

SCHEDULE

for the study of the

Pre-adolescent Girl

TO BE CONDUCTED FOR THE

National Federation of Settlements

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All communications concerning the Pre-adolescent Girl Study to be addressed to

1400 Augusta Street, Chicago, Illinois

HARRIET E. VITUM, Chairman of the Committee

NELLIE L. LOTHROP, Secretary

FOREWORD

Both studies made by the National Federation of Settlements—those of the Adolescent Girl and the Adolescent Boy—taught us, among other valuable lessons, that we must know our children much younger, and so it was decided by the Executive Committee of the National Federation of Settlements to undertake a study of the Pre-adolescent Girl.

When finished, the work will be put into the hands of Miss Julia C. Lathrop of the Children's Bureau at Washington, who will publish and circulate it.

It is extremely important that the work be the very best that we can possibly do, and, in asking your co-operation in the gathering of this material, may I make the following direct requests?

1. Will you preface the study that you send us by a full statement of the conditions under which your work is done? How large a district do you work in, and what is the density of the population? With what nationalities do you deal, and with girls of what age is your study especially concerned? Describe fully the economic conditions in your neighborhood, types of employment, housing conditions, etc. What are the chief constructive and destructive agencies?
2. Please confine your work to girls between 6 and 14 years of age, of the average, normal, working-man's family. It is not the purpose of this study to deal with the sub-normal or the abnormal girl, but the average little girl, in the average Settlement neighborhood.
3. Please send us information which comes from an intimate knowledge of the little girl and her surroundings, through the teacher or club leader, as well as through direct questions put to and answered by the little girl.
4. Please follow the outline as closely as possible, and answer direct questions with direct answers; and in addition, please give us as much narrative as possible with many illustrations and stories of all sorts.
5. Please answer only such questions as you have first-hand definite knowledge of, and ignore the others.
6. If there is any particular section of the study with which your particular Settlement is best adapted to deal, and if you would like to specialize upon that section, and do nothing else—making a more intensive and extended study along that line—such a study will be perfectly satisfactory to the Committee in charge.
7. Settlements are urged to hold Staff meetings frequently and regularly during the study, and get in touch with other Settlements of the community as often as possible, and especially with other Settlements dealing with the same nationalities.
8. Get in touch with as many workers as possible outside the Settlement group, such as visiting nurses, probation officers, etc., utilizing such material as they are able to give.
9. Please spend February upon Section 1—The Home; March upon Sections 2 and 3—The School and The Neighborhood; April upon Section 4—Recreation; and May upon Section 5—The Settlement.

At the end of each month send in the material collected upon the special section for study that month. In this way the material may be compiled as it comes in, and, after everything has been checked up and gone over at the National Conference in Pittsburgh, the month of June may be used for final editing of the material, and it may be given into Miss Lathrop's hands as promised, on July 1.

Assuring Settlement Workers all over the country of my earnest desire to be helpful, and of my appreciation of their co-operation, I am,

Very cordially,

HARRIET E. VITTUM,
Chairman of the Committee.

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The Pre-adolescent Girl

I. THE PRE-ADOLESCENT GIRL IN HER HOME.

A. Physical Home Conditions.

1. What influence does the external home environment have upon the Pre-adolescent Girl and how does it affect her attitude toward the home? Is there a difference in the home on a traffic street and one on a non-traffic or side street? What is the effect of a home located on an alley as compared to that of one on the street? of a tenement flat as compared to that of a house?
2. Indicate how the economic status of the family is reflected in the physical home conditions. Does the mother work outside the home? Is work done for wages in the home? How do these factors affect the Pre-adolescent Girl?
3. Is the home properly lighted and ventilated? Do you find the child subjected to undesirable sleeping arrangements? What are the toilet facilities? How may the little girl be made to feel her responsibility toward the maintenance of cleanliness and sanitary conditions at home?
4. What influence does the little girl have upon the regularity of meals and the proper cooking of food? To what extent does the immigrant family adopt American food? Is the tendency toward undernutrition in school girls due to poor food, insufficient food, or to lack of control of eating and living habits? Is the school and Settlement domestic science training practiced in the home?
5. Does the child of this age select or make any of her own clothes? Does she consider comfort or only matters of color and ornamentation? What is her attitude toward "handed down" or donated clothing?

B. Health and Morals.

1. In what ways is the health of the little girl not sufficiently safeguarded in the home? What medical and dental treatment does she receive at home? in school? in the free dispensary? Does she acquire regular habits of personal hygiene, sleeping, bathing, etc.?
2. How are family moral standards reflected in the life of the little girl? What good and bad habits are formed at home? To what extent are threats and bribes used to exact good behavior? Is corporal punishment used? For what offenses? Reaction upon the child.
3. Do you know from intimate first-hand knowledge the extent of moral contamination among the girls in your neighborhood? How have you dealt with such cases? Relation to home conditions?

C. Relations with Other Members of the Family.

1. How intimate are the relations between the mother and the small daughter in the family? How may the child's confidence be secured? To what extent does the mother act as a teacher of sex knowledge? of housekeeping? What preparation does she give for adolescence?
2. What influence does the father have on the life of the little girl during this period? To what extent does he play the role of disciplinarian? Do they seek pleasure together? Is he the source of spending money? Is the child considered an economic asset at this age?
3. What are the little girl's relations with older brothers and sisters? Does she feel favoritism? When is she seized with the "adopted child" notion? What are her obligations to younger ones in the family? in the instance of the mother's absence from home? How is her personality developed in assuming the care and discipline of the younger children? Does she use her imagination and originality in amusing them or does it become merely humdrum and mechanical thing? What is her attitude toward assuming responsibility in the home? Is it a pleasure, an irksome task, or a matter of course?

D. Family Habits and Customs in Their Relation to the Little Girl.

1. Which language is more generally used in the immigrant family, native or English? Do the children retain their native tongue after using English in the public schools? Do they use English to exclude their parents from the conversation?
2. Is there evidence of the survival of folk-lore, songs, etc., in the home? How can the Settlement be influential in reviving and encouraging national customs through the agency of the little girl?
3. What influences in the home tend to attract or repel the little girl? How are holidays and family anniversaries celebrated? Is the child's individuality respected? Does she have personal belongings and a place in which to put them? Does she have pets? How are her friends treated in her home? Is her spending money to be used at her own discretion?
4. What religious influences are exerted by the family and home upon the little girl? How? Are the native religious customs maintained in the environment of the new country in the case of immigrant families? What is the influence of the Church upon the little girl?

II. THE PRE-ADOLESCENT GIRL AND THE SCHOOL.

A. The School in Its Relation to the Needs of the Child.

1. To what extent is the public school to be considered inadequate for the little girl in that it fails to recognize and respond to certain fundamental requirements—i. e., the development of her personality; the fostering of her creative ability; the cultivation of her aesthetic sense?
2. What physical requirements of the child should the public school respond to? Are the schoolrooms sufficiently heated, lighted, and ventilated? Discuss the problem of school lunches. To what degree is medical care a proper function of the school? Do your school gymnasium and recreational facilities answer the physical need of the little girl?
3. How is the public school coming to recognize the social need of the child. Is there a place for organized social and recreational clubs in the schools? Should the public school teacher be expected to direct these clubs? Is it feasible for public schools to undertake dancing parties, motion-picture shows, dramatics, and other forms of entertainment as a part of its responsibility in education? What experience have you had with the school visitor or visiting teacher?
4. How does the public school prepare the girl for life-work? To what extent has vocational guidance been introduced in your schools? For girls of what age? What is its value and significance? What is the extent and importance of handicraft?

B. The School and the Home.

1. To what extent is it the function of the teacher to develop individual traits of character, such as self-control, honesty, will-power, etc.? Do you find parents indifferent in this regard?
2. How much home-work is necessary for the girl in this period? Is any degree of orderliness and quiet maintained at home while the children study? Do brothers and sisters study together? Advantages and disadvantages? How may teachers and parents co-operate to have the studying done adequately and under proper conditions?
3. Is the teaching of sex-hygiene a function of the mother or may it better be done by a trained instructor through the schools? How should the teaching be conducted in the schools? with mixed groups or with girls alone?
4. What steps has your Settlement taken toward providing suitable environment for children's study hours? Do you consider this a proper function of the Settlement?
5. How may parents and teachers co-operate to eliminate truancy and tardiness in schools? How may the child herself be impressed with her responsibility in habits of punctuality?
6. Have you a well-organized Parent-Teacher's Association in your community? What methods are used to bring parents and teachers in closer contact with school problems? Are they successful?

Relation to the Little Girl.

used in the immigrant family, do they retain their native tongue in schools? Do they use English in conversation?

of folk-lore, songs, etc., in the home? How influential in reviving and maintaining the agency of the little girl?

to attract or repel the little girl? What anniversaries celebrated? Is she interested in them? Does she have personal pets? Does she have pets at home? Is her spending money?

influenced by the family and home? How do the native religious customs of the new country in the case of the influence of the Church upon the child?

to be considered inadequate? How do you recognize and respond to certain phases of the development of her perceptive ability; the cultivation of the child should the public school be sufficiently heated, lighted, and equipped with school lunches. To what extent of the school? Do you have adequate facilities answer the physical needs of the child?

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to recognize the social need for organized social and recreational activities? How can the public school teacher be expected to be feasible for public schools to sponsor picture shows, dramatics, and other activities? What part of its responsibility in this regard do you have with the school visitation?

are the girl for life-work? To what extent have been introduced in your community? What is its value and significance? Importance of handicraft?

of the teacher to develop individuality, self-control, honesty, willpower, and initiative in this regard?

for the girl in this period? How is quiet maintained at home while the girl and sisters study together? Advise how may teachers and parents cooperate adequately and under proper supervision?

function of the mother or may the teacher be introduced through the schools? How are they treated in the schools? with mixed results?

taken toward providing suitable living conditions? Do you consider this a necessary part of the settlement work?

to operate to eliminate truancy? How may the child herself be imbued with habits of punctuality?

-Teacher's Association in your community? How do you seek to bring parents and teachers into closer contact? Are they successful?

C. The Influence of the Settlement on the School.

1. In what respects does the Settlement make up for the inadequacies of the public school? socially? physically? (cf. 11 A).
2. Should the Settlement serve to supplement the work of the public schools? Should it initiate new ventures which can later be incorporated into the public school system? Illustrate.
3. How can the Settlement and teacher co-operate in the case of the "bad" girl?
4. What means can you recommend to eliminate the overlapping so prevalent in the work of the Settlement and the public school?
5. In what respects is the public school able to perform the social as well as the educational function better than any other institution? Indicate the development of the civic or community center in your community. What particular advantages does it afford for the young girl? To what extent has it taken over the work of the Settlement? What should be the attitude of the Settlement?

III. THE PRE-ADOLESCENT GIRL IN THE NEIGHBORHOOD.

A. Influence of Neighborhood Attractions.

1. To what extent is the neighborhood dance-hall a problem to be considered in the life of the little girl? What are the appealing features? Does she go unescorted? with members of her own family? Indicate how the little girl comes into contact with public neighborhood weddings.
2. What is the little girl's average weekly attendance at the moving-picture show? Indicate good and bad influences. Have you proper censorship in your community? What steps have been taken by public and private agencies to raise the standard of moving pictures? With what success have your schools and Settlements utilized the motion picture for educational and recreational purposes? What types of motion pictures are most popular with girls aged 6-10? aged 10-14? Give a list of favorite films of individual girls with whom you are well acquainted.
3. What is the influence of the neighborhood trading-places and stores upon the Preadolescent Girl? Is she entrusted with the purchasing of family supplies? Does she have specific directions as to her purchases? Is she held responsible for the change? How does she come into contact with saloons and cafés? Is there a distinction in her mind between saloons and other trading places? Does she object to going to saloons for liquor? Are they patronized by the family as a whole? Influence on the girl.

B. Attractions of the Street.

1. How is the time of the Pre-adolescent Girl divided between the home and the street? Compare the influence of home and street upon the girl. Is she subjected to vulgarities on the street from which she would be protected at home?
2. What are the home conditions which may drive a girl onto the street? What is the remedy for such a situation?
3. Are there good elements in street life for girls? How does it affect her relations with boys?
4. What do you know of the practice of street-begging among girls? How is it regulated in your community? What steps should be taken by private organizations to aid legislation?
5. How prevalent is the practice of street selling? How is it regulated by law?

C. The Pre-adolescent Girl and Neighborhood Families.

1. What is the relationship between families in the same house? in the same neighborhood? of different nationalities? Is it of a social nature? How does it develop race and class distinctions in the little girl?
2. What influences draw the child into her neighbor's home? Does she take charge of the neighbor's children? Does she play with her comrades in their own homes? What protection is thrown about the little girl in her neighbor's house?

D. Neighborhood Clubs and Cliques.

1. How do neighborhood clubs and cliques outside the Settlement and school originate? Are they related to the unattractiveness of the home or are they simply the expression of a natural instinct? Are they characteristic of particular nationalities?
2. What is the composition of these groups? mixed? girls alone? What is the earliest average age of girls among whom such an association has been formed? What are the elements of unity, such as age, religion, nationality, locality, common interests, etc.?
3. What is the purpose of such a group? Is it well established in the minds of the members? Is it customary to find any sort of formal organization? When do they meet and how often? Is it a fairly constant group? How long does the average one exist in a neighborhood? Is there a tendency to develop initiative, leadership, "team-work"? Do they cultivate an undesirable tendency toward snobbishness?
4. What is the prestige of the neighborhood club? Is it recognized by families and the neighborhood at large? Do they consider it a beneficial factor in the community life?
5. Should the Settlement recognize a group thus formed and use it as a basis for an organized Settlement club? How may it be utilized in the interests of neighborhood pride and loyalty?

E. Attitude of the Girl Toward Her Neighborhood.

1. Does the girl at this age naturally have any neighborhood or community pride? How can it be stimulated? Can the loyalty developed in a club be directed to this end? What practical means of expression of neighborhood pride is there for young girls?
2. Is there evidence at this period that the little girl feels superiority toward her neighborhood? toward her neighbors? toward her own family? How does this attitude arise and how should the Settlement meet it?

IV. RECREATION.

A. The Pre-adolescent Girl's Individual Play Life.

1. Characterize the individual in distinction from the group forms of play common to little girls. Does your Settlement provide facilities for the individual play which in the life of the well-conditioned little girl takes place at home?
2. Give illustrations of the favorite individual pastimes of Pre-adolescent Girls. At what age do you find "dressing up" most popular? When is playing with dolls discarded? How prevalent is the possession of toys? What substitutes do you find for toys?
3. In what forms is the "collecting" instinct manifested? Is it as strong in girls as in boys? Illustrate the forms in which idealism enters into the little girl's play life. Is there anything which corresponds to heroic idealism in boys? How does it compare with idealism of the Adolescent Girl? How are the imaginative, imitative, and inventive instincts shown in the individual play of the little girl?
4. How much of the leisure time of the girl from 6-10 years is spent in reading? of the 10-14 year old girl? What is the source of her books? How is her reading supervised? Is your Settlement able to inspire its girls with a taste for good reading by means of its story-telling groups? What steps has your public library taken to encourage reading among girls? Has it developed story-telling and story-acting? What types of books are preferred? List the books which you know to be favorites among Pre-adolescent Girls.

B. Unorganized Group Play Among Pre-adolescent Girls.

1. Indicate the characteristic elements of group play in the home, on the street, and in the supervised parks and playgrounds. What instincts are exhibited in the various forms of group play?
2. What forms of recreation are participated in by the entire family at home? Compare families which go as a unit with those in which the children seek recreation alone. Is this due to sect or nationality? Suggest good and bad features of picnics, excursions, etc.

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3. What are the favorite street games of little girls? Point out the undesirable factors. What is their effect on girls who are not naturally self-assertive? Are they enjoyed by mixed groups or do girls at this age prefer the association of girls? up to what age?

C. Organized Recreation Among Pre-adolescent Girls.

1. How extensive is the movement toward supervised recreation through school parks and playgrounds in your community? What needs do they fail to fill? Do you find little girls playing the games they have been taught in the Settlement or playground during the hours of their unsupervised play? What does this indicate?
2. What are the most popular games for girls from 6-10 years? from 10-14 years of age? for mixed groups in this period? What is to be gained in the association of boys and girls in the pre-adolescent period? Have you tried alternating supervised play for mixed groups with the more specialized forms, such as gymnasium work, singing games, etc., for girls and boys separately? With what success?
3. Describe fully the activities of your Settlement play-clubs. How may the Settlement play-club and the municipal playground cooperate to their mutual advantage? Indicate the particular advantages of each. How can the Settlement shape ideals of community life in directing the play of little girls?
4. Do you approve of play-zones, formed by closing traffic streets, for little girls? How may Settlements work with civic agencies to make this profitable?

V. THE PRE-ADOLESCENT GIRL IN THE SETTLEMENT.

- A. At what age do you find the following characteristics predominant in the life of the Pre-adolescent Girl and how do you recognize and make use of them:

Gang instincts, sex instincts, imitation, curiosity, imagination, dramatic instincts, aesthetic sensibility, reticence, love of ceremonial and form, domestic instincts, heroic idealism?

B. Settlement Classes.

(Note.—State whether your Settlement has specialized in clubs or classes in its work with young girls and emphasize that fact in answering the following questions.)

1. Give illustrations of your most successful types of classes for girls from 6 to 10, from 10 to 14. Is the standardization of classes desirable or possible? How do you meet the expenses of classes? How is your Settlement class work related to the work of the public school? to the need of the home? Do these classes serve as a training for life-work?
2. Are your teachers trained or untrained? Are they resident, paid or volunteer workers? Cite any particularly successful means you have tried to insure reliability in your volunteers. How do you get the necessary co-operation between teachers?
3. What determines the size of a class? What do you consider a suitable number for a teacher to handle? Do you regard community of age, nationality, tastes, etc., necessary unifying elements in a successful class?
4. At what age do you allow girls to go from afternoon to evening classes? Advantages and disadvantages of evening classes.

C. Settlement Clubs.

1. What forms of social, educational, and recreational clubs have you found most successful for young girls? Which are best adapted to mixed groups? How do you meet the special problems of mixed groups? What effort do you make to introduce serious elements into the purpose of your clubs? What is the relative popularity of parliamentary law, dramatics, dancing, story-telling, story-acting? Give a reading list of stories you have used successfully.
2. What medium of exchange of ideas is possible between club directors in your own Settlement? in the Settlements throughout your city? Do they arrange entertainments together? Is special training offered for club directors? What arrangements are made for substitutes? Who is held responsible for them?

3. At what age do you find girls ready to form an organized club? Do you follow natural neighborhood cleavages or do you make selected groups? Do you take nationality and sect into account? How is membership restricted? With what success have you introduced the principles of self-government? How can a confidential personal relationship be established between director and members?
4. What success have you had with Camp-fire and Girl Scout groups? What features are objectionable? which most successful? How can the best features be applied to other groups?
5. What experience have you had with federated girls' clubs? How can co-operative initiative be developed? How are disciplinary elements introduced? Do you set limitations on federation membership?
6. With what success have you introduced educational visits to industrial plants, museums, libraries, etc.?

D. Special Features in Settlement Work for Girls.

1. What features have you found successful in dancing classes for young girls? How do you meet the expense of trained instructors? For girls of what age do you give evening dances and parties? How may the best elements in dancing be used to develop the recreational and cultural phases of the life of the Pre-adolescent Girl?
2. What kind of gymnasium work is most popular with young girls? Do you require physical examinations? To what extent do you find it desirable to enter competitive contests with schools, churches, and other Settlements?
3. What experience have you had with Vocational Guidance for young girls? with any of the forms of handicraft? Cite instances in which these have led to satisfactory employment for girls.
4. Have you been able to interest girls in the Picture and Book Loans? in the Stamp-Savings Route? What effect do these have on the family?
5. How have you introduced elements of culture and refinement into your work with young girls? Is the influence lasting? What should be the responsibility of the Settlement in this regard? How may girls be taught to expect courtesy and good manners in their boy friends?

E. The Settlement Music School.

1. In what branches of music is instruction given? How do you meet the expense of lessons and the difficulties of practice hours? Have you a separate building specially equipped for music?
2. Give illustrations of successful cantatas, concerts, etc.
3. Have you been able to interest little girls in the history of music and the biographies of musicians through the music school library? Do you find them ready to receive the best in music and literature?

F. Settlement Summer Camps.

1. With groups of what size and composition have you found summer camps most successful? How are the groups selected?
2. Do you find specific entertainment necessary? What country amusements are favorite? How can these be made to satisfy the desire for city pleasures? Can you instill a genuine love of the country for its own sake?
3. How is the work of the camp divided among the girls? Do the girls themselves participate in the planning? Is there any system of recompense? Do the older girls help in the care of younger ones at the camp?
4. Give specific items of expense for your camp. What is the cost per day per girl for food? Does the Settlement help girls to earn money for camp? How? Do you find the same groups eager to return year after year?
5. What special opportunity is there for personal influence in vacation work? How can summer friendships be carried into winter work?

*Nat. Fed of
Settlements*

SUPPLEMENTARY QUESTIONNAIRE
TO SECTION I

I. The Pre-Adolescent Girl in the Home.

- A. 2. If the mother works outside the home, does she do so during the day or at night? What is the reaction of the little girl to this situation?
- A. 3. Do you find lodgers in the family? Are they working during the day or at night? How do they affect the sleeping conditions in the home?
- A. 4. Give due consideration to the little girl who does not attend the Settlement cooking class and note her relation to the regularity of meals and cooking of food.
- A. 5. At what age do matters of dress become of vital importance to young girls?
- B. 3. Do you find immoral practices more prevalent among girls alone or between girls and boys together?
- C. 3. Illustrate the different relationships found between the older and younger sister. To what extent does the older one take the part of a mother? How does she protect the younger one from the dangers of industrial and social life which she herself has experienced?
- D. 4. At what age does the little girl have the strongest religious "awakening?" How is it manifested? Does this differ with nationality and environment?

Do you find little girls of Catholic or Jewish origin attending Protestant Sunday School? What is the significance and effect of such practice?

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NORTHWESTERN UNIVERSITY SETTLEMENT
NOBLE AND AUGUSTA STREETS
TELEPHONE MONROE 1717
CHICAGO

As is indicated in the foreword of the Pre-adolescent Girl Study questionnaire, the material on Section I, The Pre-adolescent Girl in the Home, is now due, and work should be commenced at once on the next sections in order that they may be completed in the allotted time. The month of March is to be devoted to the study of the Pre-adolescent Girl in the School and the Pre-adolescent Girl in the Neighborhood, which will make the work unusually heavy.

A supplementary questionnaire is enclosed, emphasizing some points which were brought out in the discussion of the Chicago Pre-adolescent Girl Committee. These may be helpful to you in closing up your study of Section I. Please forward this material to us at your earliest possible convenience.

Will you make a statement in connection with Section I as to the exact number of Settlement workers who had a share in the gathering and compiling of your data. Also do not fail to give us the approximate number of little girls with whom your study deals.

In considering Section II please keep in mind the Parochial School as well as the Public Schools, and state in each case which school the child attends.

The work is progressing with great interest and enthusiasm and we feel confident that it will be of benefit to us all. Let us try to submit each section as near the end of the month as possible in order that the material may be available by June 1st and in shape for Miss Lathrop of the Children's Bureau on July 1st.

Harriet E. Vittum

Chairman of the Committee

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NORTHWESTERN UNIVERSITY SETTLEMENT
NOBLE AND AUGUSTA STREETS
TELEPHONE MONROE 1717
CHICAGO

*What I ed of
Settlements*

Your settlement is among the number of those which have as yet made no contribution to the National Federation of Settlements Study of the Pre-adolescent Girl. We trust however, that you really have been at work but have only failed to give us an account of what you are doing. Will you not fill out and mail the enclosed card at your earliest convenience?

Together with your report on Section 1 will you kindly make a statement regarding the following facts:-

1. How many pre-adolescent girls approximately have you in your community whom your study may be said to request?
2. Of how many little girls have you made a specific detailed study?
3. How many workers including nurses, probation officers, United Charities Visitors, teachers, as well as settlement workers have been engaged in gathering your data?
4. How often have you been meeting to discuss this questionnaire?

Supplementary questionnaires to Sections Two and three are enclosed and a special individual recreation schedule supplementing Section four. Please make an effort to get as many of these recreation studies as possible as the material is to be specially compiled for Mr. Haynes of the New York Committee on Recreation to be used in connection with his Cleveland Recreation Survey.

We want more and more illustrations and stories. They point out the real facts. And may we urge you to follow rather closely the numbering and lettering used in the questionnaire in answering the questions? Please send us copies of any questionnaire you use other than the printed schedules.

A large number of settlements have responded splendidly in co-operating with us in this study and all the work which it entails, and we hope very much that you are eager both to share in the work and to profit by the results.

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NORTHWESTERN UNIVERSITY SETTLEMENT
NOBLE AND AUGUSTA STREETS
TELEPHONE MONROE 1717
CHICAGO

Supplementary Questionnaire to Section 3.

The Pre-adolescent Girl in the Neighborhood.

3. A2. What is the influence of the "funnies and "comics" in motion pictures on the pre-adolescent mind? How have you met the situation of little girls participation in song-contest in motion-picture theaters? Do you find little girls reproducing and dramatizing the pictures they see? What are the good and bad results?
4. A3. Do the children in your neighborhood go to the factories for work after school hours? What are the attendant evils and how do you deal with them? What experience have you had with the cases of abuse of little girls in the downtown markets? In bakeries and candy stores? Are you familiar with the practice of men handing out beer to the little girl while she waits outside the saloon?
3. B3. Do you find a certain freedom from self consciousness in the relations between boys and girls on the street which is not customary in supervised play? Does this lead to too great familiarity and lawlessness?
3. B4. Do you know instances of the practice of "junking" by little girls? Of any other forms of stealing? For what purpose?
3. B5. Does news paper selling by girls occur in your community? To what extent is it a legitimate practice.

INDIVIDUAL RECREATION STUDIES

Supplement to Section Four.

Apply this questionnaire to as many individual girls as possible between the ages of 6 to 14, stating the age and nationality in each case and giving a complete set of answers for each child.

1. Give an accurate account of the girl's recreation life for a single typical day in each of the four seasons of the year.
2. What athletic and recreative activities does she engage in, as dancing, skating, swimming, etc.
3. What are her favorite games indoor? Outdoor?
4. How often does she attend the motion picture show? What are her favorite films? Favorite actors and actresses?
5. Does she earn any money? What influence does this have on her recreation life? How does it differ from or resemble that of boys in the same family on this account?
6. Is she a member of a gang or club organized thru its own initiative outside the school or play-ground?

We are urging the settlements to complete both Sections four and five during April, so that we may have the month of May for recapitulation in preparation for the Settlements Conference in June.

Supplementary Questionnaire in Section Two.

The Pre-adolescent Girl and the School.

Section Two as presented in the questionnaire should be applied to Parochial as well as to Public Schools. Every settlement is urged to consult with school principals and teachers in its community and consider this section in detail with them before reporting upon it. Personal visits should be made to school rooms and buildings.

- A1. What percentage of the pre-adolescent girl in your neighborhood attend Parochial Schools?
- A2. Do you find the school rooms over-lighted? What type of ventilating system is used? Do the teachers generally understand the system and use it properly? What conditions do you find in the "portable schools". What experience have your schools had with "penny" lunch? Who manages them?
- A3. Have the schools in your community made experiments with a recreation leader? With what success?
- A4. To what extent has pre-vocational work been introduced for small girls?
- 2
- B3. Is it a common occurrence for girls to come to you with requests for information concerning sex matters? Do mothers ask you to give their daughters this information?
- B4. Has your settlement held classes for sub-normal children? With what results?
- C2. Has your settlement ever applied the Montessori Method in its work with children? Has it maintained night nurseries?

NATIONAL FEDERATION OF SETTLEMENTS

BOYS' WORK BULLETIN

December 1924.

Among the publications which have come to our desk this fall, none has been more interesting than an extract from the Club Workers Institute held at Woodland Centre, Cleveland. With permission of Mr. W. I. Newstetter, the Headworker, I am going to quote a few paragraphs at random altho the entire proceedings are very helpful to club leaders. Woodland Center is working from the standpoint of the institutional church and doing a very extensive work with the many nationalities and creeds represented in its neighborhood. To quote from the discussion at the institute in which Rev. Joel B. Hayden, C. C. Cooper and others took part -

"A fellow of East Technical High School the other day said, 'How many of you fellows eat at the same table with your father and mother?' Only ten out of one hundred and twelve sat down with their fathers and mothers. You people have an organized unit in your home. Yet there are hundreds of youngsters around here to whom the family means nothing. You knock the family out as an entity and what do you have?"

(Ed. Note) From introductory remarks of Mr. Hayden.

Those of us in the more congested districts can appreciate such a statement as this. How many parents do we know well enough to talk with about their boys. We say there is no time for it, yet the settlement idea at its best insists that it is personal friendly contact which counts most. If a club leader does not know the families of more than half his boys at the very least he is falling down on his job badly.

The objects of club work as outlined by Mr. Newstetter are

clear and inclusive. -

OBJECTS OF CLUB WORK

Summary of 5 objects:

"First - To develop a better understanding between different individuals and groups.

Second - To develop a true sense of citizenship - a citizenship which awakens every individual to his or her responsibility for the destinies of society and a desire for service which will bring out the meaning and purpose of life.

Third - To foster and develop an appreciation of life and our surroundings, physical and cultural.

Fourth - To develop the religious attitude toward life - a consciousness of the presence of the Living God in people, and in the world; a realization of His purpose to create a cheerful, friendly, powerful, honest race of men, and a desire to co-operate with Him in making the world a better place to live in.

Fifth - To develop leadership - a redemptive process, helping people to help themselves, giving them vocational guidance with a warmth of friendship that will quicken their ambitions for personal development."

Frank Skalak, Boys Club Director, states the reaction of the club to the leader as follows: -

"Self-discipline: The person who is fitted to be a part of our society is self-disciplined. You can observe, if you have ever dealt with clubs, how self-discipline proceeds out of them. When boys and girls arrive at that stage, you must change direction into suggestion and advice. Direction and command must give over to leadership and suggestion. In proportion as leadership replaces direct command, self-discipline comes up. The boys and girls take hold of themselves.

"Self-government: The leader of the group of children under fourteen must practically plan the entire program for that group. He has to carry it out and make that group feel as if they were doing the job. The intermediate child, from fourteen to seventeen, is just a trifle different. The leader still has to hold a firm hand, but at the same time he must give them a little more freedom and let them express themselves. They ^{have} had a little more experience in club work.

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The leader's job there is to still guide the affairs of the group with a firm hand but to do it more as an advisor. When it comes to people eighteen, nineteen years of age, the leader must become a chum of the group. He never sits in on the councils of a business meeting except in an advisory manner, and uses his influence through other outside organizations to put his ideas across."

Among the remarks which lighted the further discussion on club work, we note the following: -

"There are three elements of citizenship which come out of club work, - self-discipline, self-government and self-expression."

"Most foreign families upon arrival in America lose sight of the beautiful impressions received in their homeland."

"Sometimes it is rather humiliating to us to see what sort of things children pick up. To see that a child after he has been over in America forgets some of the lovely songs, and sings, 'Yes, we have no bananas' instead of 'Carry me back to Old Virginie'. Now it seems to me that we sometimes try to excuse that by saying that those things are the things that appeal most to boys and girls. I don't think that is true. I think they pick up those cheaper Americanisms because it is the only thing with which they come in contact."

"Remember you are going to make leaders out of some of these boys. You are going to train them for leadership. You can't tell but all those boys are going to lead in the community here ten years from now."

"In all this work with boys and girls you must not forget this one thing. You are working with your group to develop a loyalty to ideals and not to the leader. A great many settlement clubs have gone on to the rocks because of the fact that the leader had simply worked up a loyalty to himself instead of toward ideals. If a club has developed a loyalty to ideals, the leader may go, and the club will keep on for all that."

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In the closing minutes of the institute Mr. Cooper touched a vital spot when he said, "Kipling has given us one bit of philosophy that I want to repeat here. He says, 'The Colonel's lady and Judy O'Grady are sisters under the skin.' There's a lot of truth in that, a lot of philosophy in that, a lot of religion, if you please, in that. Now there is something I would like to ask club leaders. Can you accept that philosophy? Can you say that these boys and girls are your brothers and sisters? It seems to me that's one of the things we want to take into our club work very heartily."

The final note struck was a practical one. Mr. Newstetter concludes the institute with these words. "Now there are three things I want to mention about the relation of you leaders to the house. The first is Promptness. When you are scheduled to come to a club meeting at a certain time, you want to be there. We expect you to be there on time."

"In the second place, we want you to be Dependable. We want you to be as keenly interested in what is going on here as any of us are, and we want to feel that we can absolutely depend on you to be there 'Johnny on the spot' when the bell rings."

"Then in the third place, - Preparation. You have to prepare for the club work. Where there is no preparation there is a slipshod piece of work, and just as you have learned in school you can't get through in the long run without preparation."

Please send suggestions and material for future bulletins to

S. Max Nelson, Chairman
237 East 104th St.,
New York City.

(7)

SCIENCE PROGRAM IN CLUBS*

F. J.
J. J.
R. K.
L. M.
M. K.
E. V.
G. W.
P. H. W.
S. H.

There would seem to be no question that there is need for our children, both in and out of school, to get more glimpses into the manifold wonders of this earth, to be given chances to experiment and discover for themselves. Settlement workers are in a strategic position to know how much children in crowded neighborhoods are shut out from many, if not all, of such opportunities. Should not this lead to the addition of another side to the varied program of dramatics, art work and music which has yielded such vital material? We have found at the Elizabeth Peabody House that science offers valuable material for use with children, especially between the ages of eight and seventeen. During the past ten years we have seen the science clubs become increasingly popular. We feel this has been true largely because we have offered only the most challenging type of scientific knowledge, and have endeavored to present it in a dramatic way. We are making use of material very similar to that which is being presented in the progressive schools of the country, and have thought it worth while to introduce our children to this world of science through a type of play-education, that method of learning by doing, which is the keynote of progressive educational methods. The material for this sort of work is rich in its possibilities, and we have proved to our satisfaction that excellent leaders can be found.

We use general science as the basis of our work and have included nature study, aircraft and photography. Each group may select some major interest, such as astronomy, chemistry, physics or biology, but it is hoped that the leaders will direct the thinking of the members toward greater understanding of those fundamental scientific truths that underlie the universe.

Organization and leaders are fundamental in the pursuit of such an aim. Only expert leadership and the careful preparation of material can hope to bring success. We have found it easier to get good volunteer leaders for the science groups than for many other kinds of group activity. Students, both graduate and undergraduate, high school teachers and even college instructors have been interested in helping us. A leader who has specialized in science at college knows at least one subject fairly well, and with some help in preparation can usually interest a club with the vital material that is now available. Members in each group are appointed as "Laboratory Assistants." Their duties are to help the leader in the preparation of experiments, care of equipment, and the maintenance of the library. It is a good apprenticeship.

Even expert leaders cannot function effectively in too large a group. We have preferred to have not more than eight

*A paper presented by Hyman Platt, Elizabeth Peabody House, Boston, at Montreal Conference, June 8th, 1935.

or ten boys or girls under a single leader. We have concentrated our work, up to the present time, upon boys from ten to sixteen, because we have felt the need for such an activity most keenly with this group. But the material is applicable to younger children and to girls, and we are drawing into our program two groups of girls and several of younger boys. It is an activity of inclusive challenge.

Apparatus and supplies are in themselves a challenge. They must be obtained cheaply. The boys have had to improvise. Old three-ply wood was salvaged for test-tube racks which were made with the help of the art instructor, while glue bottles were turned into alcohol lamps. Recently we have had some materials given to us: discards from college laboratories. Sometimes the request for equipment has brought us the active interest of the professor involved.

Along with the problems of organization, equipment and leadership, goes the important matter of program-building. No end of ingenuity can go into this task. The aim of our method has been the aim of group-enterprise, carried out by the individual members of the group under the leader's guidance. It is the method of attack that dictates the selection of individual scientific problems. They must provide for individual effort coordinated in a group experience. This is essentially the aim and method of progressive education. Take, for instance, the problem of oxygen and its relationship to everyday life. The members set out to find what oxygen is, where it is found, its manifold uses, and to relate these facts to their everyday experiences. Centering all the activities of the group around one such problem at a time, the work proceeds by a variety of devices: such as planned experiments, demonstrations, the keeping of notebooks, the editing of a science journal, the collection of specimens, and the planning of exhibits. These all call into play the hands, eyes, and minds of each boy.

What are you trying to find out?, we say of each problem. What are you going to use?, we ask of the materials. How are you going to do it?, we say of the method. What did you see especially?, we ask of the observations. What did you finally decide?, we ask of the conclusions. And last but not least, how does it apply to your everyday life? On these six questions we base our outline for the experiments.

This program of directed investigation is supplemented in various ways. Science club members are taken to a dairy or are shown through the Harvard Observatory. One conscientious leader went without his dinner to find time to show his group the exhibits and demonstrations at the annual Open House of the Massachusetts Institute of Technology. Some of the older members have attended lectures by prominent scientists, such as the Sunday afternoon illustrated lectures at the Institute of Technology or the Nature Talks sponsored by the Children's Museum. Especially interesting was the lecture on minerology given at the house this year by a young college instructor. He illustrated the talk with moving pictures and allowed the members to perform individual experiments under his direction. We have worked up an extensive file of free educational movies, exhibits, charts and other visual aids which are secured from time to time to enliven and illustrate the program.

A series of achievement tests have been devised to encourage independent reading and study. When one of these is completed a certificate is awarded, and the member carries an impressive title, such as "Junior Chemist" or "Naturalist." This also confers the privilege of greater freedom in the work he is allowed to do. No other prize is given than that of satisfaction gained through real accomplishment. This prize has always been enough.

The club members have been moved to edit various scientific "journals," foremost of which is The Cauldron of the Newton Science Club. For four years this has earned the trophy which one of the young men's clubs in the house has awarded for the best junior club journal. Other papers are prepared by members and leaders for use in the group.

Each year's activities are brought to a close with a Science Club Banquet, which representatives from each club are invited to attend. Food is prepared by the members themselves, who also furnish the entertainment: musical and dramatic as well as scientific. It is then that the coveted certificates are awarded.

Last summer request came from the boys for a science fair, which materialized in February, a real group enterprise with exhibits and a varied scientific program. The clubs chose their own projects, worked on them, arranged and labelled their exhibits, and chose representatives to demonstrate and explain their experiments. It gave the house a chance to interpret to the children and their parents the work of the science clubs. What it did for those who put it through, who can say? One small boy, the proud creator of a model cave, all done in papier-maché, sat in absorbed contemplation of his masterpiece. He was tasting the joys of achievement.

Such is our aim and the outline of the method to which we aspire. We have no spectacular physical equipment. Activities are carried on in a small room fitted up with storage cabinets, and what we have been able to collect in the way of apparatus, pictures and a small library. A kitchen with gas and running water is available for demonstration purposes, and the art studio has a dark room and tank that are used for the class in photography. That is all. But there is a roof that opens on a full dome of sky, for studying the stars. A park across the street, the Public Gardens and the Common not far away, the Zoo, Aquarium, Arboritum and Children's Museum lend us their wealth of experience.

Our vacation camp, a short drive from Boston, set in a wood, on the shore of a lake, gives further chances for nature study. A nature trail, a biological laboratory and an aquarium were started last year. This year an old garage will become our museum. The Audubon Bird Sanctuary is not far from the camp. We are rather richly supplied. But no country is without its possibilities. This point cannot be too much emphasized.

There are still other mines to quarry, which need no other acre than that of the printed page. The poets have taught about nature that which no scientist alone could teach, and English prose abounds in the revelations of nature lovers. And after all,

without the love, the understanding is hard and profitless. Biography, also, yields its virile inspiration in the lives of the heroes and martyrs of science. No record of our science work would be complete without stressing the use of such materials. Children can be encouraged to hunt through libraries and to pour through encyclopedias in search of anecdotes and incidents to mark that step-by-step progress by which the soldiers of science attain their goals. Tense struggle, failures, sacrifices, victory; what better can stir imagination than the accounts of these? They form the spirit that illumines the matter in all scientific work.

A discussion of aims and methods leads naturally to a consideration of values. Here we tread on less solid ground. But we can point to a group of boys outstanding in their steadiness, the soundness of their interest, the breadth of their enthusiasms and the eagerness of their efforts. Now averaging fifteen years of age, they have carried on their science work for four and one-half years; the oldest science group in the house. One boy is now admitted to the Massachusetts Institute of Technology, and another is probably headed for General Electric. A third has done some work in a dental laboratory. Here science has seemed to dictate the field of their activities. But along with this specialization has gone a general broadening that is very gratifying. The interest and curiosity awakened in this special field they have carried into other realms of athletics, camping, dramatics, art and music. This sort of rounded interest has brought into play a very gratifying cooperation between different departments and a definite increase in good teamwork. The members have participated eagerly in various large house affairs, in exhibiting, decorating and the less delightful tasks of cleaning up afterwards. They have offered programs for mothers' meetings and other house groups, and have shown movies, equipped an aquarium for the pre-kindergarten school, and helped with plays and radio programs, and joined other specialized groups in increasing numbers. It is in terms of such accessions of interest and enthusiasm that the clue to values may perhaps be found. And beyond this is the value that accrues whenever a mind learns curiosity, masters a fact by its own effort, adds a hobby, discovers a vocation. Nor is it a matter merely of the intellect. There is that other side shown especially in nature study, call it emotional if you will, or spiritual, the side of appreciation, of delight in the intricate, the beautiful, the mysterious, which is not far from reverence.

A philosophy of wonder governs all our science work at the Elizabeth Peabody House. We respect the value of the scientific teaching in the schools, and of the groundwork which it lays. But there is still a large field to cultivate in the realm of the Romance of Science. It is the Kingdom of Adventure, and that adventure is two-fold. There is the adventure of discovery, and there is the even greater adventure of building these discoveries into the fabric of fact. Into this double adventure we wish to lead our children.

If there is one characteristic that belongs more than any other to the mind and experience of childhood, it is this quality of Wonder. To open vistas is to open eyes. The vistas are always there, but the eyes are shut; or they see but a little way into the mysteries of eternal fact. Wonder is the characteristic

of both science and poetry. If we can give it a greater force and devotion in the lives of the children who enter our doors, can we offer them anything much better?

Program of a popular science demonstration on "Water":

1. Opening address by the President.
2. "Water and Its Uses" - a short talk by leader, illustrated by interesting experiments and exhibits.
3. "Purification of Water in Large Cities" - an illustrated talk by a chemical engineer.
4. Question and Discussion Period.
5. Moving Pictures:
 - A. "Beyond the Microscope" - illustrating No. 2.
 - B. Questions and Discussions on the Film.
 - C. "Drinking Health" - illustrating No. 3.

Examples of free visual aids that we have secured for use in our science clubs programs:

MOVIES: on such subjects as

The Story of Iron
 The Story of Sulphur
 Drinking Health
 Beyond the Microscope
 Liquid Air
 The Life of Thomas Edison
 Man Against Microbe

EXHIBITS: on such subjects as

Permitt apparatus for softening hard water
 Manufacture of Abrasive products
 Iron from ore to finished products
 Manufacture of Automatic Sprinklers
 Coal, and how it is mined

FILM SLIDES: on such subjects as

The Life of Pasteur
 The Life of Edison
 Principles of Science
 Healthy Living
 Progress of Electricity

CHARTS: on such subjects as

The Chemistry of Electric Batteries
 Vitamins in Common Foods
 Weather and Clouds

POSTERS: on such subjects as

How a tree grows
 The Chemistry of Baking Powder
 Sources of Common Chemicals
 Latest developments in Science
 Notable Inventions

ILLUSTRATED BOOKLETS: on such subjects as

100 Ways to Predict Rain
 Romance of Carborundum
 Biological Subjects
 The Story of Storage Battery

Some of the activities that have been carried on in our science club program:

Trips to Dairy Plants, Museums, Industrial Plants, Colleges, Laboratories, Astronomical Observatories, etc.; Science Banquet; Club Papers; Exhibits; Club Information Sheets; Demonstrations; Museum Games; Chemical Parties; Magic Shows; Plays; Tableaus; Educational Movie Programs; Essay Contest; Equipment Making; Work Shop Periods; Attending Lectures; Nature Excursions; Science Cross Word Puzzles; Science Spell Downs; Science Fair; Making Science Posters; Science Club Lectures; Log Books; Achievement Tests; Home Experiments; Making Preparations; Making Charts; Analyzing Products; Science Handicraft; Camp Science Work.

5

NATURE EDUCATION IN A SETTLEMENT PROGRAM*
For Boys and Girls 7 - 15 Years

I hope that at least a few of you will be stimulated to start a nature program at your settlement, for if correctly presented, the children cannot help but acquire knowledge. The chief aim of the nature leader should be to develop correct habits, attitudes and skills in the child. If he approaches that goal, knowledge will be acquired.

What would be the child's chief objective in joining a nature club? First, to enjoy himself; second, to satisfy his curiosity. The leader should have as objective to give the child an understanding and appreciation of his environment.

You can find interesting nature material at your doorstep. I suggested to my group that we walk through the neighborhood, and the first one to see something which he thought might be interesting nature material should stop, describe it, and we would guess what it was.

Immediately upon alighting from the steps I stopped. The children were skipping down the street and were quite a distance before they realized that I was not behind them. I beckoned to them to come back and to guess what it was I had found. One of the little boys said "dirt." "Some might call it dirt, but the real name is soil," I answered. We then discussed the difference between dirt and soil. We concluded that dirt is something that is out of place. If the soil were in the house in a corner, it would be dirt. Our discussion then led into what soil is and how it is formed. We did not terminate our discussion on soil that day. We continued it for four weeks.

We went along further. One member of the group picked up a piece of coal. We discussed the formation of coal. Later on our trip we found a water worn pebble. That led to a discussion on erosion. We found enough interesting material immediately around the settlement to furnish us with subject matter for a year.

This experience

1. Gave the child an understanding and appreciation of his immediate environment.
2. Helped the child to be more observing.
3. Stimulated his curiosity so that he had a desire to know.
4. Stimulated interest in the out-of-doors.
5. Began to develop correct habits, attitudes and skills.
6. Developed humaneness...You can't teach a child kindness by

*Extracts from a paper by Murtis Y. Howard, The Playhouse Settlement, Cleveland, read at Montreal Conference, June 7th, 1935.

July 30, 1935

- telling him to refrain from throwing at frogs and toads or hitting birds with sling shots. But you can teach him by bringing a toad or frog to club meeting and permitting him to learn about the toad through observation. His first reaction to the toad will probably be that he will give you warts. There is a splendid opportunity for a discussion on the use of the warts on the toad. Then other characteristics of the toad might be discussed which would bring out his adaptations to his environment...
7. Developed leadership and initiative. Have a member of the group conduct the club meeting sometimes.
 8. Developed an interest in a hobby and gave an opportunity for expression.
 9. Developed a desire to read worthwhile books, magazines and newspaper articles relating to nature work.
 10. Developed creative ability. This can be done through writing, drawing and modeling, using knowledge and interest in nature as a base...
 11. Aided the understanding of evolution. Somewhere in your program you should make it possible that the child may observe the gradual development of a tadpole into a toad or frog, or the development of a chicken from the embryo.
 12. Taught sex education. The following are examples of such projects:

The Development of Chicken as an Introduction to Sex Education
(Tried with boys' and girls' groups 7-15 years and 13-16)

The groups were already organized into clubs which had been discussing amphibians and reptiles. There were several turtles in our possession, a snake, salamander, frog and toad. We discussed the habits and habitats of these animals as well as how these animals were born. We concluded that all of these animals originated from eggs. We were unable to obtain any specimens of the above eggs; therefore a chicken egg was brought in, since it shows the essential parts of an ovum... We discussed some of the following things:

1. Shape. Value of egg's being egg-shaped.
2. Strength.
3. External features of egg: porous; varnish
4. Internal features: (a) Yolk: parts of, uses of; (b) Albumen: parts of, use of; (c) Membranes: location, use of; (d) Air space: location, use of.
5. Where egg originates.
6. How an egg develops.
7. Peculiarities of some eggs: double yolk, double shells.
8. Superstitions about eggs.
9. How little chick gets out of egg.

After discussing the egg the group was eager to know how a chicken developed on the inside of an egg. We borrowed an incubator and began our experiment on "from the egg to the chick." Each group met once a week for a regular club meeting, but every day at five o'clock all of the groups would assemble to see an egg opened and to discuss the daily development.

We purchased four dozen fertile eggs which we placed in the incubator after the heat had been on for two days so that we could be sure the heat was regulated to 103° Fahrenheit. The sec-

ond day after the eggs had been placed in the incubator we opened one. The development had begun. We could see the formation of the ectoderm, endoderm and mesoderm. On the fourth day we could see the heart beating. It was a revelation, to see the heart pumping and that the life of the chick had begun. The children were literally thrilled. Club members spread the news, other children came every day to see an egg opened. On the twenty-second day after the eggs had been placed in the incubator the club leader and children were thrilled to find three wet, peeping baby chicks which had pecked themselves out of the egg. Our next problem was to make a home for them. We let them remain in the incubator for a day, then took them out and placed them in a box which had in it an earthen jar which was kept full of hot water so that the baby chicks could warm themselves. There are limitless advantages in this project:

1. Sex education is introduced in a natural way. The children ask questions which clarify their thinking.
2. They see the process of evolution taking place in three weeks. They see the gradual development of muscular system, digestive system, brain, skeletal system, nervous system.
3. Such a unit enables them to understand the development of the human embryo, to understand bodily functions.
4. It teaches cleanliness, hygiene, physiology, correct health habits.
5. It enriches vocabulary.

Activities in connection with the chicken unit:

1. Drew chart of internal organs of chicken. Traced digestive and respiratory tract, explaining function of each part.
2. Played games which included information about chicken. (Have to make up own games and adapt old ones)
3. Sang songs about chicken, read poems, had stories.
4. Spent one discussion on feathers, one on types of chickens.
5. Drew day-by-day development of chicken.
6. Made cardboard tester for eggs.

In incubating chickens, the incubator should be on table, low enough so children can see eggs; should be near a lamp socket; should be kept at 103° Fahrenheit; pan of water kept in incubator; eggs turned twice a day to keep embryo from coming too near the top; on 7th and 14th days eggs should be tested for fertile, unfertile and spoiled eggs.

Another project that we tried in order to teach sex education was by mating a pair of white rats, caring for the pregnant mother, and caring for the babies after they were born. We had hoped to observe the rats being born, but they were born at night.

Starting a Nature Club

1. I would suggest having 15 members as a maximum number. Have a waiting list if more wish to join, as the psychological effect of a waiting list is effective.
2. Have children seated around a table, or semi-circle. Rows

make the meeting formal.

3. Plan your program well so that children are kept busy.
4. Have your business meeting short and snappy.
5. Have competitive nature games between groups in same club or different clubs.
6. Have as many nature exhibits as possible, as often as possible.
7. Permit children to make own rules and regulations.
8. Avoid the words study and lesson. They have a bad effect psychologically.
9. Have the children contribute to the club.
10. Have songs and games in your meeting.
11. Have interest groups in your club. There might be a group which likes to write stories, poems, songs. One group might be reading to broaden its knowledge concerning a subject; one group might be playing quiet games relating to the subject discussed; another group might be doing handwork; another might be working on a play.

There are many types of nature clubs. Perhaps you are interested in animals. Discuss your animals by means of live specimens. If you're discussing a toad or frog, bring in a live one. Do likewise with a snake, or alligator. You can rent alligators from some pet shops, as well as other animals. One can always manage to get a turtle or salamander. Ten cent stores have them, but it's more fun to hunt your own. Cats, dogs, rats, rabbits, guinea pigs and waltzing mice can be observed and discussed. When we had a lesson on the horse, a policeman brought his horse to the settlement. Go to the zoo to make observations on other animals.

Activities that can be carried on in connection with an animal club:

- (1) Visit a pet shop; (2) Go to a livestock show; (3) Visit the zoo; (4) Have a pet show at the settlement; (5) Make animal cages; (6) Start a pet shop at the settlement; (7) Show slides; (8) Visit a dairy and a dairy farm; (9) Take trips to the woods; (10) Make individual aquariums out of mason jars; (11) Have some local naturalist come to speak to the club; (12) Visit the Museum of Natural History; (13) Give an animal play; (14) Take pictures; (15) Show the circulation of blood in frog's foot by looking through the microscope; (16) Make a terrarium; (17) Give a program for some other club in the settlement.

It would take too long to elaborate on the above, but possibilities are unlimited. The child will get varied experiences which will enable his life to be richer and more interesting. He works with his head as well as his hands. He has the opportunity to work out problems for himself. He has vicarious and real experiences.

There are unlimited opportunities in studying birds. There are the characteristics, habits, migration, nests, feathers, and economic value of birds to be discussed and observed. The best method of observing birds, of course, is to make the observations in the field. In many settlements this is impossible. Birds can be made interesting through mounted specimens and pictures, and an occasional trip into the field. Make up bird games. One of the favorite games with one of my groups was with Audubon bird cards. The cards were flashed in front of the group. The first child to name the bird correctly received a card. At the end of the game the one who had the greatest number of cards won. Another favorite was to

hang Audubon charts on the wall. The player turned his back to the chart and described a bird. The group guessed. Dr. W. G. Vinal's "Nature Guiding" suggests a number of nature games.

One might have a group in beginner's geology, brook study, lake study, wild flowers, or trees. An appreciation of nature can be obtained by having a garden club. A settlement project might be instigated by giving each club in the settlement a plot of land. Permit each club to draw up a plan of its plot, plant and care for the flowers. If there is not available space for gardens, each club may have a window box, dish garden or Wardian jar. ?

...In foreign districts, nature clubs are especially helpful because they give the child an opportunity to express himself and an opportunity to use the English language. Children get into the habit of going to the public library. It was amazing how many children brought poems, stories and pictures from the library.

We started a museum in an old shed. The children cleaned out the shed and painted it. They made trips to camp and brought back snakes, turtles, toads, frogs, salamanders and rocks. Each morning the children would take the snakes, turtles, toads and frogs in the garden for their exercise. We had a pair of rats which had a litter of eight during the summer. Every two weeks we would take the animals back to camp and get new ones. Although we tried to make the environment of the animals as nearly homelike as possible, the children noticed that the animals soon became inactive.

Unit on Prehistoric Reptiles (Dinosaurs) For Mixed Groups 13-15 Years

Mr. J. had some pictures of prehistoric animals by Charles R. Knight. The nature leader showed them to a group and told the group something about the dinosaurs which roamed the earth during the Jurrassic period. The group was literally thrilled. The names of the dinosaurs: diplodocus, brontosaurus, and triceratops were a fascination in themselves. The first informal discussion stimulated their interest to such a degree that they had hundreds of questions to ask. Where were these animals found? Who found them? How large were they? Did people live on the earth then? What did the animals eat? Those were only a few of the questions asked. Before we realized it, the time had passed and it was time for the group to dismiss. There were plenty of unanswered questions. At our second meeting we continued the discussion of the dinosaur. We found out where they were found. We located the places on a map. We measured the actual size of the animals on the floor. The animals were so large that it took two rooms for our measurements. We decided to meet twice a week, Thursday afternoons for discussion and Monday evenings for the modelling of the animals.

In order to model the animals correctly, we had to find out the following points:

1. Characteristics of Dinosaurs: Size, Means of Protection, Types of flesh eating, plant eating.
2. Environment of Dinosaurs: Era in which they lived; type of vegetation in that era; other animals existing during era.
3. Evidences of existence of prehistoric animals.

4. Reasons for animals becoming extinct.
5. How fossil skeletons are prepared.
6. Places where skeletons of dinosaurs may be seen.

We did not spend all of our time on discussion. We usually planned an activity such as:

1. Drawing animals to scale.
2. Visiting Museum of Natural History to see miniature reproductions of dinosaurs by Charles R. Knight.
3. Measuring the real length and height of animals on floor with tape.
4. Making a freize for our room.

Objectives of prehistoric unit.

Such a unit as this one has unusual possibilities:

1. It gives the child an insight into the past.
2. It helps him understand how the world has changed.
3. It enables him to understand the causes for the changes.
4. It helps him gain knowledge as to how we find out about past eras.
5. It gives him an idea of the age of the earth.
6. It helps him understand evolution.
7. It gives him an opportunity to reconstruct the past himself.
8. It helps him develop perseverance.
9. It aids in developing an appreciation for the Museum of Natural History and the contributions they are making to society.

Difficulties encountered in modelling:

We first planned to model the animals in clay and later to cast them in plaster-of-paris. Upon modelling the animals we discovered that some of the legs, necks and tails were so long that they would not hold up under the weight. We then reinforced the models with wood and wire. It was decided that the casting would be too difficult to do. Our attempt next was to put paper-maché over the clay models, take the maché off the clay, then put the pieces back together. In order to get the paper-maché off the clay we had to cut the maché in so many parts that it was worse than a jigsaw puzzle to put the pieces together. Our last decision was to put the paper-maché over the clay, let it remain there, and then paint the animals. This last decision worked out very well.

Bibliography:

1. Pamphlet from American Museum of Natural History on "Hall of Dinosaurs"
2. Animals Before Man in North America by Frederic Lucas
3. Hunting Dinosaurs by Charles H. Sternberg
4. Fossils by Richard S. Lull
5. The World of Fossils by Carrol Lane Fenton
6. Extinct Animals by E. Ray Lankester
7. Animals of the Past by Frederic Lucas
8. How the World Began by Edith Heal
9. Mighty Animals by Jennie I. Mix
10. Earth for Sam by Maxwell Reid

BULLETIN OF BOYS' WORK COMMITTEE

RESPECT FOR EQUIPMENT

1. Handing things out - why not?

Do you remember when you were a child when for days and even weeks you were thrilled at the possibilities of the playhouse or cave which you and some of your cronies were constructing out of odds and ends? With what fervor you dug or how patiently you carried unwieldy, crumbling sods to build a dusty wall. To you the unsightly hut with its piece of stove-pipe chimney was better than a palace and the smoky fire a potent spirit of "the days of real sport."

Remembering the above, it is not surprising that often when we present our boys with a building "completely equipped" we are unpleasantly aware of a want of appreciation and lack of respect for equipment which to us seems ungrateful, to say the least.

How often have you tried giving a club a chance to "make a club room" out of an old barn loft or to transform a dingy, unused factory storehouse into a gymnasium. People who have done this and who later have been able to afford up-to-date equipment are well aware of the "spirit" left behind when "we left the old place." The writer had such an experience when director of boys' work at Greenwich House. The house was still in its original quarters in Jones Street. There was a dark and dusty basement under the Manual Training Rooms. In Jones Street there was a gang of Italian boys averaging eleven to twelve years of age. Their leader came of a family which had given several undesirable members to the neighborhood. He was a typical young gangster, scorning everything worth-while, especially work.

The Jack Horner Club was organized. Armed with mops and brooms the club set about transforming the old cellar. An old forgotten fireplace was discovered and cleaned out. Several days were spent kalsomining. Permission was granted for the purchase of some linoleum and a number of old chairs and benches repainted. The little gang-leader became the fore-man. No boy painted or scrubbed but under his watchful eye. Often he took the brush from unwilling hands to put a last touch on chair or mantel shelf. When the linoleum had been laid he insisted on keeping it spotless himself, and lugged many a heavy bucket of soapy water from the settlement kitchen for this purpose - washing and always expertly rinsing and drying the shining checkered surface. The regeneration of that gang was complete. The following summer we provided gardens for these boys and the food produced went far toward feeding neighborhood families during these months of food shortage in the period of the late war.

Many rainy afternoons were spent in reading or listening to stories. "Tom Sawyer" was especially appreciated. We sang many songs, old and new - the training along this line leading to a minstrel-show - as the reading of "Treasure Island" prepared them for the production of a dramatic episode from that thrilling narrative.

What had we as leaders "handed out?" The idea. The paint and linoleum. A discouraging dark cellar.

Lest the reader may feel that we disapprove of modern equipment let me hasten to say that the best equipment is none too good but to get the best results in spirit and to create respect for property, the boy must at least help to earn his privileges.

It is useless to expect the boys to be interested in helping to govern an organization which they do not respect and love and among the ways to get them to respect their equipment is to let them have a hand in creating it. The group described above were youngsters of from 8 - 13 years of age but age is not a controlling factor. One settlement that we know of has allotted five large rooms to so called "permanent" clubs. These boys average 18 years and over. They have been in the house for five consecutive years or more. They have good records. They take the room "as is" and proceed to fix it up. From scraping the walls to framing the pictures they do the work. They choose the scheme of decoration and carry it out. Committees are appointed to attend to the many details. The house requires a nominal rental and also that each club perform two outstanding unselfish acts of service, as a club, each season. The boys may use the room any or all the time that the settlement is open. If a club "falls down" in any year the privilege is withdrawn and a new club installed in the "permanent room." Contrary to what might be expected the rooms are not used for loafing purposes and the morale is excellent. These clubs average 25 members each.

We are often asked what to do with younger groups, boys under 12 years of age. Let them "fix up" a room. This is the best "tough gang" cure there is.

If you have a playground or vacant lot available have the boys help build an outdoor fire-place and hearth. Contributions of fuel are readily available. Then try a story-hour around the fire in the evening. By fire we do not mean conflagration. A committee will be responsible for the fire and the settlement for the supervision and story-teller.

Thus we have considered another phase of "self government" as applied to boys' work. Last month we outlined what might be expected from House Councils. To date we have not had any questions or criticisms of the methods outlined. We hope you will help make these monthly bulletins alive by discussion of methods and inter-city comment.

PLEASE SEND IN QUESTIONS AND COMMENTS.

(Signed) S. Max Nelson, Chairman, Men's & Boys' Work
237 East 104th St.,
New York City.

1928

THE SURVEY
112 East 19th Street, New York

A letter from Paul Kellogg to the Secretary

February 17, 1928.

Your Cleveland meeting was so altogether refreshing that I hope I can come to the sixteenth conference at Boston in April, but am not sure at this time. I have your January bulletin in hand as I write.

The other evening I was at Henry Street for dinner. Miss Lathrop, Mr. Lasker and others happened to be there, and in the course of the evening there was discussion of the settlements. It occurred to me that in fairness to you I should write you my own feeling, there expressed. It is in line with what I said at the East Aurora conference and again at Cleveland. That is, that to my mind the settlements are a yeast in the lump of social work; that we are, I hope, entering a period where again their dynamic can count. The prohibition inquiry following the Cleveland conference is an illustration. Here was a hot poker which none of the other social agencies or great foundations would touch with a ten foot pole.

I am genuinely appreciative of the intensive work you have been doing in developing standards and vision in the cultural activities of the settlements - in art, music, drama, and the like, in their institutional growth.

But to my mind this is only half of the shield. Indeed, without equal emphasis at headquarters on their civic functions, they are likely to become more like abbeys and monasteries than like missionary posts. Of course either analogy is a caricature, but they serve to demark lines of growth. It seems to me that temperamentally and as a matter of serious conviction as to the settlements' function, your interest is along one line, and that the other suffers.

I should not want to see that side of the development of neighborhood work to which you have given such concern and leadership suffer. But I should like to see some sort of a structural setup so that someone with another aptitude could act between the biennial conferences in this other half of the field - complementing your work in the segments you have made so distinctively and creatively your own, with work of equal distinction of an instigative and cooperative sort in these other segments.

I may be wrong, but it seems to me that the rank-and-file of settlement workers the country over had something very definite to contribute in connection with mollifying our immigration law in the last five years so as to overcome some of those family disasters and separations which are known in every settlement neighborhood. Yet it seems to me the Jewish organizations, the Y, and so forth, have taken the leadership which the settlements held yesteryear. Of course individual settlement leaders have counted up to the hilt.

Similarly, it seems to me that there has been no adequate follow-up of the prohibition inquiry. I have heard some talk of the settlements and capital punishment. It would seem to me that there again there was a chance for the neighborhood workers making a distinctive contribution by comparative testimony as to just what these recurring "man hunts" mean to the youth in their neighborhoods, and so on.

It may be that you are on the right track as to the future of the settlement. It is certainly in line with the trend of the times. But the trend of the times is not any more adverse to social adventure and espousal today than it was when the settlements loosened their dynamic in the Nineties. Their objectives - child labor, sweat shops, housing and the like, are not today's objectives. But there are other objectives equally neglected, equally alluring, equally needing leadership.

And my point is that such of the younger men and women in the settlement movement as feel these impulses have not the channel they should have in the national organization. And while the pioneers function individually, I believe there should be a possibility of greater concert in action.

The Filson Historical Society

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File

Miscellaneous

Not Fed of Settlements

The Federation of Settlements Conference at Pittsburgh is to be held on June Third to sixth. At that time a report will be made on the Pre-adolescent Girl Study and the material we then have at hand will be considered in Round Table discussion. We want a full report on all sections of the Study from you. In order to present the material in a concise and telling fashion, we must have at least two weeks in which to prepare it. Will you not make an effort to mail your final reports not later than May 15th?

The enclosed questionnaires are individual recreation studies and answers are to be filled in on the same sheet. If you can make more than ten studies, please do not hesitate to write for more questionnaires.

If you have had conferences with or suggestions from specialists or experts on any of the topics suggested by the schedule, we should be glad to know their names in order that acknowledgement may be made.

We are still urging that stories and illustrations of every sort be incorporated into the reports.

Earnestly requesting your continued support during these last two weeks of concentrated effort, and with grateful appreciation for the interest you have shown, I am

Cordially yours,

Harriet E. Vittum

Chairman Pre-adolescent Girl Study Committee

NATIONAL FEDERATION OF SETTLEMENTS PRE-ADOLESCENT GIRL STUDY.

Individual Recreation Study.
Supplement to Section IV.

1. a. Age of girl (6-14)..... b. Nationality.....

2. Give an accurate account of the girl's actual recreation life, hour by hour, for a single typical day in each of the four seasons of the year:-

Spring

Summer

Fall

Winter

3. Check the recreative and athletic activities in which the the girl engages:-
swimming dancing skating basket-ball other

4. Make a list of the girl's favorite games.

Indoor:

Outdoor

5. Average weekly attendance at 'movies' (Afternoon)
(Evening)

Favorite films:

Favorite actors and actresses:

6. Does she earn any money? Average per week?
How does her recreation life differ from or resemble that of boys in the same family on this account?

7. Is she a member of a gang or club organized thru its own initiative outside the school, settlement, or playground?

Investigator..... Settlement..... City.....

50 copies.

OUTLINE FOR THE FIRST INTERVIEW.

1. Statement of how the applicant came to the attention of the Bureau, and what sort of aid asked. This will probably be under a different date than the first interview.
2. Description of home and persons interviewed. Very briefly.
3. Birthplace of early history.
For men (a) Financial and social status and nationality of the family.
(b) Age and grade left school and why.
and (c) First position #?'s own choice?
women (d) Succeeding positions and reasons for change.
separately (e) Health, habits, recreations, use of leisure time, etc.
4. Past life briefly. Work before marriage. Time of marriage and prospects. History of married life when not included in above.
5. Children, their condition, physical, mental, and moral. If old enough, their history. As for #1 and #2, see especially recreation, school, or work, conditions, and health.
6. Previous trouble and how the family weathered it, relatives, church, employers, doctors, hospital care, etc. Former standard of living when self supporting.
7. Present trouble and applicant's own story of how they came to it.
8. Hopeful and unhopeful conditions in the family, if not already brought out.
9. Budget, a statement of the family's present income, debts, and the amount which they expend for food, rent, carfare, etc. Applicant's own plan.
10. Relief given if any, and statement of any arrangements made by interviewer with applicant.

NATIONAL FEDERATION of SETTLEMENTS, Inc.

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Lea D. Taylor, Chicago

VICE-PRESIDENT
Mrs. V. G. Simkhovitch, New York

TREASURER
Walbridge S. Taft, New York

SECRETARY
Albert J. Kennedy, New York

The American Association of Adult Education is preparing a Handbook of Adult Education in the United States and has asked this office to prepare a statement in regard to the work of settlements.

Each house which carries on an adult education program is asked to submit

1. A statement of 50 words regarding its adult education program, both formal and informal.
2. Such statistical material as is available on the following:

Formal Classes	Informal Work
Type	Number Attending
Languages:	Art Exhibits:
a. English _____	Number of exhibits _____
b. _____	Duration _____
c. _____	Attendance _____
d. _____	Lectures:
Craft:	Courses
a. _____	a. Subject _____
b. _____	b. Number of sessions _____
c. _____	c. Number enrolled _____
d. _____	Occasional
Music:	a. Number of lectures _____
a. _____	b. Average attendance _____
b. _____	Parent Education:
c. _____	Nature of work _____
d. _____	Number enrolled _____
Drawing and Painting _____	Social Clubs:
Sculpture _____	Men's Clubs
Other:	a. Number of clubs _____
	b. Total enrollment _____
	Women's Clubs
	a. Number of clubs _____
	b. Total enrollment _____
	Local Improvement Societies _____
	Other groups: _____

Please send this material to the National Federation of Settlements, 101 West 58th Street, New York, before August 15th. It will be assumed that houses which do not reply have no adult activities. Your help will be greatly appreciated.

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OFFICERS

PRESIDENT: Lea D. Taylor, *955 West Grand Avenue, Chicago, Ill.*
VICE-PRESIDENT: Mrs. V. G. Simkhovitch, *27 Barrow Street, New York, N. Y.*
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File

Nat. Fed. of Settlements

QUESTIONNAIRE

A. Please answer questions 1 to 10 for each craft or specified sub-division of a craft.

Forms of crafts work carried on. Please list each separately.

1. Date of establishment of each separate form		
2. Number employed		
a. Men		
b. Women		
c. Children		
3. Nationalities		
4. Where do you obtain your designs?		
5. Do you preserve racial characteristics?		
6. Work carried on in settlement work-rooms		
7. Work done in homes		
8. Basis of payment to worker		
hour? piece? weekly?		
9. Maximum weekly earnings of workers		
10. Minimum weekly earnings of workers		

B. Please answer questions 11 to 15 for the crafts work enterprise as a whole.

- 11. How do you get your workers?
- 12. Do you teach the craft or employ experienced workers?
- 13. How many workers do you carry on your list?
- 14. How many are regularly employed?
- 15. What is the annual amount paid to workers?

C. Questions 16 to 20 have to do with marketing.

- 16. How are the products marketed?
- 17. How do you safeguard the health of the public?

- 18. Is a license granted by the state?
- 19. Is the work sterilized?
- 20. What are the annual receipts from sales?

Filson Historical Society

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EXAMINATIONS ON SETTLEMENTS.

ANSWER QUESTIONS 1 AND 2.

1. (a) Name five settlements.
(b) Write brief account of one settlement.
2. (a) Name five social reforms or welfare movements instigated either by a settlement or settlements or which settlements have been interested in forwarding.
(b) Write Brief account of one such social reform or welfare movement.

ANSWER SIX QUESTIONS OUT OF THE FOLLOWING LIST OF EIGHT.

3. What are the people called who live in a settlement? Why?
4. What roots a settlement in a community?
5. Name characteristic activities of a settlement.
6. In America, the settlement has been an important factor in the life of what group of people? Give one good reason why this is so.
7. Why should Louisville have an all year round municipal recreational system?
8. What is the difference between industrial training and child labor?
9. Why should a community be interested in its housing?
10. In what phase of social work are you most interested? Why?

National Federation of Settlements

QUESTIONNAIRE ON THE WAR WORK OF THE SETTLEMENTS

The following questionnaire is distributed in fulfillment of a resolution passed at the Chicago Conference requesting the secretary to make a study of the war activities carried on at the various houses. Wherever possible please indicate the number of groups or individuals involved, the quantity of materials handled and the length of time each form of activity has been carried on. Forms of activity not mentioned among sub-divisions should be written in. Suggestions for work which ought to be initiated during the coming period of reconstruction are welcomed.

Returns should be made so as to reach the secretary by December 10th. The results will be tabulated immediately and made available to the members of the Federation within a week or two.

Your assistance is urgently asked in making the inquiry complete and in hastening the issuance of its results.

ROBERT A. WOODS,
Secretary.

Explaining purposes of the United States in entering War

- ✓ Distribution of literature
- ✓ Organization of public meetings
- ✓ Talks before clubs
- ✓ Conversation and conference with individuals
- ✓ Lantern slides, maps, posters, etc., in use
- ✓ Supplying "Four Minute" men

Census of local resources, and types of local surveillance

- Canvass of non-English speaking people
- Cooperation with State census
 - Military resources
 - Civil resources
- Cooperation in National census of resources
- Cooperation in alien enemy registration

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✓ **Americanization**

- Special classes in English and citizenship
- Assistance in securing citizenship papers
- Cooperation with public schools

Enlistment

- Consultation about enlistment with young men and their families
- Assistance in filling in questionnaires
- Helping men who had been rejected by medical officers to rehabilitate themselves
- Consultation with conscientious objectors
- Service on local exemption boards
- Creation of legal advisory boards

✓ **Work with families of enlisted men**

- Cooperation with home-service department of Red Cross
- Clubs for soldiers' wives
- Special visiting on moral cases

✓ **Cooperation with Commission on Training Camp Activities**

- Service on committees of organization
- Volunteer service by residents and board members at hostess houses, canteens, etc.
- Efforts to reduce social evil

✓ **Local service for men in uniform**

- Dances
- Club rooms
- Sleeping accommodations
- Hospitality

✓ **Conservation of food**

- Raising produce at farm—kind and amount
- Canning and preserving food
- Sale of preserved food
- Cooperative store for sale of food
- Classes in war-time cooking
- Exhibitions and lectures
- Cooperation with liberty sales shops
- Committee work
 - Food Survey, U. S. Government
 - Pledge cards
 - Reporting food prices

Fuel distribution

- Local stations
- Visiting applicants
- Formation of coal clubs to buy in quantity
- Cooperative coal stations

✓ Health

- Regular district or visiting nursing service
- Dispensaries
- ✓ Spanish Influenza
 - Special nursing service
 - Sale and delivery of soups and cooked food
 - Care of families in distress

Forms of specially organized work for children and adolescents

- Open house during fuel famine
- Special programs for "idle Mondays"
- Special classes, Red Cross, etc.
- Special clubs, Red Cross, etc.

? ✓ Children's year (cooperation with Children's Bureau)

- Weighing and measuring babies
- Baby clinic
- Infant welfare nurse
- Patriotic play week

✓ Safeguarding living conditions

- ✓ Summer vacations
- Health centres
- Pre-natal nursing
- ✓ Play centres
- Social hygiene
- Scholarships for bright children
- Placement service for boys and girls

Raising money

- Red Cross drives
- Membership (individual)
- Membership (group)
- War Savings Stamp station, visiting, etc.
- Liberty loans
 - 1st
 - 2nd
 - 3rd
 - 4th
- United war work drive
- Liberty boys and girls
- Other funds

Industrial standards

Factory inspection
Safeguarding children
Safeguarding women

Employment

Recruiting for farm work
Cooperation with state employment agencies
Cooperation with Federal employment agencies

✓ War housing

Efforts to secure housing accommodations for war workers
Safeguarding standards of housing

Making objects for use of enlisted men

First-aid groups
Making surgical dressings
Knitting classes and circles

Community spirit

Study and investigation of local public sentiment
Keeping roster of local citizens serving with colors
Service flags for settlement boys and men, and for neighborhood
Organizing local councils of defense

✓ War camp community service and related organizations (Knights of Columbus, Y. M. C. A., etc.)

Training representatives
Assisting local workers

✓ Maintaining morale

Celebration of national holidays
Community singing, patriotic and racial songs
Presentation of patriotic pageants, festivals, etc.

Reconstruction

Rehabilitation of wounded
Study groups on reconstruction
Meetings about league of nations

✓ Committee work

Represented by residents, volunteers and board members on following committees: