however, that the Civic League of Lexington, which administers the summer playgrounds of that city jointly with the Board of Public Works, and which actually directs and supervises the playground activities, conducts broadly recreational work throughout the year, notably at the Lincoln School. In Louisville the Board of Park Commissioners conducts summer recreational work in connection with the parks and playgrounds, but hibernates, recreationally, early in the fall; supervised winter recreation of considerable scope, under park board auspices, would be entirely feasible if the financial problems of the board could be solved. At present supervised winter recreation, mostly indoors, is provided by the War Camp Community Service and by other civic and philanthropic organizations, like the social settlements, all of these agencies functioning 12 months in the year. Everywhere in Kentucky municipal administration and municipal support of public recreational work are confined to summer playgrounds; and even in this department (except in Louisville) the burden of the work, including its financial support, falls very largely and often wholly on public-spirited individuals and private organizations.

Louisville

The Board of Park Commissioners, existing and operating by special charter, has under its control 30 parks with a total area of 1,365 acres. The area has been augmented during the past year and extensions are in prospect. Public use and appreciation of the parks is increasing very fast. Recreational equipment includes a municipal golf links, tennis courts, baseball diamonds, playground apparatus, two swimming pools and a number of shelter houses, field houses and refectories. Records show that 647,827 persons used the recreational facilities of the parks during the summer of 1918; these figures are incomplete.

Of the recorded attendance, 474,198 is the attendance of boys and girls at the supervised playgrounds, including the playgrounds borrowed by the park board for the season. Besides nine playgrounds owned by the park commissioners, the supervisor of recreation (who

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is employed by the board during the summer season) utilized in his work with children nine school playgrounds and three playgrounds on privately owned property. Of the whole 22, three were for colored children. The attendance at all these playgrounds was 595,422. Among the playground activities were sand-play and story-telling for the youngest children. More than 500 girls participated in the folk-dancing classes. In recognition of the need for properly qualified playground workers an "Institute for New Instructors" was established. The park board operated the same number of playgrounds this year.

The supervised playgrounds in Louisville are insufficient both in number and in area for the playground needs of the city's 35,000 school children of school age, to say nothing of older and younger groups. Probably not half of the children live within easy walking distance of the existing supervised grounds. There should be at least twice as many supervised playgrounds as there are now. Large sections of the city are entirely lacking in playground facilities; as, the "Lower Point" section, the section north of Broadway and west of Preston, the lower Highland section northeast of Shelby Park, and the region of which the junction of Sixteenth and Oak is the approximate center. Additional parks and playgrounds for negroes are greatly needed. The statement of a park commissioner that none of the parks or playgrounds is barred to negroes begs the question. The only negro playground owned by the park board is at Baxter Square, where a color line separates that portion of the park set aside for the use of negroes from the portion reserved to the white population. This park should be given over entirely to the use of whites, and Western Cemetery developed into a recreation park for negroes. Playgrounds should be provided for the negro communities lying in the vicinity of the Douglass School and of the Phyllis Wheatley School; also for the community lying northwest of Shelby Park. Not only should Louisville's playground facilities be extended geographically, but playground supervision should be extended in length of time. The playground season is too short. The main operating season in 1918 was 11 weeks, nine playgrounds being operated for a longer period. All-year playground work is desirable, if not immediately practicable. Lighted playgrounds for evening use are also desirable. In the last two seasons advantage has been taken of daylight saving and some of the playgrounds have been in operation 12 hours a day.

A complete description and criticism of the present system is neither possible nor appropriate in this report. The writer believes, however, that Louisville is only at the beginning of a public playground system approaching adequacy. Lack of funds seems to be an obstacle. Eventually, if the people of the city shall acquire a sufficiently strong desire for children's playgrounds and playground work,

that obstacle will be overcome. A citizens' committee on recreation, of which leading recreational workers of the city should be members, could undoubtedly do much to arouse and mobilize public sentiment. Such a committee could also take the important step of making, or causing to be made, a thorough and comprehensive study of recreational conditions and problems in Louisville, and of formulating, in the light of that survey, a definite, yet flexible, long-term recreational program. The survey should take into consideration, not only children's playgrounds, but desirable recreational activities of all kinds for all seasons of the year, including the use of school buildings and other public properties as social centers, and including also the subject of commercial amusements. The survey should be published and the people of Louisville made thoroughly acquainted with its findings and its practical implications. Such a committee as is here suggested should be permanent, co-operating with the municipal agencies that are engaged in recreational work in Louisville. There is much lack of co-ordination of recreational properties and their uses at present. The committee, unofficially or semi-officially, should seek to effect greater economy in the expenditure of money and effort for recreational purposes. Through a sub-committee, functions in connection with the control and supervision of commercial amusements might be assumed. A recreation committee of the Louisville Community Council has lately been formed and is now laying plans for action.

Neither to the park board nor to the school board can Louisville look for the immediately required development of public recreational service. The former is now spending on parks and playgrounds, mostly on parks, the maximum amount of money legally available from taxation; the board doubtless does not intend to slight recreational work (as distinguished from park and parkway development), but the recreational work which it finds itself able to support is of small amount compared with the work that ought to be done summer, fall, winter and spring. A charter amendment, a municipal bond issue and a public subscription of funds are possible methods of securing in whole or in part the necessary income. Some help toward the maintenance of playground and social-center work is doubtless obtainable through charging fees for certain recreational privileges, as the use of swimming pools, but the practice of charging for public recreation, though justifiable as a mode of regulation, is indefensible as a revenue-raising policy, and therefore cannot be carried very far. The park board, with its legal and financial handicaps, is the principal public agency concerned with recreation in Louisville.

The school board, as a recreational agency, is also handicapped government, the park board, the school board, the library board, the water board—in short with the various scattered public and private

committee on recreation, they should be members, utilize public sentiment. At the step of making, or comprehensive study of the city, and of formulating flexible, long-term plans into consideration, not recreational activities of the use of school buildings, and including also survey should be published. It is suggested that a committee as is working with the municipal government in Louisville. There are properties and their uses, unofficially, should seek money and effort for the committee, functions in commercial amusements of the Louisville Commission now laying plans for

the board can Louisville of public recreational and playgrounds, mostly available from tax-supported recreational work (development), but the record is of small amount in the summer, fall, winter and a bond issue and a method of securing in help toward the main- is doubtless obtainable privileges, as the use of for public recreation, defensible as a revenue- and very far. The park is the principal public. The city is also handicapped. The library board, the red public and private

legally and financially. There is no specific prohibition which legally prevents the board from employing public playground supervisors or from conducting social-center activities, but under the law the funds of the board can be used only for educational purposes, and these funds do not admit of expenditure beyond a rather strict interpretation of "educational purposes." The board has, however, equipped some of its own playgrounds, and it allows the use of its grounds by the park board in summer or at any time on request. It employs no playground supervisors, but has a supervisor of physical instruction and two assistants for the grade schools and a physical director for each of the three high schools. As these workers give considerable attention to games for the younger children and athletic sports for the older boys and girls, it may be said that the school board provides some amount of supervised play, both indoors and outdoors. The board grants the uses of school buildings to the War Camp Community Service for social-center activities. Nevertheless the school board as a recreational agency does not cut an important figure. As for its properties, only a third of the schools have playgrounds suitable for inclusion in a city playground system, while a smaller number are equipped with apparatus; and only a fifth of the buildings are adapted to indoor recreational uses.

Louisville is face to face with the fact that its recreational problem and its needed program are of wide scope and great urgency, and that there is no public agency in the city likely to formulate a comprehensive program or financially able to carry it out. It is worth considering, whether the need of correlated, co-ordinated procedure in the achievement of an all-year public recreational system for Louisville does not warrant the establishment in the city government of a recreation commission. The day will come when every progressive city and state in America will have a recreation commission. For the recreational function of government is logically a single function and should be performed by a single agency, thus insuring efficiency as regards results and economy as regards getting the results. In Louisville a scattered plant under a recreation commission would be inevitable; but a scattered recreation plant is the case at the present time. Scattered functions, however, and scattered effort, would be done away with in large measure. As for expense, a commission would not increase it; if more public recreation is to be provided, it must be paid for by the people; money paid for recreation is an investment for any community; money for recreation will be better spent by a recreation commission than by a half-dozen or dozen different agencies, none of which makes the study and provision of plentiful wholesome recreation its special business. Supervision of moving picture shows, dance halls, pool rooms and other commercial

amusements, and enforcement of ordinances and statutes pertaining thereto, would, perhaps, devolve on such a commission.

Other Cities

Supervised summer recreation is conducted on four playgrounds in Lexington. Three of these playgrounds are in three parks owned by the Board of Public Works. The fourth, at the Lincoln School, was purchased by the Civic League and donated to the Board of Education. The work is supported by the funds of the Civic League and an annual appropriation by the city government, and is in charge of the Recreation Committee of the Civic League. One of the playgrounds is for colored children. The Civic League conducts summer recreational work for children at the Blue Grass Sanatorium, the Orphans' Home and the Children's Home.

In Covington interesting work is conducted by the Art League in a playground of 13 acres. Equipment, including swimming pools, was provided by the Board of Park Commissioners. Supervision is paid for out of municipal and private funds. Kindergarten play and sewing classes are features of the extensive work carried on. It was a member of the Covington Park Board who said to the writer that public playgrounds are an economic asset to any city, adding that they helped greatly to make a city a desirable place in which to live and bring up a family. Five school yards are equipped with play apparatus, but are not supervised in summer.

Garden and playground work in combination was carried on in Owensboro this year under supervision of a school principal, who had nine assistants for the work at six white schools, two colored schools and one parochial school. Nine playgrounds were in operation at the beginning of the season, but three were discontinued. The garden and playground work was supported by the city commissioners, the Board of Education, the Rotary Club, the Women's Club and Associated Charities. A marked decrease in juvenile delinquency is reported as a direct result of this work. Last summer only one playground was operated in Owensboro. One of Owensboro's two public parks is equipped with swings and slides.

Hopkinsville, by the will of the late W. A. Wilgus, has recently come into possession of three equipped playgrounds. There is also playground equipment in Virginia Park; none in Peace Park. The playground area totals seven acres. No provision has been made for playground supervision. At each park and playground a man is employed by the city "to keep order and clean up." School yards are open in summer but play is not supervised. Negro children are without any equipped municipal or school playground, though Hopkinsville has a very large colored population.

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In Newport, the local government contributes \$100 a year toward supervision of play in Maple Grove, a park near the city. The work here is conducted by the Women's Civic League. In the city proper there is no summer supervision of play. The city has placed apparatus in one of its parks, and two of the school yards contain equipment.

At Kolb Park, in Paducah, playground work was carried on during the summer of 1918 by the local organization of the Women's Council of National Defense. This year there was no supervised play in the city. All of the school yards, some of which are very small, contain apparatus.

Club women in Paris raise funds for summer supervision of the playground of the white school. In Berea, a community playground on the college premises is largely supported by club and church women. The Y. M. C. A. was instrumental in establishing playground work in Versailles. The *Public Ledger* of Maysville recently contained this editorial: "January Park in the east end of the city is again this summer no more than an unsightly vacant lot. This property was deeded to the city of Maysville as a public park. Why can't the city or some of our organizations turn this park into a public playground for the poorer children of the city? Maysville needs a public playground as bad as any city in the country." Henderson, Ashland, Bowling Green, Pineville, Harlan, Middlesboro, Georgetown and Richmond are among the cities in which no summer playground work is conducted.*

The small playground of the Wilkinson Street School, Frankfort, is equipped with swings, but is not supervised in summer. The grounds belonging to the other schools are small and contain no equipment. The city owns no parks or playgrounds. Says the mayor: "I have just taken up this matter of parks and playgrounds for children and hope within a short time to be able to say that we have a park or public playground in Frankfort where children can play without being on the street." Frankfort affords an example of what comes of a city's failure to plan ahead of its own development and see that park and playground space is not all pre-empted for other purposes.

Available data indicate that fewer than 20 per cent of the cities of the first, second, third and fourth classes have any summer playground work at all. In no city is there a sufficient number of equipped municipal and school playgrounds to meet the need of such work. In the larger cities, extensive areas are without any playground at all. In the smaller communities, in many of which the development of the grounds about the school houses would solve the problem of

*According to statements by mayors, city clerks, and school superintendents.

space for supervised play, the shortage is equally obvious. Everywhere there is woful neglect of play and recreation for negro children.

Suggestions and Recommendations

Progress of the play-center movement in Kentucky depends primarily upon public appreciation of the worth and importance of the objects of the movement. Granted that the people have the money to spend, they must be willing to spend it. Publicity and propaganda are required; in other words, the education of the public. Right here a recreation committee or association or league of the local community can perform a great service; and, on a state scale, some state organization of citizens, not necessarily one that confines itself to recreation.

It has been shown in this report that playground work—the equipping and supervising of playgrounds—has usually been initiated, conducted and supported, not by municipalities or school boards, but by individual citizens or civic associations. To such private effort will be due most of the playground progress in the immediate future, and as demonstration work it is the most effective kind of propaganda for provision of recreational facilities and supervision out of municipal and school funds. The more demonstration work, the better.

The State Department of Education should diligently preach the gospel of children's play and recreation in the schoolhouse and the school yard, and through literature disseminate information that would be of real assistance to teachers. It should also preach the use of the school plant and premises for adult recreation. One or more field agents should be employed to promote, by personal contact with teachers, school officials and the general public, the cause of recreation in connection with the schools and to help teachers and communities with information and advice and the organization of recreational work.

The education department should have a definite, workable recreation policy, covering all feasible uses of the school plant evenings, Saturdays and during vacations. This policy should be entrusted for administration to a special bureau or officer in a reorganized department of education. (See report on *Education*.) The propaganda and field work above mentioned should be part of the work of this bureau or officer. Recreation and physical training might be placed under a single state bureau or supervisor; but recreation, in that case, should not be treated as subordinate to physical training. Broadly conceived, and with due recognition of its infinite variety of form, recreation is much more than a means of physical training; it is a means of training the mind, the imagination, the morals and the aesthetic sense.

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the state that it could, through its bureau or supervisor of recreation,
approve or reject plans for all buildings which did or did not conform
to minimum standards respecting space for play and recreation, in-
doors and out; and such standards should be set up by law or by
legally authorized ruling of the education board. The board should
make play activities a correlated and compulsory part of the daily
program of every school. This might well be done in connection with
physical education requirements.

As local school officials, apart from the question of adequate
available funds, are dubious of their legal ability to spend money for
recreational purposes, the school laws of the state should be amended
and developed so as to put school purposes on a clear and modernly
comprehensive legal basis.

A recreation act, applying to school districts and municipalities
and clothing them with ample and definite authority in the field of
recreation, is suggested and recommended. An act similar to one
recommended by the Playground and Recreation Association of
America, and adopted in substance by the legislatures of five states,
would provide, among other things, that "Any city, town, township,
borough, village or public school district of this state may take land
within its limits in fee or by gift, purchase or right of eminent domain,
or lease the same; and may prepare, equip and maintain it, or any
other land belonging to the municipality or district and suitable for the
purpose, as a public playground, and may conduct and promote
thereon, play and recreation activities; may equip and operate neigh-
borhood recreation center buildings; may operate public baths and
swimming pools; and may employ such play leaders, playground
directors, supervisors, recreation center secretary or superintendent
and other officials as it deems best." The act should authorize the
establishment of a recreation commission without requiring it as the
agency of administration.

From questions of legal power and authorization to take land and
spend money for recreational purposes, the problem returns to ques-
tions of the availability of money, including questions of taxation, and
comes back at last to public opinion. The development of public
recreation in Kentucky is in the hands of the people. What the people
want for themselves and their children they can get. Propaganda
and demonstration work are prime requisites of progress in this
direction.

II. COMMERCIAL AMUSEMENTS

Millions of dollars of private capital have been invested in busi-
ness enterprises founded on the recreation demand—the recreation
hunger—of the American people; hence our commercial amusements,

so called. On the other hand only a few dollars of public money have been invested in recreation for the people, though the dividends of such expenditure are enormous. The same disparity between private and public investment in recreation exists in the commonwealth of Kentucky. Its significance from the standpoint of the welfare of Kentucky children cannot well be overlooked or easily underestimated.

General Considerations

It is principally the commercial element in commercial amusements that renders them sometimes vicious and always a proper object of social surveillance. True, some of the best entertainment—the best of legitimate drama, for instance—is provided under commercial auspices. True, the moving pictures are not of necessity evil or harmful by reason of the fact that they are shown for money. But no form of recreation or amusement can safely be left to unrestrained, unregulated commercialism.

There are two methods of control: first, law and the enforcement of law; second, the direct application and pressure of public opinion. Public opinion is, of course, reflected in law and the enforcement of law, but is directly, if insufficiently, effective through the fact that operators of commercial-amusement places do defer to the apparent moral standards of the community; it is profitable and more respectable. The latter method of control is not really a method at all until through civic organization the moral standards of the community have been made manifest. Both methods are strengthened by civic organization, for both are weak according as public opinion is weak, and public opinion is weak if it be not informed and mobilized.

There are two attitudes of approach to the problem of commercial amusements. In one view, no good whatever exists in commercial amusements or in the amusement forms which have lent themselves to commercialization; but in another view, these amusement forms are worth preserving and cultivating, while commercial amusements as such are deemed susceptible of control. One view leads to a policy of suppression and extermination; the other, to a policy of encouragement, development, regulation and socialization.

A policy of socialization implies belief that commercial amusements, if they are bad, can be converted (to speak in orthodox language) and can be enlisted in the service of God and man. If they are bad, then civic conscience and militant morality can fight them; and the voice of wisdom saith, "Fight them with their own weapons, as well as with ordinances and statutes, to the end that the bad in them may be overcome by the good in them." There is scriptural authority for the attempt to overcome evil with good. Provision of good amusement and recreation, including forms that are commercialized, is an

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A policy of socialization calls for a program that goes beyond mere legal restriction and puts private and public agencies actively into the business of un-commercial amusement and recreation. A municipal amusement plant or a community house, containing facilities for picture shows, dances, pool, billiards, bowling, and so on, suggests what may come of such a policy and program. Doubtless a licensed commercial institution, a center providing for the conduct of these amusements under municipal or community auspices and direction, could be made morally and civically useful.

Civic Organization

In Louisville, during the war, the character of commercial amusements and of commercial-amusement places was raised to a point from which there need be no retrogression and from which there will be none if the local community remains organized and public opinion mobilized. The advance was accomplished in the interest of soldiers in nearby camps. Military authorities, the police department of Louisville and the War Camp Community Service co-operated. In Louisville civic organization and political government were joined in social control of commercial amusements.

In Kentucky at large civic organization as affecting commercial amusements is usually represented by a ministers' association or a women's club. On occasion of some gross offense, an impromptu protest is uttered; or some special condition of things is the cause of a special crusade. The protest or crusade may or may not issue in a permanent betterment of the general situation.

Political Government

Municipal legislation dealing with commercial amusements is very nearly non-existent in Kentucky. Here and there may be found an ordinance forbidding dancing in apartments connected with saloons or an ordinance specifying the qualifications of the operator of a motion picture machine. That is about all, except for the few ordinances that repeat the requirements of state laws respecting safety and sanitation of buildings or the regulations of the State Fire Marshal and the State Board of Health.

Essential to control of commercial amusements through political government are: (1) Definite standards, fixed by ordinance or statute, or by executive order if not otherwise established, and covering matters of safety, health, morality, opening and closing hours, the ages of those attending and the hours of children's attendance; (2) an officer or staff of officers especially assigned to the enforcement of laws, ordinances and regulations with regard to commercial amuse-

ments, and responsible for systematic and frequent inspection of amusement places; (3) a licensing policy that aims not at revenue only, but also at control, licenses being revocable and not again issuable within six months or a year; (4) centralization of authority and responsibility in all matters pertaining to commercial amusements, this authority and responsibility to be lodged in a licensing bureau, preferably under the mayor.

No city in Kentucky conforms entirely to any of these requirements, and indeed the general situation is quite different. Commonly the control and supervision of commercial amusements is left wholly to the police department, which concerns itself to the extent of preventing or stopping disorder in a dance hall or of prohibiting the presentation of a film like "The Birth of a Nation" because of the danger of race riots. The original issuance of licenses is seldom so conducted as to serve as a means of control, revenue being the chief object.

Moral dangers in commercial amusements seem to be practically ignored not only in the state laws but in the ordinances of most cities, while local legislation touching safety and sanitation in amusement places is far from adequate.

Turning now to conditions respecting law enforcement, one finds them unsatisfactory. To illustrate: it is a violation of state law to keep picture houses open on Sunday, unless it be demonstrable before a court that so doing is a work of charity or necessity; but movie shows are given on Sunday in several cities. Again, in only three of thirteen Kentucky cities that have curfew ordinances is there any attempt at enforcement whatever; if they were old outworn "blue laws" there might be some passable excuse for this neglect, but they were all enacted within recent years and became dead letters almost over night.

Motion Pictures

The great popularity of the motion pictures among both children and adults is sufficient reason for giving serious attention to the regulation and control of this form of commercial amusement. As an educational and moral force the movies have much to their credit. They drew patronage away from the saloons. They have attracted to the picture house boys and girls who might have gone to worse places. On the whole they have probably done more good than harm, but their record is not without flaws. They are coming into the little towns. Their patronage in the cities is increasing. Their influence therefore is growing day by day. So vast a power for good or ill cannot be left to the mercies of commercialism. The proprietor of a picture house in western Kentucky declared to the writer that in running his business he cares for nothing but the box-office receipts.

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Going to the pictures is like eating peanuts—it is hard to stop. An abnormal appetite for the movies is developed by going. This is particularly true of children. Children's movie-going can easily become excessive—too expensive, even at the low prices; overstimulating and too constantly stimulating to the emotions. Less movie-going and more recreation in active forms on the school or municipal playground would be far better for the children of many of Kentucky's cities and towns. More drama, too, in which the children themselves take part. The movies may be educational and entertaining and all that, but they are a passive form of recreation and allow no self-expressive participation. Also, they tend to bring children into the night life of the streets.

Safety and Sanitation

Physical conditions of movie theatres may be as harmful and dangerous to patrons as the pictures. Management is sometimes lax in matters pertaining to safety. Lexington proprietors were hailed before a grand jury last year and ordered to correct conditions as to crowding of aisles, stairways and lobbies, but there are proprietors in other cities who ought to be called to account. In a two months' period this year the State Board of Health closed more than a score of picture houses in various parts of the state because of poor ventilation. Out of 60 theatres inspected by the writer three were apparently without any ventilation at all. These lacked artificial means of ventilation, had no side doors or windows, and if there were rear doors or windows they were shut off by the screen; the entrance door, which seemed to be the only source of air supply, was kept closed most of the time during the performance. In fifteen other theatres the air was so heavy that it weighed like lead and evoked loud protestations from the babies in the audience. In perhaps a dozen the air was tolerably sweet and clean. Unfortunately a large number of people seem to expect picture houses to be ill ventilated. Foul-aired movie theatres are taken as a matter of course. Many of these are in old buildings which were never designed for the purpose and which could not be converted, except at prohibitive expense, so as to conform to good standards of sanitation and safety. That is the proprietor's excuse, but what excuse has the community? Inadequate lighting of theatres was noted in six instances. In one theatre, visited twice, persons within touch of the hand were indistinguishable after the eye had accommodated itself to the darkness.

Municipal ordinances should require that stiff requirements as to construction of building, location and width of entrances, exits, stairs, aisles, and fire escapes, signs over fire escapes, heating and lighting arrangements, ventilating devices, toilet facilities, and location and

construction of booth enclosing the moving-picture machine, be met before a license for the premises is issued, whether the building be new or old. The safety and health of the people is the same imperative public concern under all circumstances.

Attendance of Children

Children form a large proportion of the average movie audience the country over—20 to 25 per cent. A proprietor of three picture houses in a Kentucky city told the writer that 25 per cent of all tickets he sells are for children under 14. The superintendent of schools in the same city stated that 90 per cent. of the 2,000 pupils above the fourth grade attend the movies at least once a week and that 50 per cent. attend twice a week, while some go five times. The writer made acquaintance with a fifth-grade boy 14 years old whom he encountered at three different picture shows on a Saturday. The picture houses of this city are used by farmers and their wives, when they come to town to sell produce and to shop, as a place to deposit their children for the afternoon.

In a number of cities and towns the writer attended shows where children formed 50 to 75 per cent. of the patrons. This was usually on "serial night," when a thrilling "episode" full of daredeviltries and horrors was presented. One proprietor said, "On Saturday nights I give a program for the rough-necks, the worst stuff I can get," and later in the conversation, "My patrons are mostly adults, but I have 30 to 50 per cent. children on Saturday nights." Though children attend the movies in great numbers, it is not for them that the pictures are selected. And if such were indeed the case, there might be errors in the choice of one Kentucky exhibitor, who, when asked his idea of an educational film especially suitable for children, replied, "Theda Bara in Cleopatra."

Character and Influence of Pictures

A few city superintendents of schools were asked to state their opinion of the character and influence of the local picture shows, with special reference to the children. Their replies follow: "The movies are bad"; "They are not always what they should be"; "Their influence is not the best"; "Their influence is good"; "We have cleaner shows than most cities, but cowboy and vampire roles are too common still"; "Pictures are better than formerly, but the children boss their parents and go too often"; "The effect is not wholesome, we need a censorship"; "The movies hurt rather than help so far as school work is affected"; "They are punk, and every now and then a bunch of young brigands, after seeing brigands on the screen, breaks out and robs stores." A dozen superintendents, including some of those

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quoted above, expressed a desire to introduce moving pictures into
their schools, using them not only for educational but for entertain-
ment purposes. Several said that they wanted to do this as counter
action against the town's commercial movies and one declared that he
would go down into his own pocket if the school board would not
support the enterprise.

Despite the fact that films rejected by censorship boards outside
the state are dumped into Kentucky, the character of the pictures
shown averages about as well as in most states. In mixed programs
of vaudeville and pictures, the pictures were found by the writer to
be invariably the cleaner and altogether the better part. A proprietor
of a theatre regularly offering a mixed program said, "The vaudeville
is usually so rotten, morally and every other way, that I won't go to
my own theatre." But children go. Of salaciousness on the screen
the writer saw little in viewing between 150 and 200 films, but saw much
that was subversive of high ideals of sex relationship and family life.
He saw problem plays, involving sex relationship, that might have been
all right for adults but must certainly have been incomprehensible
and misleading to children. Time and again a single picture spoiled
an otherwise good program for children. The remedial problem, by
the way, is not so much a matter of better pictures as it is of better
programs.

Not least unfortunate for children, partly because of their extreme
popularity, are the dime novels, the shilling shockers, of the screen.
These include the serials—riotous melodrama! Thrill upon thrill, and
the crowd of boys in the front seats become overwrought with excite-
ment, uttering hysterical cries. And next day it is all they can think
about; next week or sooner they come back for more. These emo-
tional orgies, with their aftermath of wandering wits and a craving
for excitement, like a drunkard's craving for liquor, debauch the
mental life of childhood. Children in this condition cannot apply
themselves in school and are intractable at home. Teachers and
mothers in Kentucky, as the writer knows from their own testimony,
ascribe many of their tribulations and troubles to the picture shows.

It was the unanimous testimony of juvenile court judges with
whom the writer talked that the majority of delinquent boys are
movie fiends. Sometimes a causal connection between the movies and
the delinquency is traceable. For example, seven out of eight small
boys who were brought into a court on a recent occasion had stolen
to get money to go to the pictures. One judge told of a group of boys
who had gone just outside the city and repeated, with some variations,
the performance of a band of movie bandits.

Much of the play of children is dramatic. Children are always
and forever doing things in character because their dramatic

instinct is so strong.* Not always is it mere imitation of film drama that they attempt when the motion pictures seem to be the cause of their delinquency, but often it is their own creatively dramatic use of materials furnished them by their memories of the screen. It is important that adults should attend carefully to the kind of materials presented to the minds of our juvenile dramatist-actors.

Control of Attendance

No ordinance restrictive of the attendance of children at picture shows or other commercial amusements was found in any city out of 35, unless curfew ordinances be regarded as coming within this category. A superintendent of schools, disapproving the principle of legal restriction of children's attendance at the pictures, has worked out a schedule of home study that allows for occasional movie-going. He reports that by thus taking the children into virtual partnership with himself and dealing with the question of movie-going on a positive rather than a negative basis he has obtained gratifying results. The writer is uninformed to what extent there is co-operation between the superintendent and the local proprietors in arranging for suitable children's programs on the occasions left open for the movies in the home-study schedule. Opportunities in this direction, under similar conditions, undoubtedly exist. A school superintendent or principal might enter with a theater proprietor into a beneficent conspiracy whereby the latter would furnish on certain dates programs suitable for children and the former would advertise at school the attractions given on these dates.

Control of Pictures

Censorship raises many questions. The countrywide discussion of the principle and practice of motion-picture censorship has had to do with freedom of "speech" on the screen, with dramatic liberty and license, and with political machination. The welfare of children, as a special phase of the problem, has not been prominently brought into the debate, though the general welfare has been at the bottom of the controversy. Of censorship it has been written: "Most states and most cities, when viewed from the standpoint of the censorship problem, are practically as heterogeneous as is the entire country. No censorship, whether voluntary or legal, under existing fundamental laws and trade conditions, can direct the use or restrict the audience of any film after it is once approved." Now a film censorship that might protect adults might not protect children. Pictures that are suitable for grown men and women are not always suitable for imma-

*G. Stanley Hall is high authority for employment of the term, "dramatic instinct."

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In Harlan, Kentucky, a censorship board was established last year by action of the city council. It is composed of five women. The ordinance provides that this board shall examine and pass on all picture films before public presentation and shall eliminate anything tending to be of an immoral or improper nature. The board does not now view the pictures before they are shown. Films arrive in Harlan only a few hours before they are to be exhibited. Rejection then would leave the proprietor in the position of having to pay for a picture for which he would be unable to secure a substitute; very likely he could not open his theater at all that evening. These conditions of film distribution may have helped determine the policy of the Harlan board. The policy adopted is to make it plain to the proprietors that they must themselves select and insist upon getting good pictures from the distributors. A Harlan pastor told the writer, "The mere fact that there is a board and that these women have access to the shows at any time keeps a fairly high standard of film showing." The mayor concurred in this opinion. What the board really amounts to—and this is said not in disparagement but in commendation—is an official body representing the civic sense and community conscience of Harlan and effecting its purposes largely through consultation and co-operation with the theatre proprietors. Its method is such as might be followed by a citizens' committee on recreation.

In communities where the feasibility of co-operation between persons interested in better films and proprietors of movie theatres is doubted the chances are that the experiment has never been thoroughly tried. It should not be forgotten, as a practical consideration, that co-operative arrangements for the improvement of the movies can be made without ignoring the proprietor's financial self-interest. Recognition by the community, or any civic organization in the community, that supply follows demand in respect to the movies as well as other commodities will surely help it solve the motion-picture problem. A citizens' committee might institute Better Motion Picture Nights at the local theatres by getting the exhibitors to prepare special programs and taking an active part in bringing patronage, or it might examine the advance bookings and call public attention to certain days on which unusually good programs were to be shown. Announcements might be made through churches, schools, women's clubs, and so on; a white list of coming programs might be printed and circulated; and perhaps the proprietors could be allowed to use the committee's name in their newspaper advertisements. It would be necessary in this work to

recognize the distinction between good pictures and good programs.

The distinction is important. If an exhibitor were forced by a censorship board or induced by a citizens' committee, official or unofficial, to use only films that bore the approval of the National Board of Review of Motion Pictures, the resultant programs might be suitable for adults but not all of them suitable for children. But the National Committee for Better Films, affiliated with the National Board of Review, prepares and publishes lists of pictures suitable for different kinds of audience:—pictures for children under 12, for children 12 to 16, and for the family group. It also publishes descriptions sufficiently complete to permit the preparation of programs for special occasions, as a patriotic holiday. These lists and descriptions are at the disposal of all applicants and are being widely used by civic organizations in their dealings with commercial proprietors and by churches, schools, settlements, clubs, in planning movie entertainments of their own. The Community Motion Picture Bureau of New York, with branches in other cities, is an exchange recently organized to select programs for schools, churches, clubs, etc., and to furnish the films.

Religious, philanthropic, educational and civic institutions in Kentucky have had difficulty in securing satisfactory films. They have found the selection lists sent them by the regular distributors an uncertain and unsatisfactory guide and have had to pay for pictures which they could not use. In Kentucky there are not many institutions of the kind described that are showing motion pictures, but there are a few—a church or a school here and there, the Y. M. C. A. in several places, and a number of social settlements in the cities and among the mountains. They find the pictures of excellent value in their own work. Moreover, there results a certain amount of high-class competition, which, in sufficient amount, tends to affect commercial movies for the better. In some of the mining camps the Y. M. C. A. is given a monopoly in the conduct of picture shows.

Municipal Legislation

As part of a positive, constructive program of attack on the movie problem, municipal legislation is needed. A motion-picture ordinance should require a license for the premises used for entertainments, the license to be issued only after investigation and on terms making the license an instrument of control; impose standards and prescribe rules as to safety, sanitation and illumination of the theatre, provide definitely for some sort of censorship or method of control of the pictures; and prohibit the attendance of children during school hours and after a certain hour in the evening.

Public Dances

In Louisville some of the dance halls are constantly in operation and licenses are issued for the year. In the numerous other cities visited by the writer, public dances for profit are held more or less regularly by clubs, fraternities or individuals in owned or rented halls, and licenses are customarily issued for each occasion. The issuance of licenses for these dances is in most cities a mere formality; they are usually granted for the asking and a fee fixed by ordinance. In one city the writer's inquiry of the city clerk concerning the dance situation served as a reminder in the following way. The official turned to an assistant and said: "Oh, by the way, George, I saw in the paper this morning that Blank is going to give a dance tonight. Has he got his license yet?" Obtaining a license was apparently a minor matter in arranging for public dances in that city, and could be left till the last minute—or even till next day, as the writer learned from the further conversation between the clerk and his assistant.

Such supervision of dances as there is commonly takes the form of a casual visit from the policeman on the beat; or perhaps he is called in to remove a disturber of the peace. In three Kentucky cities, to the writer's knowledge, it is permitted that a policeman in uniform, either a substitute officer or a regular on the off shift, be employed by the proprietor to keep order while the dancing is in progress. A Commissioner of Public Safety could see no impropriety in this practice. Police supervision does not extend to the character of the dancing, and indeed does not deserve the name of supervision. There is in Kentucky cities a large amount of uncontrolled and unsupervised dancing, much of it carried on under conditions which may be and sometimes are abused.

At some of the dances attended by the writer, improper postures and movements were observed. Objectionable up-to-date styles of dancing like the "shimmy" were in vogue in most halls. Objectionable music made proper dancing more difficult. One place, frequented by dancers from all parts of town, was located within a block of the red-light district. At the majority of places visited, the patrons for the most part were just average young people—working people, workers in factories, stores, offices—seeking a good time, seeking not evil; not ascetic, not bad, only the common run of humanity at the age of youth. Family groups were seen, also unaccompanied girls of 10 to 18 years. Mingling with the crowd, perhaps, were prostitutes and crafty men.

The safest dancing places are the church, the school, the grange, the social center and the home. A large body of influential public opinion in Kentucky is unqualifiedly opposed to dancing and keeps it in places that are out of the sight of people who appreciate its dangers.

"Dancing is as old as humanity itself," says the Dean of Manchester, "as old as tears and laughter, the natural rhythmic expression of human emotion and of the joy of life." "Dancing was once a vehicle of social life," write Hanmer and Perry; "it is now tending to become an end in itself. By opening the schoolhouses for neighborhood dancing parties much can be done toward giving dancing its proper place in social life." By treating it with respect, dancing can be made respectable; that is, safe and wholesome. People who like to dance—the writer refers to people in all classes of society—do not like dancing because of any consciousness of its badness or of their own badness. The popularity of the new objectionable dances is not so much due to individual preference as it is to social psychology—dancers and dance-hall proprietors follow fads and fashions. Back in the Kentucky mountains the old square dances still retain their hold. Settlements and schools can establish for themselves such dancing fashions as they choose, and where they have done so in Kentucky they have found no lack of patronage. When more of these and similar institutions in the state shall have taken the art and pastime of dancing unto themselves, they will be able to control to a considerable extent the dancing fashions of Kentucky. The teaching of folk dancing in settlements, schools and summer playgrounds is helping develop a taste that makes cheap and tawdry dances unattractive; folk dancing has great esthetic as well as recreational value.

Community dances are held in school houses in Louisville, Lexington and Paris. The Churchmen's Federation of the Southwestern District of Louisville protested formally to the Louisville Board of Education against allowing the War Camp Community Service to conduct dances in the schools, but the board has not withdrawn its permission. Owensboro has a municipal dance hall but no municipal dances. The large auditorium in the city hall was intended partly as a place for dances under chaperonage, but owing to some mismanagement and to hostile sentiment (commercial dance-hall proprietors and the anti-dance forces were practically on the same side) the experiment was abandoned in its infancy.

In Louisville, on the establishment of Camp Zachary Taylor nearby, civic organization resulted in a police order under which (1) no liquor could be sold in a public dance hall, (2) no boy or girl was allowed to dance who was not 16 years old, (3) no return checks were to be issued any one leaving the hall, (4) no girl could enter a dance hall after 10 o'clock without an escort, (5) no man could enter a dance hall after 11 unless accompanied by a girl, (6) all halls were obliged to close at 11:30, (7) the management was required to pay for a chaperone and floor manager appointed by the supervisor of public dances. The system of supervision and enforcement has altered somewhat, but

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at the time this is being written the above rules and regulations remain unchanged. The practice continues of requiring all girls to register on entering a dance hall and to keep a card of identification which must be presented at the registration desk. The whole is an achievement of civic organization in conjunction with political government.

In framing municipal legislation with regard to dance halls, a license for the premises should be exacted and, in the case of occasional balls or dances in a public place, a permit required. Neither should be issuable without previous investigation. The ordinance should prohibit the granting of return checks, forbid the admission of persons under 16 (or 18) after 9 o'clock unless accompanied by parent or guardian, establish a reasonable closing hour, and set up adequate machinery of inspection and supervision. Immoral dancing and moonlight numbers should be forbidden. Minnesota has a state law on the subject of dances and dance halls.

Street Carnivals

Kentucky is infested with traveling carnivals. If there is any difference among the majority of them, it is a difference of degree and not of character. As a class they are a menace to the community—more than a menace, an actual damage, in more ways than one. As a class they represent commercial amusements at their very worst, not merely because of cheapness and vulgarity but because of brazen defiance of civic virtue and moral decency.

A typical carnival—note the quotation marks—is “a grand aggregation of high grade canvas and platform shows.” There are also the gambling stalls. Thirty were counted with a single carnival. The gambling games and devices are many and various; some involve a bit of skill, as in throwing balls at dummies or pitching rings over jackknives, but in general the element of skill is slight or supposititious. The wheels usually are gambling devices in the strictest technical interpretation of the term; no skill whatever is involved and the losers get nothing at all. The losses of a certain Louisville boy have already been mentioned. A man in Maysville is said to have lost \$125 at the gambling stalls of a carnival; a man in Hopkinsville, \$90. These are but instances. The losses of patrons are enormous in the total during the week's stay of a carnival in town and frequently fall in places where they cannot be well afforded. It is one of the heavy indictments against the street carnival that it takes away from the town, and from the people of the town, a large sum of money for which no value has been given in return, but something quite the contrary of value. The gambling concessions are not the only bad feature of the carnival in this regard. In a recent suit for non-support a woman declared that

her husband was spending all his money on carnival shows and carnival women. Three carnivals had visited the town within a period of a few weeks.

In a carnival dance hall, visited only by men and boys, the writer saw the women of the place solicit partners in the most wanton manner and witnessed dancing that was about as bad as possible. With many carnivals there are side shows in which the chief or sole attraction is posing and dancing by women from whose lexicon the word "shame" has been blotted out. The poses and dances are often suggestive in the extreme and sometimes reach the lowest depths of vile-ness and obscenity. Whoever enters here knows what to expect if he believes the proprietor's description of his wares; "rich, rare and racy" they prove to be, and otherwise equal to the promise. "The clothes these girls will wear," ran one of the speeches, "could be put in an envelope and sent to San Francisco for a three-cent stamp." The enticing description may not be uttered before the women patrons of the carnival. The following method may be employed. In one of the large tents a showman conducts the men, women and children from exhibit to exhibit, finally announcing: "Women this way, men at that end." At "that end" of the tent a door leads to the dancing exhibition, and in front of the door the proprietor of the show beyond confidentially tell his male hearers all about it. Boys are in the group, boys of 12, 13, 14. On the occasion when the writer observed this method of invitation he did not see any boys of these ages pass through the door; but on other occasions he saw boys no older among the spectators at carnival side shows of the same lewd character.

Some of the carnivals, because of the immorality connected with them, may be fitly described as traveling bawdy houses—unlicensed, unregulated, uncontrolled. Prostitutes who are either attracted to these carnivals or permitted to accompany them leave behind them a trail of physical as well as moral contamination. According to informants in whom the writer has confidence boys 12 to 15 years old in Kentucky cities and towns have contracted venereal disease from carnival women. In a mining camp the writer was told by the camp doctor and the mine superintendent that shortly after the arrival of a carnival last year a large number of men were incapacitated for work because of venereal disease. In another camp the same story. Evidence that carnivals carry immorality and disease around with them throughout Kentucky is plentiful.

Besides the immoral women accompanying carnivals or attracted to the show grounds there are in many cases other disreputables of divers sorts—pickpockets and boot-leggers, for example. The carnival grounds seem to be a natural rendezvous of these folk and the whole motley crew of roughs and rowdies. Once in a while a shoot-

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clared to the writer that they hate to see a carnival coming. Their
reasons are plain enough.

The writer learned of young girls who had run away with car-
nivals, and was credibly informed of an instance in which two young
girls who had been riding on the merry-go-round until late at night
were approached by one of the men operating the machine and in-
vited to "come along and see the world." How often such things
happen the writer cannot say, but from trustworthy sources in several
towns and cities of Kentucky reports were received showing that
such things do happen, if only now and then. The general character
of the average carnival is ample corroboration.

Attendance in the smaller and more remote communities is
astonishingly large. People come from far and near. The carnival
is a great event in the lives of hundreds whose opportunity for amuse-
ment and recreation is otherwise meagre. Whole families attend
every night. At one carnival the writer saw a child of five who had
been brought by his parents five evenings that week; and twice the
trio had stayed till midnight. School superintendents report an in-
crease of truancy when a carnival is in town. At one carnival, in the
afternoon, the writer found six boys who were confirmed truants.
The carnival, it may be added, is one place where whites and negroes
freely mingle.

Carnival advertisements are replete with such phrases as "A
Clean Performance," "Nothing to Shock the Most Fastidious,"
"Nothing the Most Perfect Lady Will Object To," "No Roughs Ad-
mitted, Perfect Order Always Maintained," "Bright, Clean, Moral and
Up-to-Date Amusements," "Ladies and Children May Attend With
the Utmost Propriety." Here seems to be a case of too much pro-
testing. Another sign of self-consciousness on the part of these im-
peccable carnivals is seen in the fact that managers sometimes go to
city officials and ask them to attend a special advance presentation of
the dancing features. Whereby the said officials are to be convinced
that everything is all right and the carnival entitled to a license.

A number of Kentucky cities have enacted legislation designed to
keep carnivals away. Some have raised their license fees to a pro-
hibitive figure, but other cities put them up only as high as the traffic
will bear. Lexington and Newport are among the cities that directly
prohibit carnivals from showing in the corporate limits. The prin-
cipal objection to this form of restriction is that the carnival can
set up its tents just outside the city limits and beyond the control
and supervision of the police authorities. Berea, after placing the
license fee at a point that kept carnivals out of the city and finding
that they were showing just outside, passed an ordinance providing

—"That any firm, person or corporation who shall advertise, within the corporate limits of the city of Berea, Kentucky, with a parade, band, drum, horn, bell, posters, handbills, public speech or other manner, any show, theatre, play or performance, which is not given within the corporate limits of the city of Berea, shall pay a license fee of \$50 for each performance advertised." For some time no carnival has been shown in Berea or its environs. The ordinance quoted might not hold in court, but its message to carnival managers from the citizens and officials of Berea is unmistakable and is heeded. In some cities in which there are no ordinances directed against carnivals, municipal officials refuse to grant licenses on the ground that public welfare commands a refusal. It is a common practice of carnival managers to effect a business arrangement with some local lodge or club, so that the show is given under the auspices of the lodge, which presumably shares in the profits. Where there is hostility to carnivals on the part of the city government the lodge is frequently able to exert sufficient influence to obtain the necessary license, even after the city council has gone on record as opposed to letting carnivals come into town.

It is doubtful if local efforts can successfully combat the menace and evil of street carnivals. Certainly they have had little effect on the prevalence of the evil through the state as a whole. The carnivals stay in a city, town or village only a short time, and then move on. This moving about is one of their protections. The evil is statewide and perhaps can best be attacked through state legislation. No doubt the existing criminal law of the state applies to the worst offenses of the carnivals against public health, morals and welfare, but the enactment of statutes dealing stringently with immoral dancing and with all forms of gambling is recommended. If the citizens of Kentucky can wage victorious war on the cigarette, they can fight the much more dangerous and harmful carnival to a good finish.

Pool Rooms

Pool and billiards are excellent games for young people, but the commercial pool room is by no means the best place in which they may be played. It is often a very unsuitable place. A state law of Kentucky provides that no minor shall be allowed in a pool room unless the proprietor possesses written authorization from parent or guardian. A boy cannot work in a pool room before he is sixteen, but he can frequent the place, playing and loafing there, if parent or guardian gives consent. The law as to frequenting pool rooms is not well enforced. In many cities and towns the police make little attempt at enforcement except as action may be taken on receipt of complaints in particular cases. They do not ordinarily question the

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right of a minor to be playing or loafing in a pool room. Thirty-five boys ranging in age from twelve to sixteen years were seen by the writer in twenty-one pool rooms; the number of boys and youths sixteen to twenty was much larger. It would undoubtedly conduce to better enforcement of the statute if the provision regarding written permission of parent or guardian were stricken out.

Municipal legislation on commercial amusements should include an ordinance dealing with pool rooms and bowling alleys. As in the case of dance halls and picture theatres, a license should be exacted for the premises rather than the operator of the amusement, the license should be revocable, proper regulations as to ventilation and sanitation should be prescribed, and the admission of persons under a specified age should be forbidden.

Suggestions and Recommendations (Summary)

Organized dealing with the problem of commercial amusements is the community's best way, the most efficient and effective. Organized dealing with the general problem of recreation is highly desirable, and, if the best and most complete results are to be obtained, indispensable. A plan and program for safe and sufficient recreation for all the people of the community requires that thought be given to the proper place of regulated commercial amusement in the total recreational scheme toward which the organized effort is directed.

A citizen's committee on recreation, naturally, would deal with the commercial-amusement problem. Among its functions in this regard would be investigation of conditions and study of means and methods of improving conditions. Other functions would be publicity and propaganda. It would seek to understand the problem in all its details and relations and to impart to the community a true conception. It would work for needed ordinances and administrative machinery and for the enforcement of ordinances. It would be vigilant in its watchfulness over amusement proprietors and over municipal officials. But it would co-operate with proprietors and encourage them in good works. It would co-operate also with municipal officials. The committee would see that commercial amusements had to meet high-class competition by promoting parks, playgrounds, and social centers. It would seek thus and in other ways to develop the community taste in recreation and amusement. What is meant by use of the term "citizen's committee on recreation" is that there ought to be in the community some civic body, some organization or sub-organization, especially concerned with the recreational problem, the commercial-amusement problem included. The name and origin of this body are not so important as its functions.

As no Kentucky municipality has careful and comprehensive

Theodore Roosevelt declared, "Our civilization rests at bottom on the wholesomeness, the attractiveness and the completeness as well as the prosperity, of life in the country." It is the recreational poverty of country life, rather than lack of economic opportunity, that drives young men and women to the city. They go, not to achieve fame and fortune, but to escape from the social unattractiveness and incompleteness of country life. And many a farmer, endowed with the highest qualities of personal and civic worth, retires from business by the process of turning over his acres to a tenant and emigrating to town; partly for greater ease and more enjoyment in his own remaining years, and partly for the sake of his children. And under the system of tenancy and absentee landlordism, the rural community deteriorates both economically and socially—less community interest, less money for community purposes, less hope of community progress.

In the Kentucky town or village of a few hundred inhabitants, existing conditions as to the adequacy and wholesomeness of recreational life call for serious thought. Here, for instance, is one little town where lawlessness and hoodlumism among the boys explain the broken windows that one sees in house after house. The windows of the school buildings are protected by heavy wire screens. A resident declared, "The boys have nothing else to do but break windows." And over here is a little town where no church is found; for according to a resident, "there are so many denominations here, all fighting one another, that we can't have a church." A woman complained, "I hain't heered a kind word since I been here, I hain't seed a church house, and I hain't seed or heered of a preacher." The social and recreational poverty of a third little town drove a young teacher to a city position paying \$5.00 less per week. "I just couldn't stand the deadness of that place any longer," she said.

Where commercial amusements have reached the little town, they thrive largely on the recreation hunger of the country people roundabout. (This is true also of large cities—New York for example.) In a small Kentucky city where there are two motion picture houses side by side, it is no uncommon thing of an evening to see scores of automobiles lined up in front, their owners, who are farmers from a distance perhaps of eight or ten miles, having gone in with their families to see the show. Or it is the public dance or the street carnival that draws country people into the town or city, on foot, on horseback, by carriage or automobile. This is their social and recreational welcome to the town—commercial amusements. Though the town and the surrounding country are logically one community, their dealings are for the most part confined to buying and selling in the market place and at the ticket windows of commercial amusements. It is a business relation. A closer social relation, a closer

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recreational relation, is desirable. When, somehow, perhaps by the aid of social recreation, the town-and-country community shall discover or re-discover itself and organize it will proceed to the study and solution of the problem that confronts it as a town-and-country community—what is called at the University of Wisconsin a rurbar community. The rurbar philosophy, as applied to recreation, must not be taken to mean a denial of the right and duty of country people to minister in an organized way to their own recreational needs.*

Popular Resources

The recreational resources of a community do not consist wholly of parks, playgrounds, theaters, school houses, material things, externals; they consist in part of the customs and traditions, the lore and the culture, of the people. The resources that reside in the people themselves, considered as individuals, can be deepened and extended by the public school, the church and other cultural agencies; that is to say, recreational taste and appreciation can be cultivated and recreational capacity increased. Then there are resources that reside in the people themselves considered in groups; there are "lost arts," forgotten or half-forgotten forms, of community recreation. Many can be restored or revived, or equivalent forms can be developed out of community history and tradition, and out of human nature.

Old-fashioned spelling bees have pretty nearly gone out. Quilt-ing parties are still held in parts of Warren County and in some of the eastern counties. Court Day, all over Kentucky, is an occasion that brings together on the opening day of county court a great crowd of people. It takes the place of the Muster Day of former years. In Western Kentucky the Court Day in April is also Tater Day. In Marshall County, which is noted for raising sweet potatoes of surpassing quality, people who have seed sweet potatoes to sell and people who want to buy potatoes to bed down, come together in Benton. Even from neighboring states people come, and sometimes there is a gathering of several thousand on Tater Day. Court Day in Webster County is sometimes called "Jockey Day." The streets of the county seat are filled with farmers, buying, selling and swapping

*Enterprises that tend to bring townfolk and country people closer together on a basis of acquaintance, understanding, friendship and good will are not lacking in Kentucky. The so-called "rural chautauquas" promoted by the State Development Committee of the Louisville Board of Trade have proved a help in this direction. In Owensboro there is a Commercial Club made up of business and professional men of the city and farmers of Daviess County. Bankers and merchants of the county seats act as hosts to the boys and girls of the agricultural clubs, arranging automobile tours and providing amusement programs. The Women's Club of Franklin has established a rest room for farmers' wives when they come to town, the county home demonstration agent having an office in connection. A similar enterprise has been undertaken at Hartford.

horses. Attendance at circuit and county court trials is a favorite pastime in eastern Kentucky.

The singing school that used to be a feature of country life (when there was relatively more country life than there is today) has been revived at the rural social center at Narrow Gap in Madison County. The "Old Southern Harmony Singing" survives at Benton and elsewhere. A resident of Benton describes the annual event as follows: "It is always held on the fourth Sunday in May and is for the old settlers, those who learned to and still do sing by the shape of the note as much as by its position on the staff, and whose leader uses the tuning fork for his guide to the starting note. Only a few of these yet remain, but there is always a large crowd, sometimes 5,000 visitors." The passing of old customs in another community was lamented by a resident with whom the writer talked. "There used to be Fourth of July barbecues," he said, "which helped to keep the community spirit strong. There were also community threshings, when the women would cook a big dinner. We don't have these things now. Many of the old people have died. The boys and girls have gone to the city as fast as they could. People don't know one another so well now."

Rural Kentucky stands in need of a recreational revival—not a revival of obsolete recreational customs, but a reawakening of recreational life through old and new occasions for neighborly, sociable getting together. Barn-raising are out of date under changed economic conditions, but May Day and the Fourth of July and Hallowe'en and Christmas come every year. The human nature of country people is the same as ever and man is still a gregarious animal. He has music in his soul. "The apostles of community music," says Harlan P. Douglass, "believe that it has immense social power. It harmonizes men as well as voices It is the art which most directly realizes unity through harmonious co-operation. It is the only active exercise which the entire town can share at once. It is one of the finest of the little town's possibilities." Out in the open country, people can almost sing themselves into their own. Community music and community drama must have a large place in the new rural recreation. In the cities they will also have their place as recreation and as art and as a means of civic and social progress.

The University of Kentucky is establishing a laboratory theater for the production of one-act plays written by Kentuckians and interpreting Kentucky life and spirit. Through the Bureau of Information of the Department of Extension it is planned that assistance shall be given throughout the state in preparing community festivals and pageants, in organizing community theatres and in planning courses

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of study. It is hoped in this way to make pageantry and drama a force for creating unity and preserving the traditions, ideals and civic spirit of Kentucky communities. Parris T. Farwell calls the pageant "a splendid means of promoting the social life of a community, bringing together, as it may, a large part of the population; it provides opportunity also for expression of the dramatic instinct which dwells, often unsuspected and unfed, in every life; and it is a fine, educational and interesting form of recreation."

A community need not depend on commercial amusement or on imported professional talent to have plenty of musical and dramatic entertainment. It has resources of its own. Among them is home talent. Home-talent plays have been given by a number of Kentucky churches. Amateur theatricals in the schools have not always been handled by the teachers with due regard to the opportunities afforded for cultivating taste and imparting knowledge. As drama is vicarious experience, drama in which children take part should be of the highest quality. On the stage or in the audience children enjoy good drama. There is no excuse for giving them drama of inferior quality. A highly praiseworthy feature of the playground work in Louisville this year should be mentioned. This was the dramatization of fairy tales by the younger children. Imaginative recreation has appeal and value for both children and adults.*

Among recreational resources must be included the play material that consists in the stock of games known to the people of a given community. Prof. John F. Smith of Berea College Academy has collected descriptions of more than 300 games with which the people of the Southern Highlands are acquainted. Among these are many singing games. The play material existing in a community may be insufficiently utilized in actual play and recreation. The songs and ballads of the mountain people are worthy recreational material, and use can be made of it by the people of the plains. Kentucky is rich in history and tradition that lend themselves to local drama and pageantry and to anniversary celebrations.

Instrumental Resources

There are instrumental resources—individuals, organizations and institutions—on which the community can draw for recreational service. Following is a list of some of the various agencies now serving Kentucky communities in a recreational way. The accompanying commentary as to work being done in Kentucky is but cursory. It will be observed that most of the agencies listed are not primarily recreational. First, a word or two about individual leaders.

*In imaginative recreation there is creation and re-creation.

Individual Leaders

Recreation in Kentucky, especially rural recreation, lacks leadership. Somebody in the country community must say things, do things, start things, somebody with vision and initiative, somebody who conceives of recreation as a good in itself and as a moral and civic force. The clergymen as a rule are ill qualified for such leadership. The educated ministers have not been trained for rural or recreational service and the uneducated preach against chess, checkers, baseball, the piano and the "devil's music box." In one south-central county there are only two communities in which there are resident pastors, while in a western county not a single church has a pastor on more than one-quarter time. Under these conditions little is to be expected of ministers in the way of community leadership. The rural teachers, generally speaking, are not trained for or inclined toward rural community work, and do not give recreational matters much thought. "Ninety-nine per cent. of the graduates of this institution," says a professor in one of the state normal schools, "want city jobs as soon as they can get them. They do not want to go to the country." Better paid and a larger number of qualified ministers and teachers in country communities would be a great advantage to rural recreation. In both city and country, however, there is actual or potential recreational leadership in every Kentucky community, and indeed in most cases the results so far accomplished are primarily due to individuals, working, perhaps, through civic organizations.

Civic Organizations

Examples of civic organizations that initiate, promote, support or conduct recreational work in Kentucky communities are the Civic League of Lexington, the Welfare League of Louisville, and the Commercial Club of Owensboro and Daviess County. Parent-Teacher Associations, Community School Improvement Leagues, Community Clubs (described in the report on *Rural Life*), Women's Clubs, Rotary Clubs, the Y. M. C. A., the Y. W. C. A., the Knights of Columbus, and the Red Cross, not to extend the list, should be mentioned. Local Councils of National Defense carried on recreational work in wartime; it will be regrettable on many accounts if these organizations entirely break up and leave no successors to carry on.

Municipal Governments

Parks and playgrounds are municipal contributions to recreation. Louisville has lately appropriated a large sum for municipal music in the parks. Politics sometimes interferes with the recreational service that ought to be expected from municipal governments. Provision of evening social centers might well be a part of that service.

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Welfare work on a large scale, with recreational features, is conducted by corporations in some of the mining camps of eastern Kentucky. In one of these camps it was found that the families of the ordinary laborers do not share in the recreational activities that are promoted, beyond going occasionally to the movies. They do not feel at home at the dances, which are attended mostly by the higher-paid and better-dressed classes of the camp population.

Chautauquas

Thorough the medium of the chautauquas amusement and instruction are brought to thousands of Kentucky people every year. Some of these chautauquas make a specialty of play and recreation propaganda. Some have story-tellers and play directors to amuse and instruct the children. Many of the chautauquas that visit Kentucky communities furnish programs of inferior or mediocre quality, and in many cases the business management is poor. An interesting and valuable piece of work done in Kentucky this summer was the conduct of "rural chautauquas" by a co-operative committee representing the Kentucky Bankers' Association, the Louisville Board of Trade, the University of Kentucky, various departments of the state government, and a number of other agencies. Community development on both its social and its economic side was the central theme of the three days' program, which included entertainment and brought people together in a sociable way. The plan was the outgrowth of an idea that had been put into effect on a county scale in Warren County ten years before and which had been adopted in several other counties.

Public Libraries

In Kentucky there are about 60 cities and towns with public libraries. These are educational institutions but for several reasons cannot be excluded from a list of recreational resources. The branch libraries of Louisville are meeting places for various organizations of the neighborhood, including Boy Scouts and Camp Fire Girls. Some of the buildings contain basement playrooms and have playgrounds on the premises. Story-telling at the main and branch libraries is part of the work of the Children's Department. Public libraries, by their service to good reading, render a service to good recreation. Books bear a direct relation to the pleasurable and profitable use of leisure time. The State Library Commission sends books to the remotest hamlet where books are wanted. In connection with the subject of libraries it may be interesting to refer to Professor Patrick's conception of play as given in his "Psychology of Relaxation." "The term 'play,'" he says, "may be applied to all those human activities

which are free and spontaneous and which are pursued for their own sake alone. They are self-developing... Play will thus include... the enjoyment of music, painting, poetry, and other arts; the daily paper, the magazine, the short story, and the novel."

Social Settlements

Social settlements are found in Kentucky not only in cities but in mountain communities. Neighborhood House in Louisville has a playground, a playroom, and a gymnasium; and among its numerous social and recreational activities are community dances, folk-dancing classes, picture shows and outing parties.

Churches and Sunday Schools

Congregational singing is recreation. Church and Sunday school picnics are held in almost every Kentucky community. A Berea Sunday school has a playground. At Harlan there is an "institutional church," with a gymnasium, a game room and a reading room in the church building. Of the 213 Boy Scout troops in Kentucky 73 are connected with churches. Of the 202 scout masters, 48 are clergymen.

The Y. M. C. A.

There are 27 Y. M. C. A. buildings in Kentucky. Organized recreational work is done at 36 points. Twelve associations have regularly organized boys' departments, with a membership of 2,183. The district secretaries are active in promoting play and recreation among young people and adults, much emphasis being placed on community recreation. There is an interesting development in rural recreation in Woodford County, where the County Y. M. C. A., with headquarters at Versailles, is carrying the playground gospel into practical effect. Versailles has a playground with an attendance of over 100 a day. The equipment is almost entirely of home-made construction and cost about \$75. It consists of two croquet sets, two swings, three seesaws, a shoot-the-chutes, a chinning bar, a tennis court, a basketball court and a volley ball court. It is planned to duplicate this equipment in several places in the county. The general program includes the presentation of plays this winter by the children of rural schools. It is planned next summer to have Community Play Days in which adults will participate.

The Y. W. C. A.

The Y. W. C. A. work is not so extensively organized in Kentucky as that of the Y. M. C. A. In both Louisville and Lexington it carries on a large amount of recreational work. The Louisville Association

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has a summer camp for colored girls, which is, so far as the writer knows, the only one in the country conducted by a Y. W. C. A.

Boy Scouts

There are 4,402 Boy Scouts in Kentucky, 1,737 of them "under council." The number of troops is 78 "under council" and 137 not "under council." In 1918 the proportion of Scouts to total population was one in 520, Kentucky ranking 41st in the list of states. The county agricultural agent of Hart County has organized troops of Farm Scouts.

Girl Scouts and Camp Fire Girls

The 35 Girl Scout troops have a membership of 519. There are 23 Camp Fires, with a total membership of 322.

Agricultural Clubs

The boys' and girls' clubs under the auspices of the state agricultural extension service are a potent factor in enriching the social life of the members. The meetings at the local school house and at the county seat build acquaintance and friendship. The club life, so to describe it, involves play as well as work, and there is entertainment as well as instruction. Ten thousand Kentucky boys and girls are members of the agricultural clubs.

*The Schools**

Kentucky ranks second to Virginia in development of the county school fair, which is directed by the county superintendent of schools. Sometimes the school fair is held independently of the county agricultural fair. The school fair of Laurel County is one of the best. Two days are given over to lectures, exhibits of school and agricultural club work, poultry show, athletic games and contests, band concerts, a grand parade, and so on. Eight thousand people attended the fair in 1917. There were 7,000 school children in the county and 5,000 of them came to the fair. Local fairs are held at each school in the county prior to the county fair. The possibilities of the county school fair have not been exhausted anywhere. The customary parade might easily be developed into a pageant. Along the line of games and play lies the greatest opportunity, as the fair might serve to introduce into the schools all over the county the games that are most suitable for school use and for the country community.

The schoolhouses of Kentucky are in disuse too much of the time. Their use for occasional meetings and entertainments does not make

*See also Section II on "Play and Playgrounds."

them real social centers. In some cities and in some counties the schoolhouses are never used for meetings or entertainments. Social-center activities of considerable scope are conducted in a few schools, notably the Lincoln school in Lexington and the Prentice school in Louisville. Kentucky school boards do not financially support social-center work in the schools. The practice is to charge for heat, light and janitor service. The boards of Louisville and Lexington have adopted the policy of planning all new buildings with reference to social-center work.

The rural school at Scaffold Cane (this has a teacherage and an all-year resident teacher) is a social center in the fullest sense—it is the center of community life. Sound though the argument for consolidated schools is, the one-room schools will long remain numerous in rural Kentucky; and the argument for developing these as social centers is also sound. The teacher in the one-room school has the biggest opportunity and potentially the biggest job in Kentucky teacherdom. To vision should be added training.

The State Department of Education

Kentucky communities should be able to look to the State Department of Education for guidance and assistance in recreational work, particularly recreational work for children in connection with the schools. Indeed, the state department should assume leadership and take initiative along many recreational lines. It is no criticism of its present personnel to say that the department does not function recreationally to any large extent.

The State University

The State University belongs to the people of Kentucky, and service to the people of Kentucky is its aim and purpose. A Department of University Extension was created this summer, and definite plans for this department are being formulated regarding development of community centers and wider use of the school plant. The newly organized Department of Art and Music will participate in the community work of the University. Considerable attention will be given to community music and drama. The College of Agriculture deserves a share of credit for excellent work done along social and recreational lines by some of the county agents.

General Discussion

This section (on "Recreational Resources") began with pointing out the fact of recreational deficiency in many communities. Ample recreation is a desideratum; but ample, safe, wholesome recreation is not the whole of the problem. Recreation should be native, locality-

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expressive as well as self-expressive, rather than exotic or artificial; hence attention was called to "Popular Resources." Under the head of "Instrumental Resources" mention was made of some of the agencies at work in the recreational field. The problem resolves itself largely into a problem of utilization of resources, popular and instrumental. This means civic or, better, community organization, but not the displacement of existing agencies. The object, of course, is co-ordination and co-operation.

The home, perhaps, should have been included in the list of instrumental resources. The home ought to be the "social center" of the family. Among the social-center activities of the family there should be many of a recreational character. Recreational features of home life not only afford enjoyment but help develop home loyalty and family solidarity, especially when all members of the group participate. They also keep children off the streets and away from questionable amusements down-town. As an "evening social center" for children (let the neighbors' children come in) the home in city or country can be a recreational institution of great value. It is not in the state of Kentucky alone that home attractions have failed to compete successfully with outside social and recreational attractions, including the attraction of commercial amusements. A community, in reckoning up its resources and planning for their utilization in a community program, should not forget the home as a place of amusement and recreation.

The State Education Department and the State University, listed among recreational resources, must each be regarded from two standpoints. They should be prepared to respond in a variety of ways to the corresponding variety of calls that the local community may make upon them in trying to solve its own recreational problem. They should also be qualified, equipped, and organized to give stimulus to local communities and assume leadership in the recreational movement. They are properly concerned with recreation not merely because recreation is educational, but because they are strategically situated for doing the statewide educational work that makes statewide recreational progress possible. How divide recreational service between them? Let the state university specialize in community organization and in community music and drama. Let the State University and the State Department of Education co-operate in developing wider use of the school plant. Let the Department of Education concern itself energetically with children's play and recreation. There is plenty of recreational work for both institutions to do.

IV. RECREATIONAL ADVANCEMENT

The recreational problem of Kentucky, the problem of advancement in recreation and of advancement through recreation, presents

a splendid opportunity to a great people. It should be taken up not merely as a task and duty, but also as an opportunity. By what means, methods, processes shall the objective be attained? Partly by having an objective; that is, a well thought-out ideal of recreational life, safe, wholesome, rich, for all the people. To seek this objective is almost to find the way. But a program of procedure? Let it be a natural program, fitted to Kentucky circumstances and built upon Kentucky facts. Such a program must be formulated with reference to (a) the utilization of recreational resources and (b) the removal or conquest of obstacles to recreational advancement.

These obstacles—what are they? Some of them may be described as obstacles of attitude. There is the puritanism that looks on play, whether that of children or that of adults, as frivolous, almost sacrilegious; and then there is the conservatism that regards playgrounds and other recreation centers coldly because they are "new." These obstacles of attitude are due, of course, to lack of appreciation of the individual and social values of supervised play and organized recreation. Means of overcoming them are publicity, propaganda and, above all, demonstration work (actual recreational work) whereby innovations in time become old and familiar and respected and prized. Not to enumerate all the other obstacles, mention may be made of the money question. This has to do, first, with the economic condition of the people; second, with methods of taxation and the allocation of public funds; third, with the unwillingness of school boards and taxpayers to spend money for public recreation; and fourth, with legal disabilities, real or imaginary. The first and second topics will not be discussed here. The unwillingness of officials and taxpayers to spend money for recreation comes under the head of "obstacles of attitude." Legal disabilities will be removed by the passage of a recreation act such as has been already outlined in this report.

The program of advancement must take into account and employ three group divisions of population—the local community, the county, and the state—each of which must be considered from the standpoint of (a) the relation of civic organization to the recreational problem and (b) the relation of political government to the recreational problem. Among the aims sought should be equality of recreational opportunity. The smaller children should have as fair a show as the older children, the girls as fair a show as the boys, the poor as fair as the rich, the country folks as fair as the city folks.

The Local Community

The recreational problem comes closest home to the local community. It is primarily a local-community problem. A community has many interests and may organize itself to serve them all. A

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community organization may embrace an entire city, may follow the "social unit" plan, may be on the rural or town-and-country basis, may comprise a village population, or may be developed in the open country. In any case, a community organization implies a community program, and a community program implies a recreational program. Often it is through recreational activities that organization of the community is engineered and accomplished, often through recreational activities that community consciousness and spirit is aroused. The organized community naturally seeks a home, a community house (it may be the schoolhouse or the grange hall), a headquarters and hearthstone, a meeting place not for business alone but for common recreation and sociable intercourse. The community organization will have a committee on recreation. One of the first things for this committee to do will be to make a recreational survey, which may be part of a comprehensive social survey of the community. The recreation committee will proceed to formulate and carry out a long-term program. It will not attempt, however, to supplant existing agencies in the recreational field, for these will be represented in its membership and the program will be their own plan for concert of action and division of labor.

Should the community as a whole fail to organize itself for all community purposes, there will be no less need for a committee on recreation or some other body of citizens that will address itself to the local recreational problem. What its functions should be in general and may be in particular are best indicated, perhaps, by citing the definite objects of two or three existing organizations of this kind. The Recreational League of Springfield, Ill., promotes—"Social centers, the wider use of the school plant; parks, many of them, and where they are most needed; playgrounds, well equipped and sufficient; well ordered and safe dance halls; athletics for all the boys and girls; artistic recreation places; popular-priced concerts for all the people; municipal bathing beaches; summer camps for working boys; athletics for young men." The Community Recreation Association of Cambridge, Mass., has for its avowed objects: "To provide recreation and physical development, the year round, for adults as well as for children; to provide community centers where people of all ages may meet for social and educational purposes; to provide our foreign-born citizens with opportunities for Americanization in the best and widest sense of the term; to co-ordinate all these activities under the control of a municipal recreation commission with an expert organizer in charge of the work." In Louisville there has been formed "a Community Council, which is a clearing house for the efforts and plans of all the agencies in any way concerned in the public welfare. The Recreation Committee of the Council will take up the question of

supervision of commercialized recreation; the social use of the school and the church plant; the development of parks and playgrounds; the promotion of community forums and community singing; and all other matters connected with the leisure time of the people." Rural communities, of course, should develop their own programs of recreation without thought of imitating the cities.

The County and the State

How may the county figure? This question has been partially answered by several references to actual recreational work on a county scale or basis. The county agricultural agents are influencing country life on its social and recreational side as well as on its purely economic side. (See report on *Rural Life*.) The Community Clubs which they have organized among farmers are federated loosely on a county basis. The county looms large in the school system of Kentucky, and on this account will loom large in the record of recreational progress. Some of the county superintendents and county boards have already made contributions to this record. In the report on *Education* (see elsewhere, this volume) the appointment of a school supervisor in each county is recommended; among his duties should be assistance to the teachers in developing the recreational life of the schools and surrounding communities. At the county court house the county agricultural agent and the county school superintendent have their offices and it is suggested that the new buildings be planned to serve as county social centers and old buildings be remodelled for that purpose if possible. County social and recreational gatherings already include the school fairs and the meetings of the boys' and girls' agricultural clubs. County play festivals for young and old are yet to come.

And finally, how does the state come in? Certain legislation that is needed at Frankfort has been recommended in the section on "Play and Playgrounds" and in that on "Commercial Amusements." A statewide civic agency to act as a clearing house of information on recreational matters and promote otherwise the cause of recreational advancement would be invaluable, and it seems likely that the Co-operative Council of Kentucky, through a special department of recreation in which existing agencies will be federated and their activities co-ordinated, will perform that function. The principal public agencies available for statewide service in the recreational advancement of Kentucky are the Department of Education and the State University. The former must be emancipated. The latter is launching forth upon a great adventure in helping communities discover and enjoy themselves. Communities that do this are the least likely to be unmindful or neglectful of children's rights in the matter of recreation.

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THE COMPENSATORY FUNCTION OF MAKE-BELIEVE PLAY

BY EDWARD S. ROBINSON

The University of Chicago

It is the purpose of this paper to present in outline a view of play which will usefully supplement those theories which are generally entertained. Play is, of course, a phenomenon of extreme complexity and, for that reason, its complete explanation should hardly be looked for in any single statement. The suggestions have been made that the play of children is a chronicle of race activities, that it gives practice or preparation in functions of coming importance, that it furnishes an outlet for surplus energy, and that it is a recreational agency or means of relief from fatigue induced by other occupations.¹ Undoubtedly all of these things are true to some extent, but more important than any of them is the fact that play is essentially a compensatory mechanism having the same origin and impetus as the day-dream or fantasy.²

A compensatory function is especially evident in that type of play which involves the element of conscious shamming or make-believe. While it is possible to demonstrate that other types of play may operate as compensation,³ I shall confine the following discussion to play which is clearly make-believe in character.

The child is driven by many inherited and acquired impulses, some of which are adequately and easily expressed and some of which find no direct outlet. These latter create a situation demanding compensation, and this compensation

¹ For one of the latest discussions of the various theories of play see Reaney, M. J., 'The Psychology of the Organized Group Game,' *Brit. J. of Psychol.*, Monog. Supplement, 1916, IV.

² The compensatory nature of the day-dream or fantasy is clearly brought out by Freud and other writers of the psychoanalytic school.

³ Dr. Reaney, for example, holds that organized group games may have a compensatory function. *Op. cit.*

is as a rule secured through make-believe activities. Most common among such activities are play and fantasy. A child would fight, hunt, and make a home as particular stimuli arouse him. He is seldom in such an environment, however, and he is practically never so organized by inheritance or training that these undertakings can be fully carried out. There are inexhaustible inhibitors around him and within him which check free expression. And so he plays at, or has day-dreams of, fighting, hunting, and home-making. I have no desire at this time to say which of the unsatisfied impulses of childhood are inherited and which acquired; but, however they arise, we find that they are many and urgent, and consequently that every normal child must find compensation for their inhibition.

There are a number of factors which may act as inhibitors of the behavior tendencies of children. These may conveniently be divided into the *extra-organic* and the *intra-organic*, according to whether they are in the nature of environmental interferences or interferences which arise out of the child's own organism.

During his development the child is constantly running into *extra-organic* or environmental facts which are incompatible with the satisfaction of his desires. He may want to hunt. Perhaps the family cat supplies him with a stimulus to make this impulse felt. But this hunting impulse has become a particularized affair. Hunting is shooting, and he can not shoot because he has no gun. Instead of ignoring a stimulus to which he can not react adequately, he points a stick at the cat and shouts 'Boom!' He may then, and perhaps to his sorrow, try to drag in his 'dead' game by the hind legs. But the main and incontestable point is that the child is compensating, by means of his pretensions, for the inadequacies of the situation. He would like only too well to shoot a real gun and drag in game which is really dead, but his environment does not supply the appropriate circumstances. And so he plays.

Among the more important *extra-organic* factors which limit the child's expression are the people around him. Just

as he discovers the splendid interior of his father's watch, someone takes the watch away from him. Just as he discovers the importance of certain corners of the pantry, someone carries him away to another room. Everywhere there are people and they are constantly interfering with his behavior.

As I have intimated, it is not only the lack of a physical world fitting in with every whim which causes the child to play rather than to act in earnest. He has also his *intra-organic* interferences arising out of his own complex little nature. For the pure joy of it he would, at times, like to bring down a stout club upon the head of his playmate—that is, he would like to do this if it were not for the disconcerting facts that he would not like to hear his playmate cry in pain, and that he would not like to feel the blows of his playmate's revenge. And so the two boys will play at fighting. Often, too, a child is hindered from acting as he would because of a realization of the smallness of his body and the slightness of his muscular strength. In such cases we are apt to have a mimicry of feats of strength and daring.

It is evident that there are instances of make-believe play and fantasy which apparently, at least, are not primarily compensatory. A child may straddle his hobby-horse, not because it is the best substitute for a real horse he would ride, but simply because he has been taught to do so by his parents. There is little doubt, however, but that the average child enjoys his playing the more where he perceives its symbolic relationship to a more serious pursuit. The fact that children's play is given much of its specific form by adults, does not, in the last analysis, indicate that it is therefore less compensatory. By custom and tradition we initiate various make-believe performances for children, but something in the nature of childhood must explain why children take to the make-believe with such enthusiasm. When we first teach a child to ride a hobby-horse he may be unaware of any connection between this activity and the actualities of horse-back riding. But as he learns about real horses and real riding, his play will become more and more clearly com-

pensatory in function. In other words, the rise of certain impulses in children is so inevitable that their compensatory expression may be provided for by the customs of the race. In the case of any one child a compensatory activity may be set up before the need for that particular compensation arises, but we may still consider the activity a typical product of child life and its characteristically incomplete adjustment.

Just as in certain individual cases a compensatory make-believe may arise before the need for that particular compensation, so specific habits of play and fantasy may be retained after the apparent need for their compensatory service is past. I know of successful men who find great pleasure in day-dreams of achievements which they would not care to have realized in any tangible fashion. In some of these cases the day-dreams express real desires which are denied direct expression because they run counter to other desires of a more powerful sort. In other cases, however, it is quite possible that day dreams which once had a compensatory function now operate as old habits and are retained because of their own repetition rather than because of any important compensation which they still render.

Play and fantasy are frequently concerned with situations more painful and disagreeable than any we should choose to meet in real life. A natural question arises as to the sense in which such make-believe can be considered compensatory. Children do not want to be in railroad wrecks nor to receive bullet wounds, and yet they enjoy pretending they are in such straits. So it appears on first thought, but, as a matter of fact, children do wish that just such things would happen to them, providing they might happen without pain or other ill consequences. In regard to railroad wrecks, if we could read a child's impulsive nature completely, we should probably find that he wishes he could be in a wreck and, at the same time, hopes he will not. He is in the same predicament as the boy who would like to club his companion and yet would not like to. And like that boy he compensates for his conflict by playing. In other words there are few, if any, situations in life which appeal to us in a purely negative way.

We do not, as a rule, want to suffer great misfortunes; yet there are certain factors, such as affectionate demonstrations on the part of our friends, the joy of being in the public eye, and the like, which give the majority of unfortunate circumstances a considerable amount of positive appeal.

Distinctly unpleasant play and fantasy may also provide for the compensatory expression of negative impulses. There is little reason to believe that fears, for example, do not require expression of some sort as urgently as more positive tendencies. Playing, day-dreaming and the telling of stories involving ghosts and goblins may well serve to express fears which must be inhibited in the world of actuality.

Holding the older view that childhood is a period of happiness and serenity, one could hardly accept an explanation of play in terms of compensation for incomplete or faulty adjustment—in terms of the partial resolution of conflicts between the child and his environment or between contradictory factors within his own character. I believe, however, that there is little need to argue against that older view. Childhood is primarily a period of incomplete adjustment, and we remember it as peaceful because we have forgotten its sorrows and because problems of great consequence to us in childhood mean little to us now. Full of impulses to do actual things, the child is equipped with a physique and surrounded by an environment which are constant obstacles. I do not believe, like some, that it is desirable, if possible, to remove these obstacles and make childhood a comparatively easy and comfortable state. Human life requires, and gets much of its value from, an abundance of nice adjustments which can come only as the result of long and necessarily arduous training. The child comes into the world with an inherited behavior equipment, but at best this equipment is an uncertain affair. Each impulse tends to operate in inappropriate as well as in appropriate situations. Each impulse, if the child is to become prepared for adult life, must be defined, and definition implies inhibition. The child must live through a period of paradoxes before he can become an individual of discrimination. If he were a perfect mechanism

and if educational stimuli were perfectly coördinated, it is possible that he might be trained without being constantly thrown out of adjustment. Then, too, if the life for which society prepares him were more simple in its requirements, he might be spared some maladjustment. But the human organism is not perfect, and, while educational practice improves from time to time, the world rushes forward into new complexities. One who has any faith in the present direction of progress can hardly do other than accept the essentially incomplete adjustment of the young as a necessary product of that progress. The happy fact is that the conflicts of youth can be so adequately compensated for by the play and fantasy mechanisms.

While they are fundamentally natural and necessary phenomena of child life, play and fantasy can result in pathological as well as in normal compensations. And as normal compensations the forms which they take may modify the development of character to a marked degree. For these reasons their exhaustive study, as but different manifestations of a single process, is essential. Indeed it seems to me that few fields may be more profitably explored either by those interested in child life in general or by those interested in some particular child. From this compensation process, studied for what it really is, we may hope to gain some new and useful knowledge about the stresses and strains of human development.

Still, even at the present time, it is possible to point out some of the principles which operate in the compensatory behavior of children.

The distinction between play and fantasy is, of course, a distinction between overt and ideational behavior. Play, in so far as it is pretending, is never without an element of fantasy, but we may arbitrarily confine the application of the latter term to those forms of pretending which are lacking in overt bodily accompaniments. It will then be possible to distinguish between these two types of compensation and to note their interrelations.

Although we cannot be certain of it, play probably pre-

cedes fantasy in the child's life. The latter does appear quite early, however, in some children at least, and before the school age is reached both are clearly present. I remember the interesting evidence for the early rise of fantasy given to me by a little girl of not more than four, who said, placing her two chubby hands before her face, "Let's shut our eyes and play we're at Gran'ma's."

In play and fantasy there are two factors, which may or may not be consciously recognized by the child, determining to a large extent the nature of his pretending activities. In the first place, there is a tendency toward breadth and freedom of expression. The child must express impulses which are often clearly incongruous with his world of actuality, and the greater this incongruity the more lively will be the flights of imagination to which they give rise and the more apt will the child be to engage in private fantasy rather than in overt play. In the second place, the satisfaction which is derived from compensatory behavior depends to some extent upon its being within the limits of the child's own credulity. The impulses which drive the child are aimed at an actual world, and their indirect expression itself must not get too far beyond the realms of that actuality. Thus, we may think of these two main determinants of play and fantasy as (1) the child's natural tendency toward free expression, and (2) his need for a certain credibility in experience.

The tendency toward free expression leads to the establishment of all sorts of fictitious characters and objects within the playground. Toys and playmates which do not fit in with the completer, fancied world may be put aside. I remember that even up to the age of sixteen I frequently judged congeniality in terms of the readiness of others to disregard reality in favor of a world of pretty definite and well defined fancy. I always preferred to *knock grounders* with one particular lad because he coöperated so well in converting the procedure into the pretensions of a *big league* game. The same was true in boxing. Having read and memorized the details of most of the historic ring battles, we repeated many of these almost blow for blow upon the floor

of my mother's laundry. And many were the Harvard-Yale football games in which I engaged with one other actual player, both of us, as often as not, playing on the same side. In cases of this sort, the meaning of ordinary play activity is widened by the liberal use of fantasy.

In the course of an individual's development many impulses arise which can not be expressed to any satisfactory extent in a coöperative fashion. Often a child is afraid of being laughed at for the world he would live in. Under such circumstances there may be a withdrawal from play to pure fantasy with its wider possibilities for pretending. Indeed, one of the signs of coming adulthood is the giving up of overt play and the switching over to compensatory behavior of a more private sort. Adults seldom play in the childhood sense of that term, unless it be in art. In the adult, compensations through pretending are more likely to be worked out in private day-dreams. The fact remains, however, that less compensation of any kind is necessary in the general run of adult lives, so that we may safely assume that fantasy as well as play is more common during childhood.

Along with this tendency toward free expression, we have a tendency to make that expression as realistic as possible. Children are constantly recognizing inconsistencies in their play life and trying to patch them over as best they can. When, as a very small boy, I played with tin soldiers and miniature locomotives, I always felt the inappropriateness of the size of my own body. The device which I hit upon to get around this difficulty I called *Playing You Are Nothing*. Every playfellow who entered into the world of my tiny armies and railroads was introduced to the proposition of suspending all interest in his own body. The running of the trains and the marching of the troops were to be considered as events independent of ourselves. There was one youngster who could not push a locomotive across the floor without playing *he* was the engineer. His fate was obvious. I never invited him to play unless I could get no one else; and, when he did come, it was to be made miserable by my constant insistence that he must play he was nothing. Our dis-

agreement, of course, grew out of the fact that each of us in his own way was striving to give the play a more vivid atmosphere of reality.

Just as overt play often passes over into private fantasy owing to a struggle against the limitations of the actual social and physical world, so private fantasy often passes over into overt play in the interests of greater credibility. As a child I was full of baseball fantasies. Although I played baseball a great deal, these games did not satisfy certain standards set up by reading athletic stories and watching older and more skillful players. But the fantasies, too, often became unsatisfactory on account of their intangibility. As a result I formed the habit of laying out a diamond upon the lawn and there, without ball or playmates, carrying out the overt movements of an heroic baseball performance. Many a time, I pitched nine long innings to baffled athletes who swung immaterial bats at my imaginary curves. Here was fantasy improved and made realistic by the actuality of its muscular accompaniments.

The topics of private fantasy are perhaps even more apt to find increased tangibility by being brought into contact with a real social world. The child knows that his day-dreams are unreal, but the insistence of that fact becomes less troublesome if only he can get some one else to believe or act as though he believes in the reality of those imagined events. Many of the lies of children arise out of such circumstances. A boy longs for a pony and a box of tools. He fancies these things in his possession, and before a great while he somehow feels driven to tell his friends either that he already has the things he desires or that he has been promised them. An acquaintance of mine spent her earliest years on a farm which was more or less out of touch with the livelier affairs of the world. Now it so happened that an older sister in this household was sent to town to finish her education. Upon her return she had much to say of her experiences. These tales thrilled the younger sister and stimulated her to day-dreaming. Soon after this the little girl began her own education at a neighboring country school. As she tells of

it now, almost her first intercourse with her school mates was marked by her own spectacular reports of what *she* had seen and heard while sojourning in the town which really she had never been near.

It is interesting to note here that the literary make-believe of adults contains within it evidence of the tendencies toward free expression and credibility, which I have mentioned as such significant factors in child life. Written fiction, for example, may be thought of as an instrument for free expression and the spoken drama as an instrument for giving human fancies increased tangibility. It is hardly necessary to point out the importance of artistic appreciation and production for the compensatory life of children.

This view of play as a compensatory mechanism does not pretend to refute the more familiar theories which, by the way, were not formulated with special reference to the make-believe. That theory which describes play as a recapitulation phenomenon simply states that the primary impulses expressed in play appear more or less spontaneously at set periods in the child's life, and that the child's activities during successive periods of his life are definitely reminiscent of the typical periods of racial development. Most of us would probably admit that there is a rough similarity between individual and racial development. But the view that play is a compensatory activity demands neither the acceptance nor the rejection of this theory. One need not know nor try to guess the exact origin and analogies of a child's impulses to realize their variety and the conflicts among them which demand the compensatory service of the make-believe.

The theory that play prepares a child for later life, if broadly enough interpreted, fits in quite well with the notion which has been developed here. Many impulses arise during childhood which, while they can not be directly expressed at that time, still demand preservation. A boy may be interested in machinery. If he is permitted or even encouraged in his play and fantasy to concern himself with machines, a very useful interest may be preserved for the time when it can find adequate expression. If it were not for compensatory expression through play and fantasy, it is quite conceivable

that many such early rising interests or impulses would suffer repression and thus be lost as far as useful functioning is concerned.

The theory that play furnishes an outlet for surplus energy is somewhat vague, but as far as it goes it meets with no contradiction from the conception that play is compensatory in function.

Much the same may be said for the recreational theory, which really finds some little support in the type of facts which I have been presenting. A boredom which longs for some impossible or impractical distraction is often indirectly relieved by a compensatory make-believe. The school boy, tired of his lessons but afraid to dash from the class room, may partially satisfy himself with a fantasy of the swimming hole. The worried business man, whose unused muscles would not tolerate exertion, may yearn to play ball and take his yearning out in fantasy.

In conclusion, play, the more private forms of fantasy, much lying and story telling, and the appreciation of stories all serve the same fundamental purpose in human life. They are compensatory mechanisms. They are more typical of children than of adults, because it is in children that the most incongruity exists between different impulses and between impulses and the surrounding world of actuality. The nature of play and the other compensatory mechanisms is determined by the need of imperfectly adjusted organisms to express their impulses as freely as possible without too greatly straining the possibilities of their own belief.

It is essential, if not self-evident, that play should not be thought of as behavior which is usually undesirable or pathological simply because its function is compensatory. Neither should we think that, because play grows out of imperfect adjustment, we should strive for a world in which play is unnecessary. Simpler organisms than ourselves get compensation through play. The ancients in a comparatively simple civilization got compensation through play. And in all likelihood the further humanity advances upon its present path of progress, the more important will be play and its related phenomena, especially for the young of the species.

Frances Ingram
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No. 27

SOME INEXPENSIVE PLAY- GROUND APPARATUS

BY

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SOME INEXPENSIVE PLAYGROUND APPARATUS

The financing of a public movement of any magnitude is always a serious problem. Especial difficulty attends this problem if the movement sets in quite suddenly and without preparation and makes rapid progress. The playground movement has been and is of this latter sort. It has come over us like a thief in the night, and its progress has been all that could be desired. Whatever may be the urgency of any public movement, rapid progress is not always attended with happy results. Many mistakes born of inexperience, and which often prove costly not only in a financial sense, often accompany fast growth. The playground movement is a fairly costly one. While the ground itself and direction and supervision may be the main items of expense, equipment and maintenance, nevertheless, are considerable ones. It is with the idea of diminishing as well the cost of first equipment as that of maintaining a playground, that I wish to bring before you a few examples of inexpensive playground apparatus or contrivances. Before attempting the description of a few of such contrivances, which I wish to submit as a type, and upon which no doubt many of you can improve, we should first make it clear to ourselves as to what constitutes an inexpensive apparatus.

An apparatus is inexpensive if it can be installed at little cost. In general it may be said that such apparatus as is manufactured *en masse* can be gotten cheapest from dealers. An apparatus which is out of the ordinary, and which, therefore, has to be made to order, is cheaper if home-made. Apparatus which can be gotten ready-made from the manufacturer or dealer, but which costs a great deal to erect or adapt to a special location, would be cheaper home-made. The cost of apparatus which is bulky and heavy is considerably increased by boxing and crating and by freight. It, therefore, in a great many instances will prove to be cheaper home-made. The apparatus which I am about to describe can all be made at home. What is more, nearly

all of them may be made and installed by pupils and attendants of the playgrounds themselves. Right here may I be permitted a little seeming digression from my subject? In all localities where manual training is taught in the common schools or public high schools, or in playgrounds or recreation centers, no better use can be made of the energies of the pupils in these branches than to have them make and set up playground apparatus. A new interest in their manual training and the playground may thus be awakened, or where it is already present, stimulated in the pupils. Such use of manual training would make a great many pieces of apparatus that lend themselves to manufacture by young people much less expensive. Once more I claim it as a distinct advantage of the apparatus to be described, that it can be readily made in such manner.

The second item in the expense of playground apparatus is its maintenance. Such apparatus as is durable, that will stand use and even abuse and all kinds of weather, can be maintained at little expense. The apparatus of which I am going to speak is well-nigh indestructible. I have known one to be in place for forty years; how long it had been there before I knew it I can only surmise, but I have reason to believe that it had been there forty or fifty years, and from its present condition I judge that it should be good for forty or fifty years to come. An apparatus is further inexpensive if it can be used by several players at once. Several of the ones I am going to make you acquainted with are of that nature. Again, an apparatus is inexpensive if it may be used for different kinds of play and exercises.

Looked at from these standpoints, several of these contrivances are ideal. Comparisons are odious, but I cannot refrain from drawing your attention to the limited use that can be made of a manufactured teeter swing with a seat on each end. While I well understand the great necessity of swinging for children, and their great liking for it, yet I must still insist that I can imagine opportunity for swinging provided for by playground apparatus that can be used for many other play purposes. In figuring out the expensiveness of an apparatus, the amount of supervision and direction that play on and with it needs is an item which must not be forgotten. If play on your contrivance needs little or no direction, and the same amount of supervision, it must be inexpensive from that standpoint.

The last but not least of the expense items of a playground

pupils and attendants may I be permitted to? In all localities, in schools or public centers, no better apparatus. A playground may present, stimulated in would make a great lives to manufacture more I claim it as a described, that it can

ground apparatus is able, that will stand can be maintained at m going to speak is e to be in place for I knew it I can only had been there forty I judge that it should apparatus is further ers at once. Several ted with are of that if it may be used for

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apparatus must be its intrinsic value as a toy or plaything. The play of children on and with it must be spontaneous. It must appeal to the imagination of the child so strongly that new forms of use must be constantly found by the child itself in using it. Like a great many very highly developed and specialized toys, some playground apparatus leave the child nothing to do. It is more of a machine than an apparatus. That is a decided shortcoming. Such apparatus or contrivances are expensive at any cost, for they have no intrinsic value. Once more I will call your attention to the great suggestion which is inherent in the devices of which I shall speak, which fairly challenge a child to make use of them. Before introducing you to these simple contrivances I will say what is no doubt needless to say in your presence, that they are not inventions of mine, and that I do not know who invented them. I doubt whether they were ever invented by any one. I think they always were and always will be. I have known them from childhood up. I played on them for ten years, always enjoyed them, and the increase of gymnastic ability rather encouraged than discouraged their use. They stood on a magnificent playground which had been used as such for the better part of two centuries in a school which it was my good fortune to attend as a boy, namely Franke's *Stiftungen* at Halle, where they had been in use long before my time and where I found them still in use when I last visited there two years ago. I have something of an idea that they antedate Jahn's endeavors, and that they are relics, if not bodily, at least as an idea of GutsMuth's. They have, at least, age to recommend them. They have been thoroughly tried and not found wanting. They are no experiment.

They appealed to all pupils of the institution in their play, and wonderful as it may seem, we did play at that time, long before any one thought of a playground movement in Europe or this country. A great deal is nowadays being said and done in the playground movement that makes me feel like Rip Van Winkle awakening after fifty years' sleep. When I say they appealed to all of us, I mean they appealed to children, youth, and young men, ranging in age from six to twenty-one and twenty-two years, or, as our venerable rector would have it, when officially addressing us in the chapel, "children, youth, and young gentlemen".

I regard them then as having stood the test of time in a great many ways. Some of them have been practically indestructible,

and remain in the same shape as they were. From what I saw of their use two years ago, they claim the interest of the children and youths of to-day as much as they did ours forty years ago.

While I will admit that youths of different climes and countries play differently, I may say, from the interest in these apparatus that was displayed by the foreigners attending our school, I am quite sure that they will appeal to the children of almost any country. They may be used for organized play or for formal instruction; on the other hand, they lend themselves readily to undirected individual or solitary play of children. Their use is attended by practically no danger, and they therefore need no supervision. Once properly installed, they need no care, or practically none. They never get out of order. They are never insecure, and always ready for use.

Now to the description of these truly wonderful apparatus and contrivances, and I am afraid their simplicity will disappoint quite a number of you.

The first one is the jumping pit. An excavation ten or more feet wide, thirty or more feet long, three or more feet deep at one of the narrow sides, running from this depth diagonally upward to the upper edge at the other narrow end. The sides of this pit are made secure by stout planks, properly prepared to withstand moisture. The ground around is well evened up.

The bottom of the pit is free of stones, and covered with at least six inches, if possible more, of good sand. In this pit babes may enjoy the sand play. Deep jumping from the sides at various heights into the sand is enjoyed by smaller children. For broad jumping, standing, and running it is excellent. The first attempts at pole-vaulting may be made from the edge of this pit. With some assistance tumbling may be done from the edges into the pit.

The second is the balancing tree—a large and perfectly straight tree, freed of the bark and rounded off; it should be fifty or more feet long. It is supported by two or three wooden feet, one at the extreme thick end, the other one sufficiently far from the thinner end to allow the thin end free play to swing. At the thicker end the tree may be two and more feet in diameter. It tapers to an end of four to six inches in diameter, which is free to swing. The tree is so supported that at its thicker end its upper edge would be three to three and one-half feet from the ground. The tree is then placed securely on its feet so that its

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long axle is horizontal. This tree, as its name implies, gives a chance for balancing exercises on a broad and steady and also on a more and more narrow surface, which sways and swings. It may be used for deep jumping, for vaults of all kinds. In the more solid parts of the tree holes may be drilled and pommels may be fastened on it; then we have it serve all the purposes of a horse or saddle-boom. Children may ride on it astride, may swing on the movable part, and should in that position find great enjoyment.

The third is the hillock—a small elevation on the playground, two to five feet high, from three to six feet wide at the base, tapering off toward the top, well covered with turf. Deep jumping, high jumping, and hurdling may be done on, and off, and over this. Pole-vaulting from it may be taught. This gives opportunity for the much enjoyed frolic rolling of children. In winter, when it is covered with snow, it gives a fine start for the sled. It invites war games for the possession of the top of it.

The climbing tree, a straight tree no less than thirty feet high, made smooth, but not necessarily altogether even, is securely implanted. Its top is protected by a platform sufficiently wide not to allow its edge to be grasped by the climber. While this apparatus serves climbing primarily, until the ingenuity of the child makes it the center for other games, it furthers that type of climbing which is the normal and natural one, and which can be practised only on trees and for which the gymnasium climbing-pole gives no chance at all. Two of these may be made the end-supports of the playground swings, poles, etc.

The jumping stairs—wooden stairs of ordinary construction, leading with ten or twelve steps to a height of from six to eight feet either to a platform, or, better, to stairs of the same type leading down on the other side of the platform. If the sides of this are inclosed by boards, and a door cut in, it may be made the receptacle for playground hand apparatus. These stairs are surrounded on all four sides with sand, of at least six inch thickness. Any one who has ever watched the great fondness of children for jumping from stairs will know that the installation of this apparatus is only half completed before the children are beginning to make use of it for broad, high, and deep jumping. It may once more be used to start pole-vaulting. Some tumbling may be done from it. On the solid side of it targets may be painted. The sand around it gives a good place for the sand

play of small children, but also for a free bout of friendly wrestling of boys.

These pieces of apparatus cost but little to install, are well-nigh indestructible, cost therefore little or nothing for repairs, take up little space, lend themselves to a thousand and one uses at the hands of the playground instructor, and, what is still better, suggest as many and more uses to the child himself.

The Filson Historical Society

volunteer; who, from his superior knowledge of boy psychology, is able to maintain proper contact between the boys and the volunteer worker. No standards are too high for leadership of this type. These leaders are building the character of the world to-morrow. The life of your children's children is in their hands.

TWO-YEAR GRADUATE PROGRAM IN BOY GUIDANCE

FIRST YEAR

First Quarter:	Credit Hours
Introduction to Boy Work.....	4
Philosophy and Psychology of Adolescence.....	1
Physical Education.....	1
Religion for Adolescents.....	1
Minor (elective).....	2
	<u>9</u>

Second, Third and Fourth Quarters:	
Principles, History and Theory of Boy Work.....	3
Practice of Boy Work (field work in near-by cities).....	1
Physical Education.....	1
Philosophy and Psychology of Adolescence.....	1
Religion for Adolescents.....	1
Minor (elective).....	2
	<u>9</u>

SUMMER PERIOD

Training Camp for Boy Scout Work and Woodcraft.....	2 weeks
Field Work in Boys' Camps.....	8 weeks

SECOND YEAR

First Semester:	
Boy Work Administration.....	3
Practice of Boy Work (field work in near-by cities).....	2
Physical Education.....	1
Minor (elective).....	3
	<u>9</u>

Second Semester:	
Practice of Boy Work (field work in middle west region).....	18 weeks
Thesis (some practical phase of boy work).	

Note: A credit hour is the equivalent of two hours of classroom work. The amount of field work per credit hour varies, but must be as a minimum four hours.

1924

BOY GUIDANCE

The New Profession



By Brother Barnabas, F. S. C.

Executive Secretary
Boy Life Bureau, Knights of Columbus

Vice-President
The Canadian Council on Child Welfare

Paper presented at the International Conference of Social Work
Toronto, Ontario, June 25—July 2, 1924

THE human family is entering upon a new era. Different needs are manifest at different epochs in the world's development, and the requirements of to-day are different from those of yesterday.

The life of the family is quite unlike what it was a short two generations ago. We have progressed from the ox-cart to the automobile; from the itinerant peddler to the department store; from hand-made tools to machines of almost human intelligence. Instead of a letter at 25 cents an ounce that took many days to reach its destination, we have the telephone and the radio. Human life is at once simpler and more complex.

GREAT INCREASE IN LEISURE

The physical business of living is easier. Our houses are better heated and lighted; hot water flows from shining taps instead of from a painfully manipulated pump. Farm occupations are simplified by tractors, reapers, separators and incubators. A great deal of leisure time has been wrung from the business of living.

It is this leisure time that, while it enriches our lives, makes them more complex. Our recreations include ten activities where our grandfathers knew one. Necessarily this affects the youth of the nation. Necessarily this complex life affects the characters of our boys.

The boy has a simple soul. He needs not a complexity of activities, but simpler ones. He is as elemental as a savage; he wants a simple environment, not the multiplicity of activities that surround him on every side. His nervous organism becomes over-developed.

DIFFERENT FAMILY LIFE

The members of the family until some fifty years ago spent their lives together. Father and the boys worked together in the fields; together they built the barns and cared for the stock. Together they planned and saved for the future, together they found amusement and relaxation. As the development of rural life gives way to cities, and social and industrial changes appear, the parents are now too occupied in making a living to educate the boy properly. Women have entered the ranks of industry in growing numbers. In the social classes where actual wage earning on the part of the mother is not necessary, there are

numerous activities that prevent the former close and intimate family life.

During this time of transition a third agency in the education of the boy was developed—the school. The French nation was perhaps the first to realize the vital importance of universal education, and it was shortly after the Revolution in France that schools were established bearing some relationship to the school system as we know it to-day. For over a century these three agencies, the school, the church and the home, have been working together to develop and train the boy for citizenship.

But this is a new epoch upon which we are entering. There is nothing to be regretted in the change from old customs, but we must recognize the fact that a change has come, and we must prepare to meet the new conditions if we are to save the manhood of the world.

The church and Sunday School no longer are the vital elements in the life of our youth that they were. In this connection some statistics on Sunday School attendance in New York City may prove interesting. Figures in other countries and other communities may vary, but these are at least indicative of conditions that may be encountered elsewhere.

More than three-fourths of the boys in New York City between the ages of 12 and 18 years are not enrolled in any Sunday School at all. In addition there must be considered the boys who, though carried on the records, do not attend Sunday School often enough to receive any vital impression. The percentage of enrollment may be somewhat higher in other countries, but even with this allowance, it seems clear that the influence of the church upon the boyhood of the world is not as strong as it should be.

There remains the school. Here again some figures obtainable in New York City will prove illuminating. In America, as is well known, especial emphasis is laid upon the importance of elementary training, and stringent truancy laws keep the boy in school as long as possible. Yet these are the conditions that obtain in New York City, and to an extent—greater no doubt in many localities throughout the world to-day.

The actual percentage of boys in New York City between the ages of 12 and 18 who attend school is 51.5, slightly over half. In other words, half the boys do not attend school at all during some of their formative years, and over three-fourths of the boys that do go, attend under conditions that do not permit

the individual instruction and the personal relationship that are absolutely necessary to building character.

Now the boy in his teens is as sensitive as a young plant, and as plastic as a piece of clay. He needs the companionship, craves the friendship of a man. That his home does not supply it, that his school fails him and his church cannot meet his needs, do not change his nature. Companionship he must have, and he gets it where he can—in the street and up the alley.

By the design of God there is a particular time in a boy's life when he seeks a man upon whom to mould his character. In the past, as has been noted, there was his father, his close companion, his ideal. With the passing of rural conditions, the schoolmaster supplied this need to a great extent. He knew little about the science of pedagogy, and his instruction perhaps made up in force what it lacked in finish. But he did enter vividly into the lives of the boys in his schoolroom; he was a vital factor in the community and a force in building its character. The community apparently under-rated the type of his leadership, however. They paid the teacher so poorly that the young men felt they could not afford to go into the profession. They left the ranks of teachers, and the job of educating our boyhood has been turned over largely to women. Now in many respects, I believe that women are better fitted to teach than men; and they are possessed of a sublime patience, and a sympathetic understanding. But these qualities do not alter the fact that during his impressionable years, the boy craves and needs the companionship and friendship of an adult of his own sex.

Between the ages of 12 and 18 is the most important period of a boy's life. It is then that his ideals are acquired, his character formed. In these years, he needs the leadership of a man of high principles. He needs an ideal on whom he may model his own character. Psychologists tell us that the vital influence in our lives is not what is preached at us, not what is taught to us, but the human influence, the personal reaction on the part of those around us to this situation and to that. Every boy needs a hero to worship. Pity the boy whose hero is the professional pugilist and the bootlegger!

The largest part of a boy's daily life is spent not merely without proper adult companionship. It is spent with practically no guidance whatever. Even though the boy be one of the lucky minority that are attending school, even though he belongs to the still smaller number that attend a religious school

also, an examination of his time reveals that the greatest part of it is undirected by either of these institutions. His daily average of religious instruction is one-quarter of an hour. His daily average in school (making allowances for vacations and holidays) is less than three hours. He spends perhaps nine hours in sleeping, and four at indoor home occupations. This leaves him eight hours that are all his own. It is then the lessons of the home, the school and the church receive their practical test in the life of the boy. It is then his free will rejects or chooses the principles which he has been taught. It is then in his leisure time that his future life is made or broken.

UNDIRECTED ACTIVITY

The boy is a human dynamo. Going, doing—it is as easy to dam Niagara as to check the activity of a healthy youth in his teens. The wind will blow and the water will dash along, do what we will. But the wind which played havoc in the garden turns the windmill industriously, and the power of the water which upset the boat may be harnessed to run an engine. The boy's restless energy if directed, may be guided to useful pursuits and wholesome ideals. One boy out of every fourteen is hailed into court for delinquency. Delinquency is largely misdirected energy. After leaving a boy's natural instincts entirely unguided, we arrest and penalize him for exercising his God-given energy!

A PROGRAM AND A MAN

Two things are needed: a program of directed activity for the boy's leisure time, and men trained professionally for his leisure-time leadership just as teachers are trained to direct his mind, and doctors to care for his body. It is hardly possible to over-estimate the importance of this type of leadership. It is too vital a thing to the world of the future to be left to chance. Such leaders must have tact, sympathy, and wisdom. They must be men of high character, dedicating their lives to the services of their country through its boyhood. They must have physical buoyancy and youth. They must have training. Surely no requirements of education are too high for this profession. The recreation leaders must be trained in pedagogy for they have to teach; they must be familiar with psychology for young minds are in their care; they must be practised in sports and athletic activities; they must be versed in various crafts and occupations dear to a boy's heart.

Many of our movements that are dealing with leisure-time programs have drawn up definite standards of training for their professional workers. They feel that a four-year course at some accredited college followed by a period of intensive graduate study, is not too heavy a requirement.

DEFINITE STANDARDS OF TRAINING

It is only a short generation ago when any girl who completed school was considered qualified to teach. It is hardly a longer time that we have been giving highly specialized instruction to dentists. The profession of forestry was unknown to our fathers.

Recreational leadership is still at its beginning. Shall we demand lower qualifications of those who are going to form the characters of the boyhood of the nation than we do of the man who conserves our forests or fills our teeth?

The agencies that are working upon this problem—the Y. M. C. A., the Boy Scouts of America, the Y. M. H. A., the Knights of Columbus, the Boys' Club Federation, are striving to fill their ranks. There is no doubt that boys want and need a program of directed activity. The great need is for leadership. Yes, that is the very heart and soul of such work. But back of the volunteer leader, encouraging him, directing him, guiding him, is needed the trained worker.

THE LABORER IS WORTHY OF HIS HIRE

Let us not repeat the costly mistake we made in the teaching profession. High standards of character, ability and training are necessary for this vocation and they must meet a commensurate reward. No other profession takes so much time to master, no other is so vital to the life of the nation. The young men who enter its ranks should not feel anxiety about their compensation. They should be able to put their whole life into their profession.

The need for such professional direction is clearly evidenced in the development of national and international associations for free-time guidance, among them the Boys' Brigades, Boys' Club Federation, Boy Scouts of America, etc. Therefore, it is of vital importance that we should not lose time discussing the advisability of leadership. In order to save this generation of boys, we must recognize the importance of such leadership, and its importance to the world, and set about providing it. It is

vital that we put back into the life of the boy the really high type of man that we wish him to take as his model.

Circumstances have produced the demand for this new profession—boy guidance. It is essential that we do not allow it to suffer as we did the profession of teaching. We must so emphasize its importance that men of the highest type will recognize that they may render the highest service through this means; that they may have the conscious conviction that it is worth-while work and that at the end of his career such a leader may look back and see the impress he has made upon the citizenship of his time in service to his country.

To contribute to welfare work in North America, the Knights of Columbus felt, after careful investigation, that they could give no greater benefit than to establish a school for training such leaders, and work out such a curriculum as would be accepted by authorities as meeting the highest academic standards. After consultation with prominent educational and social leaders, such a course has been established. It is a two-year graduate course leading to the degree of M. A. The students are preparing themselves for leadership in some form of free-time boy work. They are the type of men that are outstanding in any community, possessing the necessary qualifications of character, personality and leadership.

This course has been established at the University of Notre Dame, at South Bend, Ind. The curriculum is recognized as being equal to that required for law, medicine or any similar specialized course. The authorities feel that if only the energy which is put into the problem of juvenile delinquency were expended in constructive work, in playgrounds and leadership, there would not be the same necessity for juvenile courts and probation officers.

There are in North America alone some eight million boys between the ages of eight and seventeen. Probably not two million of them are definitely reached by any leisure program. The volunteer leader is essential to spreading the influence of the program among the other six million. He is the one who comes directly into the life of the boy and develops in him the highest type of manhood. But if these six millions of boys in North America, and uncounted millions of boys in the world over are to have the benefits of a recreation program, back of the volunteer leader must stand needed the trained boy worker. He it is who directs the program, who encourages and trains the

YOUTH » »

Youth is not a time in life. It is a state of mind; the temper of the will; a quality of the imagination; an expression of enthusiastic faith. Youth means the predominance of courage over timidity; the appetite for adventure over love of ease. Nobody grows old by merely living a number of years. We grow old by deserting our ideals.

Enthusiastic initiative is the greatest asset in the world. It beats money, power and influence. The enthusiast convinces single handed; wins over prejudice and opposition; spurs inaction; storms the barriers and, like an avalanche, overwhelms all obstacles. Faith and determination, rightly combined, remove mountains. They achieve the unheard-of, the miraculous. » » »

If we keep the germ of youthful enthusiasm and ambition afloat in our organization and in our homes, carry it in our attitude and manner, it will spread like contagion and influence every action. It means joy, pleasure and satisfaction for all of us. It means a victorious life, success in the things that are most worth while.—Paul Brehm.

*Greetings from the
National Education Association*

THE PROBLEM OF YOUTH

Sermon

By REV. T. E. GOUWENS, D. D.



DELIVERED FEBRUARY 27, 1927

AT

SECOND PRESBYTERIAN CHURCH

LOUISVILLE, KENTUCKY

The Problem Of Youth

Mark 9:17. "Master, I have brought unto thee my son."

We have here the picture of a father bringing to the Master a son about whose welfare he was very solicitous. We are not interested, this morning, in the particular disease which had laid its hold on this young man. We are interested, rather, in the fact that his illness constituted a real problem and that his father solved the problem by taking him to Jesus.

We are thinking of the problem of modern youth. It is a problem which is felt by business men, statesmen, educators, preachers and parents. It has been the theme of many articles, books and addresses. The malady which creates this problem is not chiefly physical but moral and spiritual. Our text is appropriate for a sermon on this subject because it suggests the one remedy without which no genuine cure can be found.

Let me begin with a description of the problem we have in mind. The question has often been asked, and answered in various ways, "What is wrong with our young people?" In our answer to this question, we shall have to deal in generalizations. I am aware, of course, that there are multitudes of young people to whom the terms I shall use do not apply. Nor can any individual be adequately described by calling attention to a few characteristics. Nevertheless, certain tendencies are plainly discernible in the lives of hosts of the younger generation.

And these are the tendencies most of us have in mind when we speak of the problem of youth.

For one thing, there is the disregard for authority. The love of liberty is deeply ingrained in our lives. It is an admirable quality and has been the motive of many noble deeds. But it may become so excessive that it rebels against restraints which are really essential to successful living. When freedom runs into license, it becomes fraught with grave peril. The world has not yet grown so virtuous that it can live safely without discipline. And yet this is the very experiment men and women are making to-day. "Self-expression," is one of the watchwords of our time. And among the most ardent advocates of the conduct it indicates are the young people. Even children, who do not know the meaning of the word, are perfectly familiar with and insistent on the freedom of action which it contemplates.

There is disregard for authority in the home, in the school and in the state. The other day a sixteen year old boy was apprehended for forging a check. When asked why he had committed the crime, he replied that his parents were cruel to him. The cruelty to which he referred was only a kind but firm effort to guide him in the right direction. There are hosts of boys and girls who think their parents are only ignorant old tyrants because they insist on the observance of a few fundamental principles of good behaviour. Moral standards which served well in the venerable past are lightly ignored as antiquated and unwarranted restrictions. The ancient landmarks are removed with a sense of

pride and mastery. How the rising generation despises the law is seen in the fact that the majority of our criminals are young people. Even the Bible, respect for whose authority has been one of the chief contributors to the enduring possessions of civilization, is denied the right of dictating the principles by which life should be lived. This insubordination, which finds expression in every realm of life, constitutes one of the chief items in the problem of modern youth.

In the second place, our young people constitute a problem because of their perverted conceptions of life. One of these perverted conceptions is that the chief aim in life is to make money. This materialistic point of view is not strange when we remember that many parents themselves are so bent on profits and savings that they refuse to contribute toward the furtherance of the kingdom of God and kindred causes. Others have made the quest of pleasure their chief concern. They launch out on life with the idea that all experience must be interpreted in terms of a good time. On this theory, they take their fling without scruple. Wild oats are cultivated till they become domestic plants. There is a widespread conviction that it is perfectly normal to indulge in immoral practices. In fact, it is not even conceded, in many circles, that illicit intercourse between the sexes is immoral. We are hardly surprised at this attitude when we recall that our young people receive a large measure of their impressions of life from much married movie stars and from authors whose own views of life are sadly distorted. Books which we were forbidden to read

as children are pronounced dull by the present rising generation. And this looseness of morals is further abetted by the open advocacy of trial marriage. When so many sanctions of vice lie ready at hand, it is no wonder that moral distinctions are blurred in the minds of our youth.

A third element in the problem of youth is the prevalent craving for excitement. It is natural, of course, for young people to delight in thrills. The trouble comes when the thrill is sought in things which disintegrate the soul. Boys and girls in their teens have gratified their senses until they have become blase. They have drunk the cup of pleasure to the dregs. And multitudes who have yielded to this lust for excitement have awakened to the fact that they missed the deepest significance of life. You have noticed the large number of recent suicides among college students. They are testimonies to the disillusionment of a misguided and misspent youth. A minister recently received two letters. One was from a young man who wanted to snap his fingers at virtue and do as he pleased. "Why not?" he asked. The other was from a young man who had flouted virtue and had obeyed his lower impulses. "A thousand, thousand times," he wrote, "I have paid in full for those few years."

These are a few items in the problem of modern youth. It behooves us to inquire into the reasons for the situation I have outlined. To begin with, let us recognize that the blame cannot be laid entirely, nor even principally, at the feet of youth. The young people of to-day do not differ greatly from the young people of

yesterday. In fact, they have many wise advocates who claim they are better. What I have said about disregard for authority, perverted ideas and the craving for wrong excitement by no means tells the whole story. Vast numbers of our young people are largely characterized by such splendid qualities as candor, self-reliance, initiative, enthusiasm, hopefulness and idealism.

Parents come to me worried about their children. And when they speak of their perils and faults, they never fail to mention also their many fine traits. And I know they are telling the truth. Let me disclaim, once for all, any intention of pronouncing a wholesale indictment against our young people. Nothing would be more manifestly unfair. My own contacts with them have been sufficient to assure me that they are not only not worse than the companions of my own boyhood and youth, but in many instances much better. Their temptations and opportunities for doing foolish things are undoubtedly greater and more varied, but their hearts are not more corrupt. Headmasters of schools and presidents of colleges bear out this statement. And a reflection on your own past will also confirm the truth of what I say. Who will stand up and say that he never hated discipline, that he never thought he knew more about life than his parents and that he nexer went on a quest for thrills? The problem of modern youth is not primarily created by youth itself but rather by the conditions which prevail in the world to-day.

For consider the kind of world in which we are living. Through our discoveries and inven-

tions, our contacts with other people have been multiplied. And where contacts are multiplied, temptations are increased. Tremendous powers have been placed in our hands, handicaps have been removed and pleasures have been made more inviting by the applications of scientific knowledge. Emphasis has been laid on the material aspects of life. Spiritual impoverishment has resulted from the adoption of worldly standards and from concentration on material values. These secular standards have largely taken possession of our schools. We are more concerned to educate for lucrative occupation than for living. The necessity of training for the art of living is too largely ignored.

A noted criminologist says, "Civilization surely is in danger. Men and women, even children are thinking of their rights rather than of their duties. They have gone mad at pleasure seeking. They are crowding, crowding, crowding towards a goal—which too often is the insane asylum, the prison, the bankruptcy court (financial or moral) and despair." Experts tell us that the motor car and the motion picture are almost exclusively to blame for the increasing cost of maintaining our institutions for the insane. And this criminologist says, "I would go further and blame it to the general jazz environment which surrounds the race."

Add to this situation as I have described it the fact that by hosts of people religion is practically ignored and you will easily see what a hazardous world this is for a growing boy or girl. The restraints and inspirations of religion are absolutely essential for the development of

normal, vigorous and pure young life. But this salutary influence is hardly felt because young people accept religion at the estimate which their parents, teachers and superiors place upon it. Dr. John A. Hutton makes a remark which every parent does well to heed. He says, "The child learned, perhaps, not to take seriously the seriousness of his parents, because he felt that they did not take their own seriously. And so the child may one day have learned to be insincere, and the name of God may thus for ever have lost all substance for him."

I have said some things in description of present conditions. Who produced these conditions, my friend? Our growing boys and girls did not produce them. The responsibility rests largely on our own generation. We have made, or at least we have sanctioned and contributed to, the materialistic environment into which our children are born. Our children did not make the world what it is. We ourselves did it, and the tragic part of it is that we are generally satisfied with our work. We are content to measure values in material terms, to consider first not the kingdom of God but the money we can make and the fun we can have.

We send our sons and daughters to school that they may prepare for the struggle of life. Some of these young people catch a beautiful vision of service and dedicate themselves to the pursuit of a high ideal. But when they return, many of them find that the ideal they learned to cherish is not honored in the home, in business or in the state. They come back to a pagan environment. Dr. Stearns, principal of Phillips-Andover Acade-

my, tells of a boy who was gassed during the war and who in a fit of discouragement plunged into the excesses of the vice in Paris. The result was deep remorse and a compelling desire to return to America where in the environment of higher standards he might make a new start. And this was the statement he made to Dr. Stearns a short time after his return, "Mr. Stearns, I came back to Sodom!" Parents are anxious about their children who are away at school. It is true that perils lurk everywhere, but you have probably heard young people say, as I have heard them say, that it is easier for them to be true and pure and honorable when they are in school than it is when the bars are down during vacation. They come back to an environment in which their ideals are held in derision. Is it any wonder that they lose confidence in "that which shone afar so grand?"

And what shall we say of those others who have gone away to school and who, because they had not previously been trained to cherish the better and more beautiful things of life, have fallen into worldly ways of infidelity, selfishness and vice? The environment to which they return is frequently conducive to a continuance of their perilous course. They can live in this world, and even in this favored country, for a score of years without hearing a single rebuke for their worldliness. The marvel is that youth can rise above the situation at all.

Whose, then, do you think this problem of youth is? Perhaps I should have referred to it rather as the problem of the older generation. Most of our young folk are responding in a

normal way to a set of conditions which we have approved and in many cases produced.

I am not declaring a general amnesty for all the follies of youth. I know our young people need reproof and correction. They have needed discipline in all generations. But I am not preaching primarily to the young people now. I am preaching to their parents, teachers and superiors who bemoan their excesses but who do very little to solve the problem they present.

We have spoken of the problem and of the reasons for its existence. I remark further that the dominant factor in the solution of the problem must be Jesus Christ. Jesus Christ must be the dominant factor in the solution of our problem for two reasons. In the first place, he stands for the highest interests in life. There are other influences which are conducive to purity and righteousness. But all such influences are stabilized and strengthened when they draw their inspiration from him. He is the sum and personification of all that is good. Those who look to him for guidance are never led astray. Those who rely on him for life's satisfactions never go away hungry. The best and most beautiful treasures of which civilization can boast are the gifts of his spirit. The choicest characters we know are Christian characters, and the choicest homes, Christian homes. Our finest art and music and literature must be traced for their source to his inspiration. The world in the past has needed Christ, and the world to-day has not outgrown him. If the supreme debt of the past is to him, the supreme need of the present is still his saving power.

But Christ must be the chief factor in the solution of our problem not only because he always stands for the best, but also because no morality is secure without religion. Christ is not only the ideal, he is also the power without which the ideal cannot be reached. We cannot have the effects of Christianity without having Christianity. This is a self-evident fact, and it applies to every individual person as well as to large groups of people. Our young people need many things to prepare them for life. But the life for which they prepare is a futile and perilous thing unless the crowning spirit of all their preparation is the spirit of the Lord of the universe.

Consider, then, finally, where the responsibility lies for giving our children and young people the spirit of Christ. The young people can do much for themselves. Not all their questionable indulgences are the result of ignorance. Much of their misconduct is deliberate. The claims of Christ have been presented to most of them. They can distinguish between right and wrong, and they can see clearly that Christ is invariably on the side of the right. As soon as they attain to years of discretion, they must assume their share of the responsibility for their transgressions. Dedication to Christ is a personal act which no one can perform for another.

But this does not minimize the responsibility of the church. It is one great function of the Church to bring her children to Jesus. No doubt, this work has frequently been done in a bungling fashion. Insistence on conformity to conventional practices has made religion seem a lifeless

and largely meaningless inheritance from the past. Trivial and nonessential restrictions have caused many young people to desert the church. The old terminology of the creeds has been hard to understand and harder still to vitalize for daily experience. The divisions in the church and the competition in which they have issued have seemed to critical youth to manifest an unworthy departure from the spirit and purpose of Christ. The contention that revealed truth denies many of the findings of science, has undermined, for hosts of young people, the authority of Scripture as our infallible rule of faith and practice. These are some of the causes to which has been attributed the failure of the church to reach modern youth.

The church cannot afford to let minor matters interfere with her high task of bringing her children to Christ. The important matter is that these young hearts should be completely surrendered to and thoroughly dominated by the spirit of the Lord. Let ministers and Sunday School teachers exalt Jesus Christ and train young lives which come under their care in the application of Christian principles to their daily experience. Our young people are baffled by many problems and discouraged by many temptations and mistakes. They should feel perfectly assured of a sympathetic hearing of their troubles on the part of their teachers and pastors. More than they realize, they need the old standards of morality and the spirit of Christ by which Christians in all ages have successfully fought the world, the flesh and devil. And

nothing should be permitted to stand in the way of the Church's ministry in this direction.

But the chief responsibility for bringing children and young people to Christ lies with their parents. Dr. Cadman says, "From the dawn of civilization and even in the long twilight before that dawn, the parent has been compelled to recognize his or her responsibility. Its governing conviction is that none has a vestige of moral right to bring human life into the world without consequent and unquestioning devotion to its protection and training. I had rather be a father whose children can trust and follow his personal example than a crowned monarch on his throne. And as for a true, wise, molding mother, her price is above rubies. She is the vicareess of the eternities for her children."

Measure yourself by that standard, my friend, and confess honestly where you stand. Your child absorbs your interest in profits, luxuries and pleasures. Does he also draw from you the inspiration to be true, pure and noble? Do you give him any encouragement in the pursuit of life's finer ideals? Are you definitely exerting yourself in the interests of his spiritual training? Is it safe for your son or your daughter to imitate you? Can you testify before God that you will be entirely satisfied if your child, thirty years hence, is no better than you are now? There is tremendous power in the memory of a sacred home. Will your child be sustained by such a memory in later years? Have you brought your child to Christ? If there is a more important question you can ask with re-

gard to your son or daughter, I am not aware of it.

Let me give you, in closing, the utterances of two fathers. One is a portion of a letter which a father wrote to the principal of the school his son was attending. "I cannot afford at my time of life," he said, "to have my boy waste any time in studying the Bible, because it is my intention that he shall adopt some useful occupation." At least he was frank. And I venture that the class for which he spoke is not small.

At the other extreme, is this statement by Dr. Alexander Whyte, the late famous preacher of Edinburgh. Commenting on Paul's reference to Timothy as his own son in the faith, he says, "Speaking for myself, I would value above all else that God can give me in this world to see all my children truly converted like Timothy. And I would rejoice to receive their conversion through any instrumentality that it pleases God to employ, a new minister, a passing-by evangelist, a good book, a dispensation of providence or what not. But, oh, if it please God, let me have all my children's souls myself! Let them all say in after days, 'it was my father that did it.' That would make my cup run over indeed." Be well assured, my friend, that you can covet no finer achievement than that. Let this be the supreme ambition of your life, that some day you may be able to say, "Master, I have brought unto the my son." Then the joy of your experience will be crowned indeed.

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1928

OUT ON THE BLACK ROAD

MILDRED E. MILLER

April 1928



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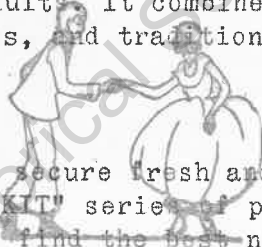
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Lynn Rohrbough, Director
DELAWARE, OHIO

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February Fun King's Temper
Railroad Party Balloon Games
Radio Banquet Four Folk Songs
Singing Games Perlor Baseball

Kit 23—Out-of-Doors Recreation
Hikes and Outings One Hole Golf
Treasure Hunts Set Running
Flying Time Party Seven Stunt Songs
Novel Ball Games Message of Open

Kit 24—American Singing Games
Pioneer Play Party Bingo, Jolly Miller
Origin and Value Four in a Boat
Needle's Eye Old Brass Wagon
Skip to My Lou Skating Away, etc.

Kit 25—Favorite Group Games
Recreation Budgets Romantic Party
Money-making Immigration Social
Charades, Puzzles Mexican Stunt
Fortlet Party Forty Good Games

Kit 26—Progressive Parties
Institute Reports Miss Alphabet
Capsule Party Choir Social
Recreation Game Treasure Hunt
A Kid's Party Pirot, etc.

Kit 28—Valentine Number
Counting Games Down in the Valley
Caption Minutes Men of the Soil
15 Singing Games Washington Party
Kitchen Shower Games, Riddles, etc.

Kit 30—Family Recreation
Play at Home Japanese Games
Mother's Day Table Stunts
Progressive Games Odious Adjectives
Swiss Navy Program Notes, etc.

Kit 31—Home-made Equipment
Play with Tools Tree Bull, Hearts
Tether Ball Napoleon
Deck Tennis Four Folk Songs
Dancing Doll Stunties, etc.

Kit 32—Program Number
Yearly Review Birthday Party
Sculptor's Shop Game of Friends
Geometry Party School Days Party
Party of Heroes Go-moku

Kit 33—Forty Group Games
Speed Quiz Yardstick Relay
Indoor Rounders Five Piece Puzzle
Stoop, Get Up Chilean Fortunes
Table Tennis Windmill, etc.

Kit 34—Folk Songs and Stunts
Game of Ruma Came A-Riding
Lighthouse Keeper Chicka-hunka
Can't Pay Rent Mowing Song
My Banjo Scoop, etc.

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Morris or Mill Christmas Notes
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"HANDY II"—THE RED BOOK

A New Advanced Manual of
Social Recreation



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Youth &
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110 Illustrations
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Church Recreation Service

Delaware, Ohio

BULLETIN

Louisville Council of Parent-Teacher Associations

MAY, 1929

"WHAT CAN I DO NEXT?"

By Ethel J. McCoy, President, Southern Appalachian Section Camp Directors' Association

"What can I do next?" The desire for change, for thrills, for something new, different, and sufficiently engrossing to employ stores of surplus energy, lies behind this familiar cry of childhood and youth. No parent can afford to ignore this demand, and so lose an opportunity to run this natural desire to profitable ends.

During nine months of the year, the modern school, with its varied curriculum, its entertainments, clubs, social and athletic functions, and numerous related activities, gives the average boy or girl little time to feel restless or bored. But, with the end of the school term, the parents are again faced with the problem of providing directed, wholesome occupation for the vacation months.

The average boy or girl has little responsibility around the home; the resort hotel is organized to meet the recreational needs of adults, not growing children. Often the leisure which vacation from school affords may result in positive harm, unless the "what to do" question is intelligently answered.

Understanding, far-sighted parents realize that modern family life cannot supply the activities which will keep growing boys and girls busy, happy, and constructively occupied, with

the stimulus of wholesome companionship, all day and every day for three months. So, because they are devoted to their children and desire to give them the best things of life, they are turning, in increasing numbers, to the organized summer camp as the ideal solution to the vacation problem.

The right kind of camp is in charge of educators who understand young people and are giving their lives to their service. The camp provides leaders who are trained to anticipate the often unvoiced cry of youth, "What can I do next?" and to supply a satisfactory answer. These leaders are prepared to guide their charges into a fuller, more satisfying, more abundant life, and to help them develop the qualities which make for efficient and happy manhood and womanhood.

If you want to give your children an experience which will bring rich rewards in health, happiness and character-building, send them to summer camp. You need not concern yourself about the minor details of the program—whether Mary had better specialize in handcraft or swimming, or little Billy in horseback riding or archery. If you are satisfied that you have chosen a good camp, you may safely leave the rest to the director, to whom each child is a distinct personality, to be dealt with as an individual.

Organized camping is answering the perpetual question, "What can I do next?" in line with modern educational principles, in the way most pleasant and helpful for the boys and girls of today.

"HELP EACH OTHER"

CHILD NEEDS MORE WATER DURING SUMMER MONTHS

By Angelo Patri

This is a sermon about water. There is nothing like it for children, or their elders, under the sun. Water, pure, cool, spring water, is a poem, a triumph, a sheer delight. Our children are not getting enough of it. The soda water man, that wise individual on the street corner, is selling drinks that teach children not to thirst for spring water.

He makes his wares attractive by coloring them and serving them in dainty glasses. He adds sugar and fruit juice for good measure. A drink of good lemonade is not to be despised, of course, but beside a glass of spring water from the mountain spring it is very second-class.

You must get your water out of a faucet. So must I. But the water that comes out of the faucet here in Louisville is as fine and as clear and as sparkling as ever I got out of the spring that is so dear to my heart. Here in this great city we have wonderful water, but the children are not getting as much of it as they ought to have. They would rather have the ice cream man's soda.

See that they get all the water you can pour down their throats this coming summer. It will keep them cool. It will wash out the intestines and the kidneys. It will refresh and rebuild the tissues of their bodies. It will bring lovely color to their skins and make their eyes shine. Water them well.

The baby needs water. Many a crying spell is due to the baby's thirst for cool water. In the warm weather give him plenty of it. It is not to be iced, just cool and clean. His bottle will be sterilized, of course, and if you are not sure of the water, sterilize that, too, and cool it in the bottle and feed it to the baby.

The water the children drink must be clean. Make sure it is. If you get water from a distant spring pour it into one of those big glass bottles, cork it, and keep it in a cool place. In pouring it out wipe the lip of the bottle with a perfectly clean bit of gauze and pour out as much water as needed only.

It is not wise to have drinking water kept in a pail where dust may fall into it. Cups and dippers are not to be dipped into a pail of drinking water which the children are to use. All sorts of things are likely to get into an open pail. The big glass bottle is best.

When a child is ill, cut off his food and give him plenty of cool water. Not what he asks for, but what you give him, a glass an hour, or thereabouts is right until the doctor comes. Water will never hurt a child. It is better for him than many of the doses taken out of the medicine bottles. Try it and see.

SUMMER JOYS FOR Y. M. C. A. BOYS

If you want your boy to have fun this summer—a real vacation—something doing every day—a regular merry-go-round of good times—let him join the Y. M. C. A.

How would he like all-day hikes in the open country? Some sport! With a bunch of good pals his own age and one of the "Y" men for guide and leader. He'll enjoy these hikes.

Another sport of the "Y" boys is overnight camping. Of all the "Y" boys' summer joys, this is always one of the big hits of the season. Oh, the corking good fun of marching out to camp—eight or ten jolly boys with a "Y" man for "pal" and guide! Then the sport of pitching tents, getting wood and water, cooking over the open fire, sleeping under the stars.

Who would ask for anything better than a cool dip in the Y. M. C. A. pool on a hot day? Swimming is one of the finest sports in the world to develop every muscle in a fellow's body. A "Y" expert will teach him how. He ought to be a "Y" boy if only to learn to swim. It's wonderful as exercise, for his safety, for the safety of others.

There's always something snappy doing around the "Y"—in the gym, on the track, in the game room. For what specialty is your boy going to train—distance running, sprinting, high jumping, or what? Let him start training now at the "Y."

Regular baseball teams and leagues are on the program. Let him pitch in and make one of the teams.

And then there are treasure hunts, socials, swimming meets, and a lot of other good things on the program. Let your boy be a regular fellow—a "Y" man.

For further information call the Boys' Division of the Y. M. C. A. Mr. Kuebler.

USING THE ALARM CLOCK

When one is working in the garden or about the flowers it is easy to remain out of doors longer than is desired without realizing that time is slipping away. A simple way to overcome this difficulty is to set the alarm clock to go off at the time which you wish to stop working in the yard and then place the clock in an open window where it can be heard.

This method may also be employed when working about the house. When a cake is in the oven and it seems necessary to go upstairs to work for a time, the alarm clock may be set at such time as you know the cake should be looked after and taken upstairs or placed at the foot of the stairs where it can be heard. This is an excellent way to prevent forgetting things which are on the stove cooking, and takes only a minute's time to do.

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A TOAST TO THE FLAG

On July 4, 1903, at a dinner in Shanghai, the British Consul toasted the British flag. He said: "Gentlemen, here is the Union Jack, the flag of flags, the flag that has floated over every continent and every sea for a thousand years, the flag on which the sun has never set." It was a strong sentiment and the Americans were just a little awed until Mr. Eli Perkins was called to toast the Stars and Stripes. Looking into the proud faces of the Englishmen, he said: "Gentlemen, here's to the Stars and Stripes of the new republic. When the setting sun lights up her golden stars in the ice-bound regions of Alaska, the rising sun salutes her on the rock-bound coast of Maine. It is the flag of liberty, never lowered to a foe, and the only flag which ever whipped that flag on which the sun never sets, and may the Stars and Stripes and the Red Cross of Britannica never clash again in mortal strife, but together, floating over millions of the same blood, form the bulwark of the world's hope, and dictate peace to the warring of all Christendom for all time to come."

IN HONOR OF MOTHER

Our modern Mothers' Day differs a good deal from the old time observance, which antedates even the Christian era, extending far, far back into pagan times, when Rhea—"Great Mother of the Gods"—was accorded most worshipful honor at Asia Minor, in certain significant celebrations, the majesty and authority of motherhood being more emphasized at that time than were the tenderness and love, according to an account given by L. D. Stearns. The lion, oak and pine were sacred to this great mother, Rhea, who was represented as traversing the mountains in a chariot drawn by lions. Wild and weird music and dancing were features of the ceremony.

This worship of Rhea extended throughout Greece, and into Rome, some two hundred and fifty years before Christ. Offerings serving to elevate motherhood were made in the temple by all the people at the special ceremonial period, which was known as the festival of Hilaria. Christianity infused a different spirit into the celebration, which was changed, after a time, from pagan rites to a program in honor of the Mother Church. This, in turn, changed gradually into the modern service, with its definite purpose of mother-honor, that we hold today.

In these old-time days Mid-Lent Sunday was set aside as a day when all young men and women who were bound out as apprentices, or servants, should return home for a brief visit, carrying with them some small gift, as a token

of affection, to their mother. Young folk thus engaged were said to be off "a-mothering," and the day, for some time, was known as "Mothering Sunday." Some special delicacy always appeared at the mid-day meal.

Bit by bit, the significance of the day became wider and more far-reaching, and with a happier appeal, until, in 1914, Congress authorized the President of the United States to designate the second Sunday in May, by annual proclamation, as Mothers' Day, and to display the American flag on government buildings and private homes. The first proclamation, thus setting aside the day, was issued by President Wilson on May 9, 1914.

The day has now taken its place as one of the sweetest and most impressive honor day of the year, the celebration growing by leaps and bounds. The observance consisted largely, at first, in the wearing of a white carnation as symbolic of the beauty and purity of mother love, although some localities adopted the red carnation, instead, and in still others no particular flower was chosen—merely some sort of a blossom being worn to give significance to the day. In some places business men and women adopt mothers for the day, usually some one who is lonely or friendless, in hospital or institution, seeing that the adopted mother has a happy day, so far as is humanly possible. A little later the day became an occasion for the sending of flowers to one's mother, and still later the sending of candy, cards, letters and telegrams were added to the list. But whatever the custom one adopts, personally, for the day, let us remember that neither flowers, candy, card, nor the wearing of any sort of bloom, can equal the spoken word of honest love—the kindly appreciative action—or the heart-warming kiss.

MOTHER

By Minnie C. Childs

In the golden hall of memory,
Enshrined in the choicest place.
Is a rare, sweet picture, dear to me,
Of my mother's smiling face.

And I see the love in her shining eyes,
So earnest, brave and good,
And feel the throb of the loving heart,
That always understood.

BULLETIN

EDITORIAL STAFF

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MAY, 1929

Press of Theodore Ahrens Trade School

Of all the splendid work being done by our Parent-Teacher people in Louisville, I think the Student Loan is by far the most outstanding and important. Yet, sometimes, when we have worked long and hard for some project we feel very tired and rather discouraged and begin to wonder "is it as important and worthwhile as we thought it was? Is it worth the hard work and effort that is required to keep it going?" Then some unexpected incident will come along and show, in a flash, some of the splendid results of what you have done and you start out with vigor and renewed faith in the importance of your work.

Some time ago, a family ordinarily independent, came upon hard times. The father had an accident that prevented his working and the family was hard pressed for money. It looked as though they could not keep their little girl in school. The Student Loan Fund presented itself and with its help they were enabled to keep things going until the father was well again, then the Student Loan help was not necessary. A few days ago the Student Loan chairman received a letter from that mother, saying that they were on their feet again and wanted to return the loan, which had come to them when they so sorely needed it, and that she was enclosing a check something over the amount of the loan and hoped it would mean as much to some other family as it had meant to them. This check was just double the amount of the original loan. Doesn't that give you a thrill? Doesn't it make you feel that this one incident is worth all the work you have ever put into the Student Loan work? Doesn't it make you want to dig into your treasury and give to this wonderful project all the money you have left over from this year's work and trust to your enthusiastic efforts next year to finance your school work? Think what it means to these children to have this helping hand extended and what it means to have to turn one of them down through lack of funds.

This is the last issue of the school year and there seemed so many things we would like to crowd into it, things we didn't have room for in the other numbers. But there is just so much space and it won't stretch, so we will have to be content to save them till next year.

When you are reading this summer and come across things that you think would interest other mothers, clip them out and mail to me. Then if you think of any way that the Bulletin could be better, write that to me, too. If there is any subject that you would like a number devoted to or any kind of a department that would improve the paper, just sit down and write me or even telephone me. We want to improve the Bulletin each year and make it more interesting to you, so if you will just tell us what you want, we will do our best to give it to you.

In the April 16 issue of the Christian Science Monitor, printed in Boston, Mass., is a long article on our Student Loan Fund. Do you not feel proud that our Student Loan Fund, originating in our Parent-Teacher League here, is working so splendidly and doing such fine things that it is being recognized and copied in other cities? I had hoped to have space to reprint either all or part of this article, but failing this won't you get the Christian Science Monitor of this date and read it yourself? It will give you quite a glow of pride. We are greatly indebted to the Christian Science Monitor for giving us this publicity and are very appreciative.

NEIGHBORHOOD HOUSE

Neighborhood House, a social settlement, located at 416-428 South First Street, will close its winter clubs and classes on June 1. During the summer a varied program of activities suitable for each and everyone between six or sixty years of age will be offered on the playground. Supervised play, handicraft, story hours, folk dancing, story playing, hiking, inter-park activities, swimming, baseball, volley ball, play nights, and a weekly picture show are a few of the activities in which those who come to Neighborhood House may participate.

Neighborhood House, for years an advocate for trained leadership, will again have trained workers in charge of its playground activities from nine in the morning until nine at night. Neighborhood House works in direct co-operation with the Louisville Fresh Air Home at Peewee Valley, the town offices of the Fresh Air Home being located at Neighborhood House. Frequent trips are made to the Fresh Air Home by groups of playground children, and vacations are available to all mothers, boys, and girls who are in need of a summer outing.

E. Wilson.

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I am reading this summer and come to you that you think would interest other people and mail to me. Then in any way that the Bulletin could cite that to me, too. If there is any one you would like a number devoted to of a department that would improve, just sit down and write me or one me. We want to improve the paper year and make it more interesting to you will just tell us what you want, our best to give it to you.

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E. Wilson.

SCHOOL NEWS

The Pre-School Circle of the Margaret Merker School is only a year old, but is doing some excellent work. It meets once a month and has a splendid attendance. They are working hard for a large number of Blue Ribbon children. They had a most satisfactory cake sale in March.

The 7B class of Gavin Cochran School has organized a court which holds sessions every Monday. The judge, Juanita Claxon, gives penalties and keeps "court" in order; Cora Cross, as attorney for the defense, defends "criminals." The prosecuting attorney, Aline Goldstein, questions prisoners and conducts the cases; Walter Segal, clerk, receives reports from the rest of the class. He also has to give names of the witnesses and dates of occurrence. Raymond Tarbis, the sheriff, leads the prisoner to the stand.

The judge calls the court to order and calls on the clerk to speak; the clerk calls the first case and the sheriff brings the "victim" up. The prosecuting attorney then questions the prisoner and calls for the witnesses; attorney for the defense calls her witnesses and puts her case before the judge. The judge then fixes punishment as she thinks it is deserved.

Mr. Paul Harris, Jr., Washington Representative of International Relationships, made a most interesting address at the last meeting of the Normal School Parent-Teacher Association.

The Margaret Merker School observed Arbor Day by planting a tree. The kindergarten children took an active part in the planting. The elm tree was given to the school by Miss G. Pettus, the third grade teacher.

The duPont Manual Parent-Teacher Association has had most interesting meetings. They sent their band to Lexington and came back with second prize in Class A band concert. J. B. Connell, a Manual boy, won first Class A prize.

The Student Loan Fund received a check for \$100 from the Dads' Club at the Louisville Boys' High School. This splendid gift was greatly appreciated by the Parent-Teacher Association Council.

The children of Henry Clay School had quite a treat from Mr. Wallace, who lectured

and showed pictures about Kentucky's beautiful Cumberland Falls. At the April meeting of the Parent-Teacher Association the Up-To-Date Club in Miss Cary's class held a debate on whether a power plant would be made of the falls or whether it would be left beautiful.

The Longfellow Parent-Teacher Association has formed a Pre-School Circle, having its first meeting in March. They are expecting things from this group.

A very interesting meeting for the fathers was held in March.

Miss Jennie Fogg, 1B teacher, gave an excellent talk on "The Pre-School Movement" before the Parent-Teacher Association of the school. Miss Fogg has recently been appointed chairman of the pre-school work in the Morris School. Her 1B children gave a health play at the meeting.

The Emmet Field Parent-Teacher Association is planning a May Day Party, with Mrs. J. O. Knight as general chairman. There will be an operetta by the children at 3:30 and a supper. Then a repetition of the operetta and a style show by the dads at night.

THE ROAD TO HAPPINESS THROUGH LIFE

By William Schulz, Jr.

The Road to Happiness—that fantastic land or state we long to reach with so much eagerness. What is it, and whither winds the tortuous road we travel along Life's highway to reach our chimerical destination?

Happiness to some is Honor; to others 'tis Wealth; often, it is the contentment of Love, or pride of Parentage. Usually, it is a condition of mind, resulting perhaps from a realization in whole, or in part, of all of these. Happiness is seldom complete. It is a relative condition, and may be of temporary duration, being affected by Joy and Sorrow, Hope and Fear, Material Success and Failure.

To achieve real Happiness, even partial Happiness, requires sober judgment, habits of thrift and a noble spirit. Selfishness has no place in the structure of Happiness.

From the broad road we travel daily in its pursuit, thread the detours leading to Indulgence, Improvidence, Indifference and Indolence. The shady streams and the inviting vistas along these detours, easily visible from the main highway, have been the lure to destruction of many a pilgrim on Life's road to Happiness, and with eyes fixed on these, he failed to read the sign posts placed along the road to guide them to their destination.

UP OR DOWN?

Did you ever think about this? The spotted fruit falls at our feet, but we have to climb the tree to pick the good.

It takes effort to accomplish anything worthwhile.

It is easy to give in to that "tired feeling." It is hard to go on with your work in spite of it.

It is easy to loaf and to exercise only when you feel like it. It is hard to exercise regularly and keep your body fit.

It is easy to be mentally lazy; to let your mind become covered with rust. It is hard to keep mentally alert; to do your own thinking.

It is easy to go in debt. It is hard to pay your debts.

It is easy to procrastinate. It is hard to "do it now."

It is easy to fill your soul full of self-pity. It is hard to keep full of iron.

It is easy to be irritable and angry. It is hard to keep your poise and your temper.

It is easy to follow the crowd. It is hard to stand alone.

It is easy to fret and worry. It is hard to keep a calm and serene mind.

It is easy to evade an issue. It is hard to be strictly honest; honest with yourself and the world.

It is easy to be petty. It is hard to be big, big of mind, big of heart and big of soul.

It is easy going down. It is hard climbing up.

In which direction are you moving, up or down?

Y. M. H. A.

The Y. M. H. A. camp, located on the Ohio River, near Harrods Creek, Ky., offers boys and girls of the Young Men's Hebrew Association an opportunity to enjoy the pleasures and benefits of camping under excellent supervision and at a price within reach of all. The camp season opens on July 1, and extends to Labor Day. Reservations may be made for varying periods.

Well-equipped quarters are provided for both boys and girls. The regular staff of the association, augmented by capable counselors, administer a program that rivals that of larger Eastern and Northern camps. Opportunities are offered for the enjoyment of all camp activities, and the program is arranged with such variety as to provide the maximum pleasure and benefit. There is careful supervision at all times. A registered lifeguard is in charge of the beach.

Applications for reservations are now being accepted at the Y. M. H. A. office.

MORALS AND BRIDGES

A bridge is a type of all civilization. The paths of men come upon chasms and torrents, marshy shores, and yielding sands. The primitive course is to turn back, go around, or make a slow passage over. Before great streams they surrender. A great bridge is possible only with integrity, good will, co-operation, courage, intelligence, and perseverance. By their bridges shall ye know them. Morals are like bridges. Commonplaceness can sustain a moral code in simple situations. With great issues it surrenders to a course easier at the time, but leaving the gap in the social highway unbridged. A great life can be traced by the bridges it has made for the pathway of men.—Antioch Notes.

BOY SCOUTS

To many parents of red-blooded boys, vacation time presents a real problem. They are willing enough that the boy should have a chance to relax and to rest up after his strenuous year at school, but what shall he do besides? How to keep him safe, his mind and energies occupied, out of mischief—that is the question.

The Boy Scout program will help to answer it. If the boy is a Scout, he will doubtless already have his summer pretty well planned out. Two weeks or more at camp, miscellaneous trips and hikes, tests to pass, merit badges to win, troop and patrol meetings, these will go a long way toward taking up the youngster's leisure time.

The Louisville Scout Camp at Covered Bridge has a national reputation for excellence of equipment, leadership, and program. It is no exaggeration at all to say that a boy is far safer at Covered Bridge Reservation than he is in his own home. He lives and sleeps in the open air, keeps busy from morning to night, eats the best food that is obtainable, and is under competent supervision twenty-four hours of the day. Located only fourteen miles from Louisville, forty minutes from home, the camp offers at less than actual cost, every essential of an efficiently operated boys' camp.

MORALS AND BRIDGES

is a type of all civilization. They do not come upon chasms and torrents, rapids, and yielding sands. They do not turn back, go around, or make a detour. Before great streams they build a great bridge is possible only with good will, co-operation, courage, and perseverance. By their bridges they show the way. Morals are like bridges. They can sustain a moral code in difficult situations. With great issues it surmounts the course easier at the time, but leaves a permanent highway unbridged. It can be traced by the bridges it has built the pathway of men.—Antioch Notes.

BOY SCOUTS

For the parents of red-blooded boys, vacation represents a real problem. They are afraid that the boy should have a vacation and to rest up after his strenuous school, but what shall he do to keep him safe, his mind and body supplied, out of mischief—that is the

Scout program will help to answer. If a boy is a Scout, he will doubtless already have a summer pretty well planned out. For more at camp, miscellaneous trips, contests to pass, merit badges to win, patrol meetings, these will go a long way in taking up the youngster's leisure

at the Covered Bridge Scout Camp at Covered Bridge. The camp has a national reputation for excellence of leadership, and program. It is not at all to say that a boy is far from the Covered Bridge Reservation then he is at home. He lives and sleeps in the tent, keeps busy from morning to night, and has food that is obtainable, and is under constant supervision twenty-four hours

Located only fourteen miles from the city, only thirty minutes from home, the camp is less than actual cost, every essential for the operation of boys' camp.

Back in the city, parents of a Scout have much less cause for anxiety than the "Dads" and mothers of other boys. They can have confidence in the friends and "pals" he "runs with." They need have no fear for his safety when he goes with his scoutmaster on a hike. They can be sure his leisure time will be fairly profitably employed.

If you have a son over twelve years of age, encourage him to become a Scout. It will help him and help you. It will go a long way toward solving the problem of vacation-time recreation.

Thornton Wilcox.

A PRAYER FOR MOTHER

By Marguerite Mooers Marshall

May you be well. May the days you have toiled, the nights you have worried, the agony of your body and your heart, the cumulative, crushing burden of the billion "little things" you have done for your children, may the great weariness that is on you slip off into the limbo of years as Christ's burden fell at last from his aching shoulders. May you, when again your own woman, reacquire the balance of perfect health which you overdrew so recklessly in your service to youth.

May you love wisely—love well enough to let alone. Every human mother hen hatches ducklings—boys and girls who would go their own way and be free. May you love with your heart—not with interfering hands upon another generation. May you LOVE—not nag.

May you live in the market place and not in the chimney corner—in the market place with sunlight and blue sky overhead, with friendly folk and laughter on either side, with interesting tasks, with the world at your elbow, instead of you shut out from the world. For it is you whom the world needs more than grown children need you. May you refuse to "give up"—oh, for many years!

May yours be a golden afternoon.

Y. W. C. A.

The Y. W. C. A. offers many opportunities for children during the summer months.

Camp Chelan, near Sellersburg, has a special section for schoolgirls, accommodating sixty. The camp is under the direction of skilled

leaders who build their program around character development through recreational and educational activities. The camp motto, "Play the Game," daily sessions of the camp council, and the beautiful campfire ceremonials, all appeal to the idealism of the girls, while swimming, boating, horseback riding and other sports afford plenty of fun. An experienced dietitian assures wholesome and well-balanced meals. Camp rates are \$7.50 per week.

The Saturday program for all girls in the city from eleven to fifteen years of age is based on the same ideals as camp. This program includes a 15 cent lunch, planned and prepared by the girls themselves, swimming at the special rate of 15 cents, and free recreation. A similar program will be offered weekly during the summer. Full information may be secured on request as soon as schedules are completed. Call Magnolia 4451.

Mothers as well as children enjoy the benefits of the association. There is a special section of camp for adults, and hundreds of adults use the pool the year round. Courses for mothers offered this year included character education, cooking demonstrations, parliamentary law, dressmaking and gym. While no regular classes are offered during the summer, the association will be glad to organize classes for any group of fifteen or more, or to co-operate with any group already organized which wishes a central meeting place.

TAKE THE CHILDREN SERIOUSLY

By John Carlyle

Do you remember those lines by Lady Glencomer?

"Bitter are the tears of a child:

Sweeten them.

Deep are the thoughts of a child:

Quiet them.

Sharp is the grief of a child:

Take it from him.

Soft is the heart of a child:

Do not harden it."

Nothing displays human thoughtlessness more strikingly than our tendency to take adults seriously and children lightly.

We are at some pains to be accurate and to

be careful about what we say to adults—especially adults of our own intellectual station.

We say almost anything to children. We think it is not important. The idea is to keep them quiet, to satisfy them for the moment, to allay fear or to increase it, to humor or to scold—anything except to be reasonable and thoughtful.

If we would but think the thing through, we would realize that a child, at the plastic age when impressions are easily made and long retained, offers the most serious problem for our reasoning powers.

A child is sensitive and a child has a retentive memory. We often mortify our children by scolding them before folks, by discussing their habits, by revealing their secrets, or by our obvious inattention to their affairs.

There are no wants sharper than the wants of childhood, no griefs keener. If you would win the confidence of your own child you must take him and his affairs seriously. Don't dismiss this with an alibi. Reason with him. You will be rewarded by seeing his character develop under your serious reasoning powers.

Don't laugh children off. Tell them what you think. You will be surprised at the results.

If you must laugh at anybody, laugh at grown-ups.

GIRL SCOUTS

"Follow the trail to the open air,
Letting the days slip by;
A smile on your lips and a song in your heart—
One with the hills and sky."

To Girl Scouts the call of the open is a strong one. The program of fun, helpfulness and growth is a year-round one. Summer merely brings a shift of scene to activities. Troop rooms become the starting place for out-of-door activities instead of the centers for the afternoon meeting.

Camp life offers almost ideal conditions under which to carry on the program of the organization. For six weeks each summer the local council operates a standard, delightful camp under trained leadership. Five years of fun have made it a dependable necessity in the community. This is open to registered Girl Scouts only.

Day camps for those girls unable to stay away at the main camp were a new feature of the program last summer. Special leadership was provided at various parks where Girl Scouts might spend a typical camp day and yet be able to go home for the night.

These were the two big summer events provided by the council last year. Some thirty-five troops, scattered over the city, do not wait for these main centers of fun but develop their own hobbies suited to the weather, personnel of the troop, out-of-door meeting place and background of tastes and opportunities.

Summer meetings are full of nature-lore, woodcraft, rambles, garden flower development and work on opportune merit badges. Home and community service, special training and practice for child care and preparation for home-making badges occupy much of the individual's time. The troops develop their own hobbies with suggestions from their leaders. Whatever the activity, it is thoroughly and joyfully done because the girls choose their own interests and go into the game of living "like a scout; seeking to be really prepared for the adventure in understanding."

The girls of the city need the Girl Scout program the year round. It brings opportunity for normal growth, social adjustment and thorough training of our many interests. In winter and summer the organization complements the school routine in non-denominational character-building program of service and preparedness in home, school, church and community.

Miss Howard.

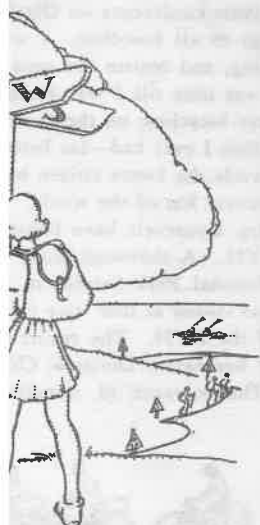
The large dance hall in Preston Lodge building, 515 East Broadway, is available at a nominal rental for afternoon card parties and entertainments. Call Mr. T. B. Meglemry, East 2940.

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the pillow or head of the mattress. Weight 8 ounces;
cost \$1.39.

18. Are hostels open all the year? Are reservations
necessary?

Most hostels are open the entire year; the AYH HAND-
BOOK lists exceptions. Current issues of the AYH
KNAPSACK keeps the lists up to date. In winter reserva-
tions are essential. In summer they are advisable to insure
your having a bunk when you arrive. When writing
house parents reply post card should be used.

19. How many nights may one stay at a hostel?

Hostelers enjoying adventurous travel often spend only
one night at a hostel. Where the locality is especially
rich in interesting surroundings—mountains to climb,
museums to visit, etc., hostelers may stay as long as 2 or
3 nights. New groups coming in have right of way over
the old group.

20. May I join a group to hostel in America or Europe?

May I travel alone safely in America or Europe?

Yes, to both questions. The Spring number of the
AYH KNAPSACK tells you how easily and inexpensively
group travel is done; and how friendly and helpful house
parents and other hostelers are to the lone traveler.

21. May I go hostelng for a weekend or part of the
summer, or a holiday?

Of course. Take as much or as little time as you wish.

22. Where do I get equipment recommended for hostel-
ing?

Thru the AYH as listed in every issue of the AYH
KNAPSACK and the AYH HANDBOOK.

23. How can I obtain information regarding establishing
a hostel?

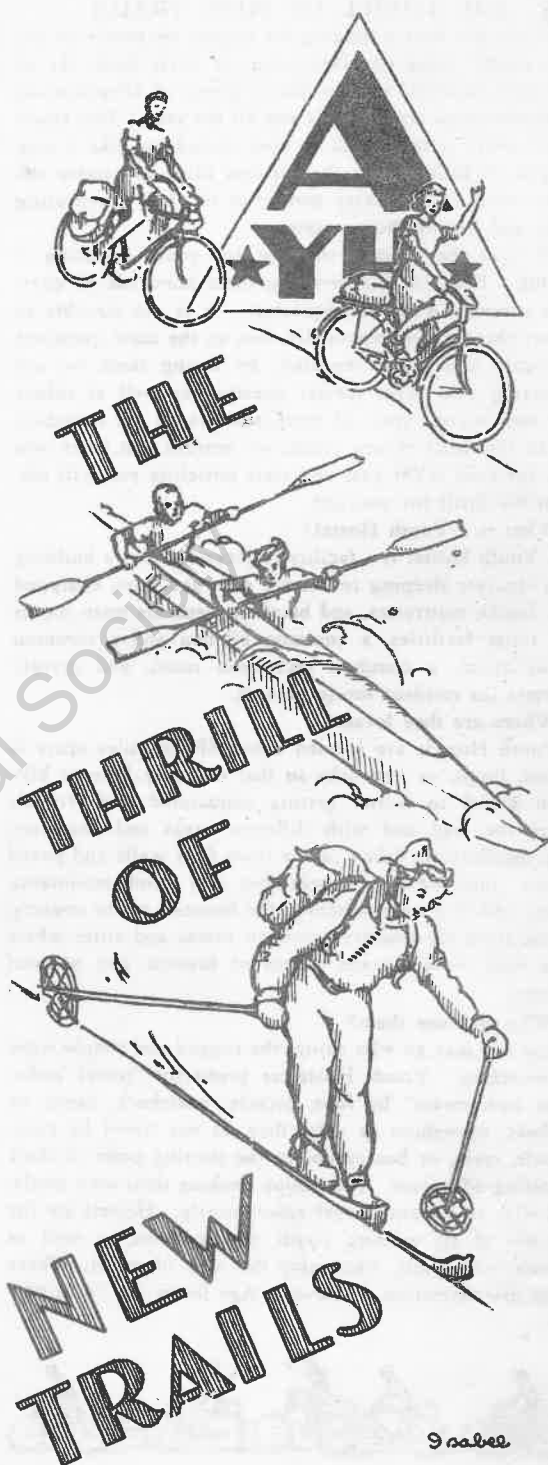
Send 10 cents to Headquarters for copy of instructions
containing minimum health and sanitation standards,
responsibilities of house parents and local sponsoring
committee members, and a youth hostel charter applica-
tion.

24. How is the AYH financed?

Through the generosity of friends of the AYH. The
American Youth Hostels, Inc., is wholly altruistic. No
individual in the association has any ulterior interest in
its income. Every dollar is invested in supporting and
furthering the work of Youth Hostels. The National
Executive Committee will appreciate contributions. Please
make checks payable to American Youth Hostels, Inc.,
National Headquarters, Northfield, Mass.

* * * *

In order to avail yourself of the full benefits of a year's
hosteling we suggest that you send for your pass at once.
(See question eight.) Happy Hosteling to you, and may
you too discover the thrill of new trails.



Heiss

THE THRILL OF NEW TRAILS

Do you too have a longing for rugged adventure on the open road? Hike or bike, canoe or horse back, ski or snowshoe, however you go there's plenty of adventure on the youth hostel trails to last you all the year. This youth hostel world is now open to you, spread out like a map for you to follow over the farthest hills, to ramble the world over, and to carry memories of your adventuring safely and happily home again.

All over the country the zest for youth hostelting is stirring. Born of this new eagerness hundreds of questions come to AYH Headquarters. It is not possible to answer these letters personally, but, as the same questions are again and again repeated, by listing them we are answering your own special question as well as others that may interest you. If these answers do not introduce you to the thrill of new trails, we venture that when you send for your AYH pass and start hostelting you will discover the thrill for yourself.

1. What is a Youth Hostel?

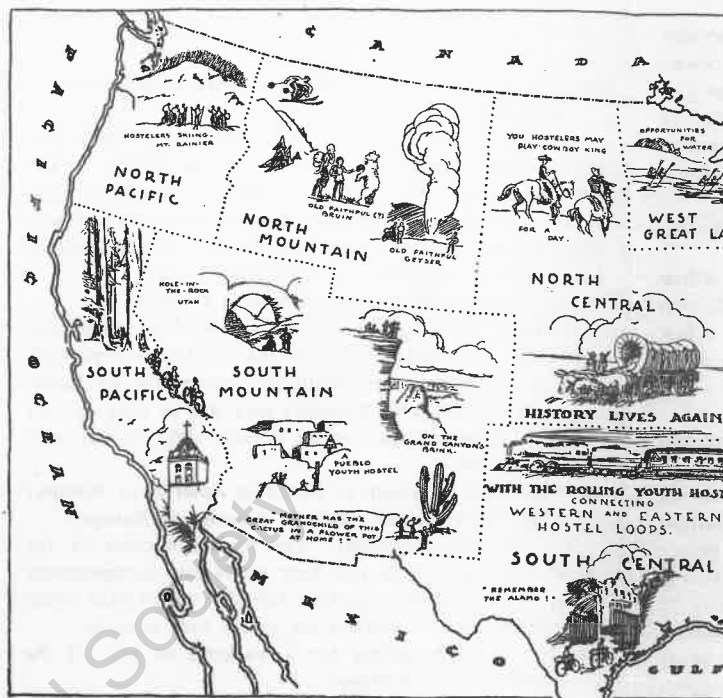
A Youth Hostel is a facility for travel. It is a building with separate sleeping rooms for girls and boys, equipped with bunks, mattresses, and blankets; separate wash rooms and toilet facilities, a common kitchen and a common dining room, a common recreation room, and private quarters for resident house parents.

2. Where are they located?

Youth Hostels are located about fifteen miles apart in chains, loops, or networks so that one may hike or bike from hostel to hostel getting acquainted with friends along the way and with different areas and countries. City dwellers are taken "away from four walls and paved streets" into the open where they may climb mountains, swim, and in general discover the beauties of the country. Those from the country hostel to towns and cities where they visit museums and places of historic and national interest.

3. Who may use them?

Any one may go who enjoys the rugged and simple ways of hostelting. Youth Hostellers primarily "travel under their own steam" by foot, bicycle, horseback, canoe or faltboat, snowshoes or skis; they do not travel by automobile, train, or bus except to the starting point of their hostelting adventure. They enjoy cooking their own meals, and wish to or must travel economically. Hostels are for the use of all existing youth organizations, as well as private individuals, who enjoy this type of travel. There is no discrimination whatever. Age limits are "4 to 94."



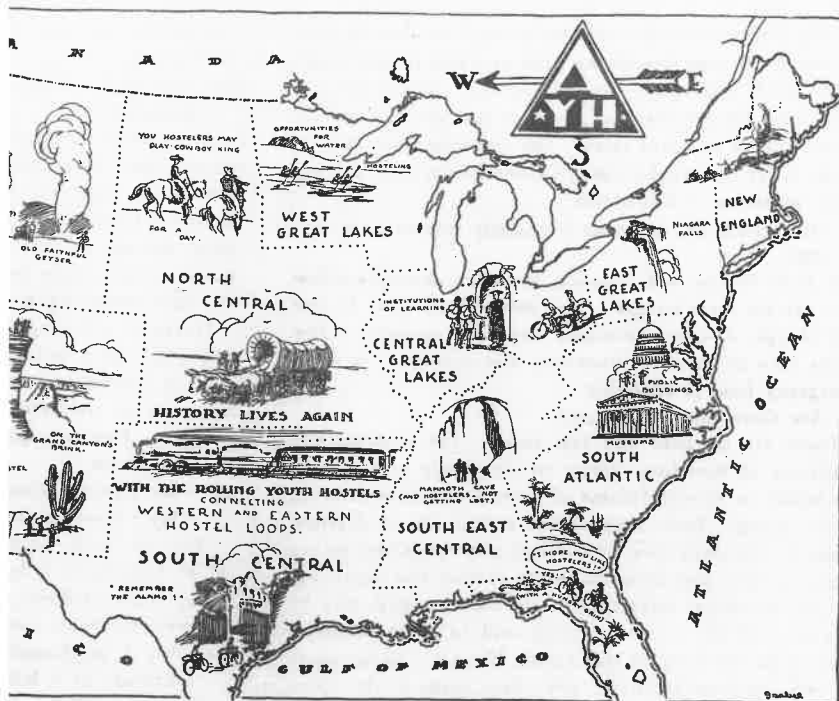
4. How did Youth Hostelting come to America?

The Youth Hostels came to America with the establishment of one Youth Hostel in Northfield, Mass., December 27, 1934. The founders are two Americans, Isabel and Monroe Smith, who were guests at the International Conference of Youth Hostels in Europe in 1933 and were officially invited to bring the idea to this country. In October, 1934, at the third International Youth Hostel Conference opened by Ramsay McDonald in London, the American Youth Hostels were recognized as the nineteenth member to be included in the International Youth Hostel Association. The President of the American Association is Mary E. Woolley, for 37 years President of Mount Holyoke College. There is a National Executive Committee of eight and a National Board of about 50 outstanding people interested in youth, many of whom represent various national youth organizations. The National Directors are Isabel and Monroe Smith.

5. What

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undergoing spartan routines, of physical hardships, or at least the absence of luxury, the lure of movement, the contact with new scenes, forming new friendships, contacting fresh points of view and developing acquaintance with the world, rather than with an isolated spot—all are so vitally a part of the very spirit of the AYH that this whole proposition is more fundamental than anything which has yet been devised."

6. How rapidly is the AYH developing?

	Number of AYH Hostels	Number of AYH Passholders Who Hosteled Abroad	Number of AYH Passholders	Number of Overnights in AYH Hostels
1934	1	35	150	250
1935	35	162	1,750	4,500
1936	76	827	4,797	9,000
1937	110	1,901	7,166	15,181
1938	184	1,491	11,379	26,495

7. What are the immediate plans for extending the AYH in the United States?

Orderly national development includes the establishment of networks of hostels in eight Regions within the very near future. In 1937 there were hostels already located in the New England States, New York, Pennsylvania, Michigan, and California. These chains and loops are now being enlarged and new loops are being added in Illinois, Wisconsin, New Jersey, Colorado, and Washington. The Regions are selected because of their demand for hostels. In charge of each Region is a full-time Field Worker who is a graduate of the AYH National Training School. Each Region is sponsored by a Committee of leading citizens, and each Area within a Region is similarly under the sponsorship of an Area Committee.

8. How may I join the AYH?

By paying \$1 if under 21; \$2 if 21 or over, which together with name, age, and complete address printed carefully should be sent to American Youth Hostels, Inc., National Headquarters, Northfield, Mass.

9. What do I receive in return for my \$1 or \$2?

(A) You receive immediately an AYH pass which admits you to over 4,000 Youth Hostels in 20 countries at a cost not exceeding 25 cents an overnight or its approximate equivalent in foreign currency. Those who plan to use their pass in foreign countries should send 25 cents for an International Stamp that must be attached to the pass to validate it in all hostels.

(B) For your \$1 or \$2 you also receive a year's subscription to the 64-page quarterly, the AYH KNAPSACK. This publication keeps you informed of all hosteling opportunities at home and abroad and answers the questions that are asked about the AYH.

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5. What does the United States Government think of Youth Hostels?

President Roosevelt said to the National Directors in a private conference on October 25, 1937, "I send my greetings to all hostellers. I was brought up on this sort of thing, and realize the need for hosteling. From the time I was nine till I was seventeen I spent most of my holidays bicycling on the Continent. This was the best education I ever had—far better than schools. The more one travels the better citizen he becomes, not only of his own country but of the world." Since that time President and Mrs. Roosevelt have become Honorary Presidents of the AYH. A thorough study of the AYH was made by the National Park Service in 1935. A leather bound report was issued at that time endorsing the ideals and purposes of the AYH. The report quotes Mr. V. K. Brown, chief of Recreation Division, Chicago Park District, as follows: "The romance of traveling inexpensively, the thrill of



(C) You are given an opportunity through the AYH KNAPSACK to earn your expenses for any youth hostel trip you wish as well as try for a free trip to Europe and a free trip hostelizing in America.

(D) Your AYH pass moreover gives you an increasing number of courtesies. In some countries it offers you a reduction of 33-1/3% on the railroads. Many museums which ordinarily charge admission admit hostellers free upon showing their pass.

10. What is the AYH Knapsack?

It is the official quarterly of the AYH. It contains articles and stories by well-known authors, interesting youth hostel experiences, poems, sketches, photographs, equipment suggestions, notes from Headquarters, news from different Regions, and gives as well new information regarding the hostels listed in the annual AYH HANDBOOK.

11. What is the AYH Handbook?

It is an encyclopedia of all chartered Youth Hostels in America. It gives details of each hostel and practical suggestions for the trail. The 1938 HANDBOOK, due off the press the first part of May, costs 50 cents and should be ordered early. Those who wish information about the hostels before that time should send 25 cents for the 1936 HANDBOOK and 1937 SUPPLEMENT. The AYH also carries foreign Handbooks; prices are given in the Spring KNAPSACK.

12. How may I earn my expenses if I wish to go on a trip?

There are two ways:

(A) Earn coupons by selling ten youth passes or five adult passes and receiving \$1.00 book of coupons good at any American hostel for food, overnights, etc. Ask for details when you order your pass.

(B) The AYH Spring KNAPSACK also explains that by interesting others in AYH Sponsored trips you may earn your own trip. In any event you are given \$10 for each person you interest, providing you interest at least three.

13. Where do I get information regarding the inexpensive non-profit making AYH sponsored trips to Europe?

In the Spring number of the AYH KNAPSACK which is devoted to Youth Hostel travel. Consistent with all other activities of the AYH these trips are non-profit making, thus enabling the AYH to offer the lowest possible travel rates.

14. Where may I get information regarding non-profit trips across America, Canada, and into Mexico?

In the same Spring AYH KNAPSACK. The Transcontinental trips extend from coast to coast: east to west and return, and west to east and return. They cover nearly 9,000 miles by train and 1,000 miles by bicycle. Although they last nearly 10 weeks, they cost about \$200.00 total expense. Regional trips are available for those who wish other shorter itineraries under AYH leadership.

15. May I or my friends purchase a steamer ticket through the AYH even though we plan to travel on our own?

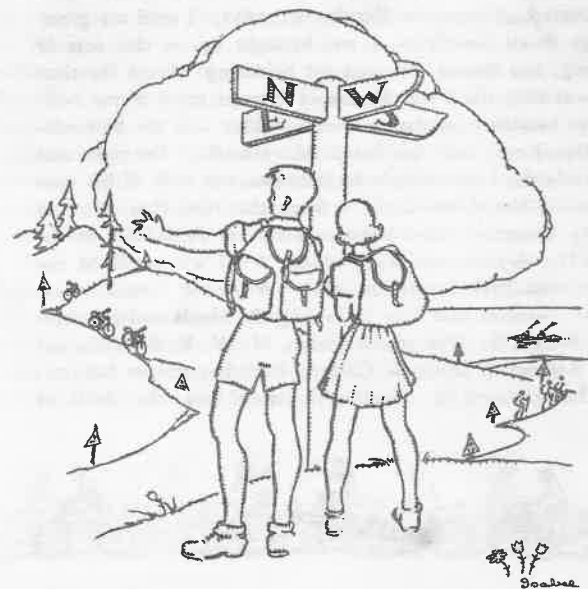
The AYH appreciates your doing this. It can get you your ticket for any class on any boat and any line sailing at any time at standard rates. The steamship line returns to the AYH the regular agent's commission, thus helping youth hostelizing to this extent.

16. How much per day does it actually cost to go hostelizing?

In both Europe and America, hostellers generally allow \$1 a day for their budget. This covers food, 5 or 10-cent fuel charge, 25-cent overnight, and with economy a few extras such as theaters, museums, and concerts. A small emergency fund is advisable.

17. Are there rules in hostels?

There are no hard and fast rules. The customs and traditions of hostelizing, given on the inside of the pass, are based on thoughtfulness of others and consideration of the group. Early rising gives fullest use of daylight hours for the day's trek. Hostellers tidy the hostel before receiving their pass from the house parents and departing. In case of serious infraction of customs the pass may be revoked. There is no drinking, and in most countries there is no smoking in the Youth Hostels. Early hours for retiring come naturally after days spent in the open. Every hosteller carries a white sheet sleeping sack used instead of sheets which protects both himself and the hostel blankets. These may be purchased from National Headquarters. They are designed with side gussets to prevent tearing, and with an envelope which slips over



ARTS, LEISURE AND PLAYTIME.



RESIDENTS' ASSOCIATION.

*"I too will something make,
And joy in the making."*

ROBERT BRIDGES.

Price 8d., Post Free 7d.

PAMPHLETS

"Boys and Girls Together"; *Womans Press*, 600 Lexington Avenue, New York 22, N. Y.

"Centers All Their Own"; "Gotta Date Tonight?"; "Teen-Age Centers—A Bird's-Eye View"; "Teen Trouble"; National Recreation Association, 315 Fourth Avenue, New York 10, N. Y.

"Planning For Fun—How to Organize a Teen-Age Night Club"; *Nebi Corporation*, Royal Crown Cola, Columbus, Georgia.

"Teen Centers"; *Youth Authority*, 1019 Forum Building, Sacramento, California.

"What About Us?—A Report of Community Recreation for Young People"; *Division of Recreation*, Office of Community War Services, Federal Security Agency, Washington, D.C.

PROGRAM BULLETINS

"More Girl Participation," from mimeographed material prepared for use with leaders of Senior Scout Troops, *Girl Scouts*, 155 East 44th Street, New York 17, N. Y.

"The Teen Canteens" (March 1944); *Program Aids*, National Jewish Welfare Board, 145 East 32nd Street, New York 16, N. Y.

"Teen-Age Trade Post" (December 1943); *Round Table*, National Federation of Settlements, 147 Avenue B, New York 9, N. Y.

"Wanted: 200 New Y '16 to 18' Clubs Now!" (June 1943); *National Council Bulletin*, War Time Supplement No. 7, National Council Y.M.C.A., 347 Madison Avenue, New York 17, N. Y.

ASSOCIATED YOUTH-SERVING ORGANIZATIONS, INC.

134 East 56th Street
New York 22, N. Y.

Member Agencies

BOYS' CLUB OF AMERICA, Inc.
381 Fourth Avenue, New York 16, N. Y.

CAMP FIRE GIRLS, Inc.
88 Lexington Avenue, New York 16, N. Y.

GIRL SCOUTS
155 East 44th Street, New York 17, N. Y.

NATIONAL JEWISH WELFARE BOARD
145 E. 32nd Street, New York 16, N. Y.

NATIONAL FEDERATION OF SETTLEMENTS
147 Avenue B, New York 9, N. Y.

NATIONAL COUNCIL OF THE
YOUNG MEN'S CHRISTIAN ASSOCIATION
347 Madison Avenue, New York 17, N. Y.

NATIONAL BOARD OF THE
YOUNG WOMEN'S CHRISTIAN ASSOCIATION
600 Lexington Avenue, New York 22, N. Y.

AYSO Committee on Teen-Age Canteens

MEYER BASS, *Chairman*

LAZELLE ALWAY

BERNICE BRIDGES

GEORGE CORWIN

LETA H. GALPIN

CLYDE E. MURRAY

October 1944

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1944

ON TEEN-AGE CANTEENS

A Memorandum

prepared by the

ASSOCIATED YOUTH-SERVING
ORGANIZATIONS, INC.

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AMONG the significant phenomena that have developed in our community-at-war is the increased awareness everywhere of the existence of large groups of teen-age young people. For the first time, many adults realize that there are adolescents in the community who are restless, on the loose, wanting security and seeking to experiment with new adventure. We find among them increased tensions as well as an increased sense of responsibility. At the same time, they demonstrate their own aptitudes in meeting some of their major problems.

The adolescent population does not make up a new sector in our American community. However, war has intensified our focus on their needs and interests.

Adolescence has long been recognized as a period of difficulty, insecurity, tensions and problems of adjustment. But in wartime many of these characteristics are heightened and sharpened.

One of the major developments in communities throughout the country has been the establishment of what is now popularly known as the "teen-age canteen." This has resulted from the natural desire to help American young people find satisfactory outlets for their energies, their skills and their creative ideas.

The constituent units of the Associated Youth-Serving Organizations have been concerned with and involved in teen-age canteen programs since their inception. They have functioned either as cooperating agencies together with other interested groups in the community, or as direct sponsors of teen-age canteens within the agency itself.

Therefore, a committee was appointed by the chairman of the AYSO to study this development and to review materials and reports that have been made available. The following is a memorandum which the committee has prepared summarizing some of the general principles that stand out in the current thinking concerning the teen-age canteen. In several instances direct quotations have been included.

This is not a how-to-do-it outline. Material of that kind is readily available and is listed in the bibliography attached. This memorandum attempts to set down some of the basic principles, cautions and suggestions, and lists significant points which local groups should watch out for in initiating and continuing to develop teen-age canteens.

BASIC PRINCIPLES

1. We recognize and urge others to recognize the need to give young people an opportunity to develop outlets for individual and group expression, to plan their own activities, to initiate programs, to carry them through and make their own evaluations.

[2]

2. Where teen-age canteens are set up, they should be developed as part of an on-going program of service for youth, whether it is the school, the public recreation, the youth serving agency, the church or other continuing program.

3. It is thoroughly unsound to conceive of and establish a teen canteen as an independent facility and program unrelated to the total experience of youth in the community. It should be viewed as an element in the total educational and recreational experience of young people and as part of a rounded development for them.

4. In any pattern of work with youth, provision must be made for new and more meaningful programs from the initial interest. Although the primary motivation for the youngsters in the teen-age center may be dancing, adequate guidance and leadership should develop new interests such as hobby groups, group projects, discussion and study groups, and service activities which have a lasting value to the individuals in the program and to the community.

5. While increased demands and interest in youth service might influence us to accept commercial backing, we cannot justify compromising our primary responsibility to youth and community—youth's welfare—for short-range objectives and conveniences. Nor can we afford to separate canteen activities from long-range activities for which we have been developing standards of professional practice and responsible guidance.

6. The financial support of commercial organizations desiring to help youth should be channeled into developing adequate youth service programs through socially acceptable community methods.

7. Commercial organizations or firms, which are interested in helping youth, may wish to establish foundations, using their company names, to endow special work in such areas as leadership training, research, guidance and group work scholarships for graduate students.

GENERAL OBSERVATIONS

1. Teen-age canteens have a real place in the agency and community youth programs. These centers answer the adolescent's need for lively recreation and a place of his own where he can plan his social life.

2. Canteens are not the panacea to all adolescent's ills, and the center as such has no importance except as it is related to what happens to boys and girls in their total experience.

[3]

3. The teen-age canteen provides opportunities for young people to plan program and set standards and assume responsibilities. It provides opportunities to plan and work with adults and to develop program content.

4. When developed independently of regular youth serving agencies, the teen-canteen programs lack permanency and stability because they are not closely integrated with the educational objectives common to the youth serving fields.

5. The use being made of existing facilities and the participation of youth in existing programs must be examined. It is not enough to have available recreation opportunities. Youth itself must feel it has some part in program planning and direction.

6. An analysis of the history of the first fifty clubs to come to the attention of the National Recreation Association shows that about one-third were the result of youth initiative, one-third of public and private youth agency initial interest, while one-third were the outcome of steps taken by local civic agencies such as P.T.A., luncheon clubs, American Legion, women's clubs, Chambers of Commerce and Junior Chambers of Commerce. Centers established since then have been increasingly the result of adult initiative.

PRINCIPLES OF OPERATION

1. **Committee in Charge.** Where an existing recreational agency sponsors a canteen in one of its own buildings, or organizes special teen-age programs of the youth center type, it should set up a youth-adult advisory committee to take responsibility for the program or the center. These committees help to develop opportunities for youth and for youth and adults to work together.

2. **Funds.** It is important that fund-raising efforts be tied up with some permanent agency to provide the best possible assurance of continued support and operation.

3. **Adult Leadership.** Most centers are under the direction of adult leadership, usually employed leadership. In some cases this employed leadership is confined to the services of a matron or hostess. However, **competent professional adult leadership skilled in the supervision of young people is urgently recommended.**

4. **Agency Leadership.** Where canteens are sponsored by public or private recreation agencies, one or more staff members are usually assigned to the center. It is of utmost importance that this leadership be of the highest type—wise, unobtrusive leadership which

will help advise and guide youth in its own planning and activities.

5. **Co-recreation.** The teen-age canteens are all co-recreational. There is no doubt but that this is one of the chief desires of youth—for boys and girls to be together.

6. **Dancing.** Dancing is a primary feature of the activity program. Young people are going to dance. It is up to community leadership to see that dancing takes place in a wholesome environment.

7. **The Snack Bar.** Almost every teen-age center has a snack bar, a place where refreshments are served. Quite often these bars imitate the cocktail bar—milk, coca-cola, and other soft drinks being served. The sale of refreshments at the bar can often be a fine source of revenue. Prices must be kept at as low a level as possible.

8. **The Game Room.** Where space is available, most of the clubs have separate rooms for various activities. There is always a game room. Here ping-pong, checkers, chess, monopoly, and a host of games are provided. Another room is for phonograph music; another for reading and writing. These rooms can expand into other activities according to space available in the center.

9. **The Juke Box.** Practically all of the centers have a juke box. This also can be a source of good revenue for center maintenance. It provides the everyday music for dancing. Occasionally, some of the centers hire orchestras by means of a special charge for a particular occasion or revenues earned from the juke box. There can be no objection to occasionally hiring an orchestra.

10. **The Canteen Idea.** Youth likes to feel that it has a place similar to that of the soldier or sailor and with the same type of activities. Anything in the form of decoration or program that is like those in the servicemen's clubs will be helpful.

11. **Fees.** Practically every center charges a fee to the youth participating in its activities. This fee may be on a monthly or yearly membership basis or on an activity basis. Practice selects any basis that brings in a definite and regular sum. Every effort should be made to keep the fee as low as possible so as not to prevent any youth from participating due to the cost.

12. **Youth Responsible.** The one outstanding feature in practically all of the canteens studied is that youth shares and accepts a large responsibility in the administration and direction of its program.

IMPLICATIONS FOR THE FUTURE

Obviously the teen-age canteen is but one facet of a total service program for adolescent youth. If we stop at that point we fall short of our responsibility. Communities need to continue their concern about adolescents. During the transition period, their young people will be facing a new series of adjustments. There will be new factors to consider—the withdrawal of employment opportunities, the return of veterans to the community, the re-establishment of normal home life, the opening up of new educational opportunities, the development of new perspectives about personal and vocational plans. The youth serving agencies should be concerned with an expanding program designed to meet the changing needs of the adolescent in the postwar period.

The teen-age canteens are a co-educational and a co-recreational program. They demonstrate the validity of mixed activities for the high-school age group.

During wartime we have learned how to mobilize the resources of the community, to work together on special jobs, to bring positive results, to solve specific problems. The teen-age canteen development is an example of how we have been able to cooperate effectively. It has made a definite contribution which is well recognized in the community. In terms of postwar needs, communities will have to gear their resources to adopt programs for youth to changing patterns. Youth agencies will have to continue to demonstrate their flexibility in directing their skills and resources.

The teen-age canteen development demonstrates again the ability of young people to assume responsibility for the planning and operation of projects which are important to themselves. We will need to discover in the future how we can continue to provide outlets for this proven desire and ability of young people.

We encourage and are willing to work for the extension of services through already existing organizations. This means that we must continue to have sound planning, adequate financing and adequate leadership in the youth field.

The above memorandum is the first progress report of the committee appointed by the AYSO. A second progress report will grow out of reports from local units of member agencies. Such reports will help to determine how far the youth serving agencies have gone in expanding their work with teen-age young people. **Therefore, readers of this memorandum are asked to furnish the committee with**

- (1) pictures, stories and reports on teen-age canteen programs;
- (2) materials on new developments in programming for this age group in terms of expanding services to meet adolescent needs; and
- (3) impressions, ideas, principles that have grown out of experience and major planning with the adolescent program, such as youth councils, teen-age centers, community-wide pageants, and so forth.

Send reports to your national headquarters.

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By Frances Perkins

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THE PLAYGROUND AS A PHASE OF SOCIAL REFORM

BY

MRS. HARRIET HICKOX HELLER

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5546

PLAY AND PLAYGROUNDS

BY
JOSEPH LEE

*If he steals aught the whilst this play is playing,
I will pay the theft.—HAMLET*

The Filson Historical Society

MS. 10

Recreation

Beauty
in the
Home Town

LORADO TAFT

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1546