

**Organised play at home and abroad : physical recreation for elementary school children out of school hours / edited by R.E. Roper ; with a preface by the Bishop of Ripon.**

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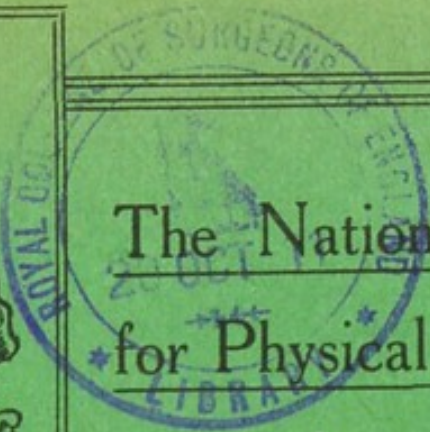
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The National League  
for Physical Education  
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# Organised Play at Home and Abroad.

Physical Recreation for Elementary School Children out of School Hours.

Edited by R. E. ROPER, M.A.,

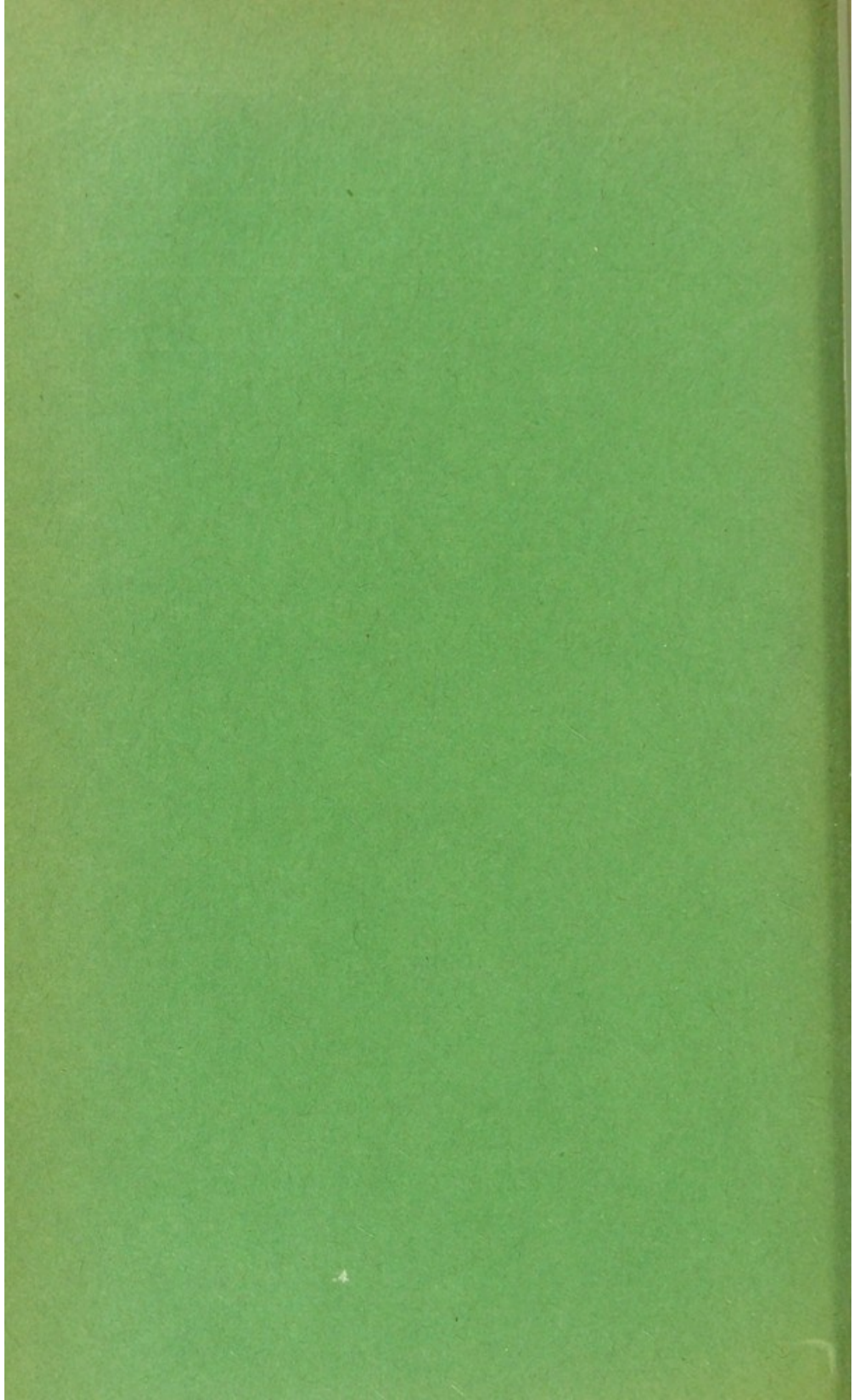
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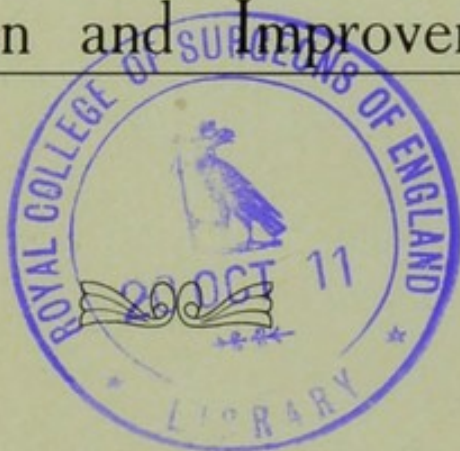
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THE NATIONAL LEAGUE FOR PHYSICAL EDUCATION AND IMPROVEMENT

The National League for Physical  
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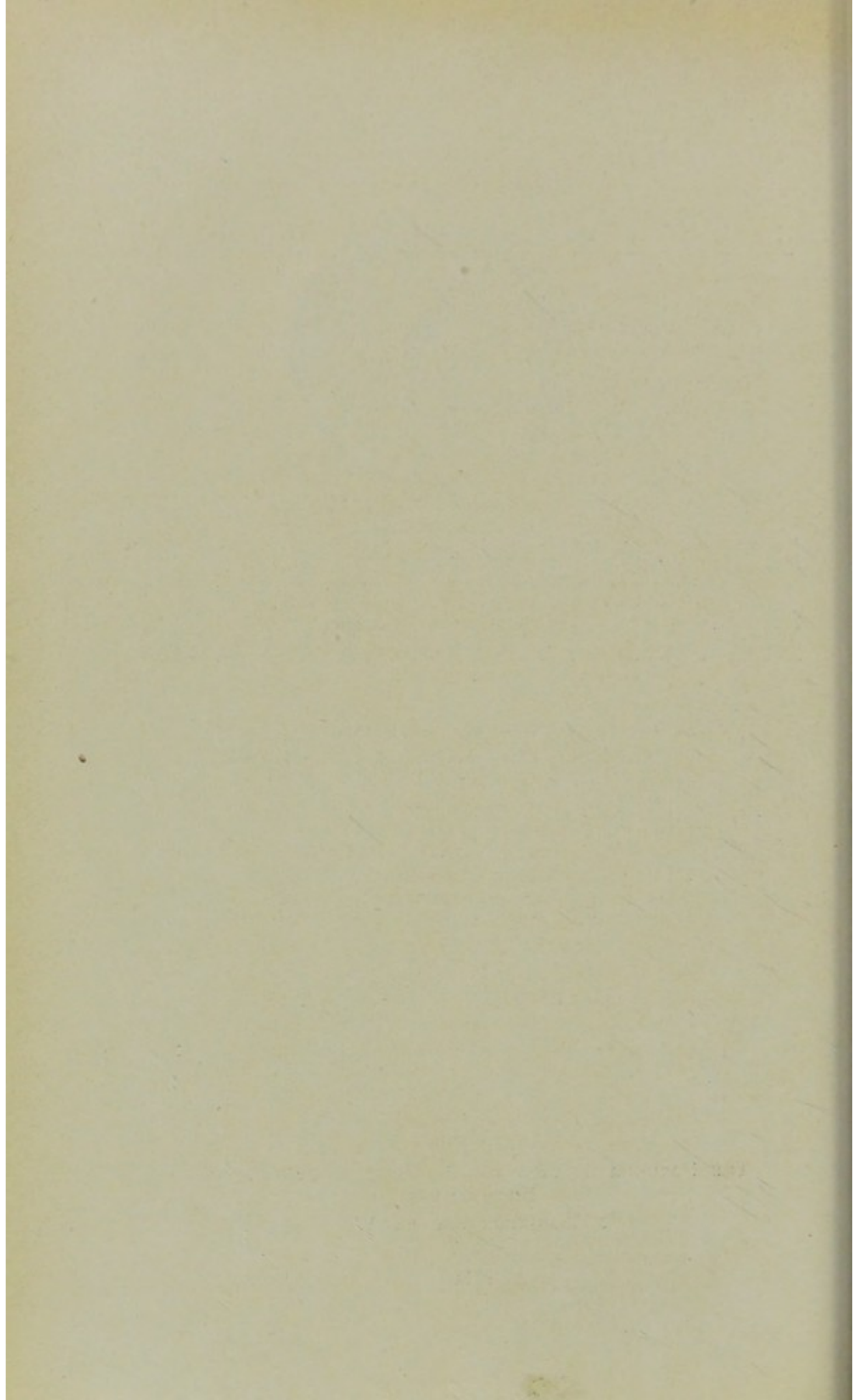
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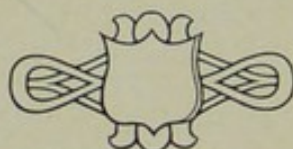
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## PREFACE.

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**A**MONG the four things needed for life, Dante includes bodily comeliness—beauty and fitness of form. The body should be well ordered and fit in all its parts: all its movements should show a harmony and therefore an attractiveness: its hues should be the hues of health. This view indicates a certain reverence for the body: it is a wise and wholesome view: it implies moreover that comeliness of form is attained when all the parts of the body are brought into harmony of working. This was Roger Ascham's view, who said that "welfavourednesse" was joined always to "profytablenesse." What is worked to best advantage is the most beautiful in the doing. "Everye handcraftman that workes best for hys own profyte works most semelye for other men's sight." The truth is that the body is a piece of mechanism, but endowed with this special property that it can attain its maximum of serviceableness or profytablenesse as Ascham would say, through training during growth: and in acquiring this profitableness it would reach its highest comeliness.

As every child born is a national asset, it lies in our power to make this asset more or less valuable. If we leave it uncared for, it will grow up unprofitable and probably uncomely also: if we train it, it will become useful for service and pleasing to sight.

In realising this we reverence the body: it is the vehicle of life: it is an instrument through which man can express himself: and self-expression is an instinct of all living things. To train the body is to help man forward in his capacity of self-expression.

In the past there has been too little recognition of these facts. Once the body was regarded as a hindrance: the soul, it was thought, would gain in proportion as the body was neglected. The difference between neglect and discipline was not understood. Now we realise that we can so train the body that it may be a fit instrument of life. In making it a well controlled instrument we give it the best and most wholesome discipline. To achieve this we must leave the method of negations far behind. We shall not secure fitting physical development by reiterated prohibition. We must regulate life by the word "Do" rather than by the word "Don't." Restlessness in childhood often means the need of activity, which is one form of self-expression. It is better to direct energy than to repress it, especially when in this energy there lies the opportunity of bringing the physical mechanism to its highest power and beauty.

But the matter does not end here. We are not dealing merely with a material instrument: we are dealing with human beings: our task is not simply to develop fine machines: we wish to make fine characters. To do this we must not only call for physical exertion in a series of well-regulated muscular movements: we must call forth the co-operative powers of mind

and soul : we must enlist the child's intelligence and sympathy in the exercises. In other words, we must draw out the child's interest in what is being done : herein lies the value of games. To do a series of exercises because we are bidden to do them, or because we are assured that they will do us good is after all very dull work ; but when exertion is directed to the achievement of something beyond muscular movement, then interest is added to effort : indeed, we forget effort in the interest of the object put before us, and in forgetting it we lose the sense of fatigue. Games therefore are of real value in education—if education be the calling forth of the latent powers and capacities of our nature.

But is there not a danger that if games be put into the hands of a games master or games mistress they may lose their charm and degenerate into tasks ? No doubt there is a risk of this kind. Freedom is needful in games. Boys and girls must feel that their exertion is voluntary and not enforced : otherwise the charm, or the interest of the game is lost. This will readily be admitted ; but unfortunately a large proportion of the children of our country do not know how to play. This is one of the sad facts of modern life : it is incredible to those who have been educated at our public schools where playing fields are generously provided and are in constant use. But those who have taken town children into the country for a treat have often been confronted by the pathetic picture of children who can only wander aimlessly about the fields and possess no power of organising games when the day of happy opportunity is given them. We have to teach such children how to play : the games of the pavement are better than no games at all ; but games of the greater and nobler kind must be taught. The games master, whether paid or unpaid, becomes necessary, if the children of the poor are to have the manly and health-giving opportunities of those games which have done so much in forming national character in our public schools. The moral discipline of games like cricket and football is great. To learn to play the game is needful and perhaps most of all in an age when the scramble for riches and luxuries is keen.

Mr. Roper has taken infinite pains in editing the report which is presented in the following pages. He has done more than give a series of dry facts and tabulated statistics : he has added pregnant and suggestive counsels derived from observation and experience : he has shown how voluntary agency may lead the way to a more perfect national system of education : he has reminded us how closely physical training is allied to mental and moral growth : he has cautioned us against expecting too much from State regulated methods : he has shown how grievously the lack of the opportunity to play has promoted the professionalism in games, of which so much complaint has been heard.

The report shows how much has been attempted, and it indicates how much yet remains to be done before the youth of the country can be brought under those influences of wholesome games which contribute so much not only to the health and happiness of children but to their growth in manliness, self-control, and generosity of character.

W. B. RIPON.

*The Palace, Ripon.*

## INTRODUCTION.

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IN education, as in every other department of State activity, private endeavour has preceded public control. The State cannot afford to speculate in uncertainties, and before a course of action is recognised as a public duty it must have been planned out by private experiment. The general principles of education were first determined in private schools supported by voluntary contribution ; only when individual effort has shown the way will the State follow. Up to the present, State education has—broadly speaking—confined itself to the mental side of the subject ; the physical has suffered in consequence. To-day, we are on the threshold of a new era : medical inspection, physical training, the feeding of children, are subjects of more or less acrid controversy. The physical side of education is obtaining more attention.

Let us take the case of an ordinary private school, able to afford the conditions necessary for a reasonable education. School buildings ample but not luxurious, a staff sufficient to permit of classes not exceeding twenty to twenty-five, a gymnasium, a school doctor, a sanatorium, and playing fields, a workshop, and a place for games when the weather is unfavourable—most, if not all of these, are regarded as necessities, and provided as a matter of course. The State intervenes and takes upon its shoulders the responsibility of educating the larger proportion of the children of the country. It provides buildings, engages a staff which is now recognised as insufficient in numbers, considers the possibility of adding a gymnasium, discusses the question of a school doctor, and admits that his suggested treatment should be carried out—while regretting that a sick-room or a sanatorium is not at present available. Last of all, it groups the playing field and the place for games among the desirable additions to its premises, but is unable to make any appointment of a regular games master or mistress, though games must be taught as well as any other subject. Here is the problem of State education in its present stage, the problem faced long ago by private schools lacking funds ; of course the parallel is only partly true, and this Report shows where it breaks down, but speaking generally it is accurate enough.

Private enterprise attempts to fill the gap. That which is recognised as a necessary part of education for those who can afford it must no longer be considered a luxury for those who

are less favourably placed. The mainspring of the many efforts included in the Report is the desire to provide elementary school children with the opportunities enjoyed by those who are able to afford them—games and a place in which to play them. In time the State will take over this duty as well as others, when those who pay the education rate recognise that an education which develops the mind only is unworthy of the name: meanwhile private effort must supply the want as well as it may. Perhaps it is unwise to trust too much to State control: the voluntary side of games is essential to their success, and voluntary effort though financially hampered, may produce keener play than that of the State. State assistance for voluntary effort may be the best solution: it is, however, too early yet to theorise.

To return to the case of the private school: occupation out of school hours is carefully organised, and includes in one form or another all the activities represented by the various societies included in the index to this Report. Dancing, gymnastics, swimming, perhaps a corps of some kind or other, handwork, singing, and all the numberless things a child may be encouraged to do when not actually in class—these are the opportunities for individual expression, without which no education is complete. This is the need which voluntary effort seeks to supply, and supplies (in spite of adverse circumstances) more or less successfully.

The world of education has, however, always been at the mercy of theorists, of specialists, of people with some motive other than that of education pure and simple. Whilst recognising the undoubted service to the children, and through them to the nation as a whole, done by many of these associations and societies in assisting to fill the gap in the State educational system (by giving the children something to play and somewhere to play it), it is impossible not to regret that private enterprise here, as elsewhere, has wasted strength by overlapping, by lack of co-operation, and most of all by misunderstanding the fundamental fact of the proposition before them. A résumé of the "objects" of the various organisations would show how, though all recognise the need for action, each is tempted to ascribe it to various causes. One laments the lack of thorough religious teaching, another is anxious to keep the children as members of its own church, another wishes to promote a particular form of exercise, another to inculcate obedience by military discipline—still another to develop character by discipline which is everything except military.

Indeed, religion and militarism seem to be the rocks on which many of them strike, as well they may. One frankly asserts that the two things go together, while a second distrusts the merest suggestion of the latter whilst laying stress upon the former, and a third, hesitating to touch the vexed question of religion, devotes itself to the strengthening of the minor virtues and the development of manliness, courtesy, chivalry and self-reliance. Splendidly as they have worked, they would have done better to recognise that though all these things are valuable they are all but facets of the many-sided jewel of human nature, that a fuller development of character is impossible without a wider education, and that the want which they in their various ways seek to supply is not religious, not military, not sectional, but educational.

Games and play are a part of school life, and an essential part. Physical activity is a means of individual expression, and without such activities individuality must become atrophied. There is much outcry about the Right to Work, and no doubt the question is important: the Right to Play, however, is too vital a matter to be obscured by party interests or sectional differences. It is beside the question to lament—as the head of one of these organisations has done at length—the deterioration of national physique, the loss of national character, the manning of national ships with alien crews, the interference of Trade Unions with commerce, the growing mass of the unemployed and unemployable; these things exist, but they are not causes—they are effects. It is useless to find fault with the results of elementary education, to blame the overcrowded curriculum. The national education is what the taxpayer and the party system have made it, and all things considered it has worked wonders in the face of tremendous odds. A school is always a place where too much has to be done in too short a time and with too little money, and the State has not as yet had the opportunities or the experience of older foundations in the scholastic world. It is the duty of the individual, of the voluntary society, to show the way again, and the State will follow as before. The State has provided buildings, apparatus, and a staff: if the societies which have so nobly met the need of physical recreation can unite to show that physical activities are necessary to educational success, no doubt it will even provide playing fields.

It is a remarkable fact that the societies more definitely under the control of women have understood more clearly than those conducted by men that the question of physical recreation is essentially an educational one, and laid more stress on the value

of play and handwork as branches of teaching. It is through the school that the solution will come, and with the school as a centre that the games will take their proper part in the circle of education.

In addition to the need of financial aid—the first and most natural need of voluntary societies—the various reports refer without exception to the lack of teachers and to the consequent restriction of their activities, and this renders a further glance into the future necessary. Admitting that games are a part of education, it follows that games must be taught by competent masters and mistresses. The games-mistress is a valued member of the high-school staff, the “Blue” an institution in the public school. The recognition of games not as a luxury but as a necessity in State schools will mean more than the provision of playing fields, more than the building of a gymnasium. The physical side of school life must ultimately be under the control of specially trained teachers. However well the ordinary teachers have up to the present done the work—and there is no doubt that they have done it splendidly—the time will come when medical inspection will have its natural corollary in preventive as well as remedial treatment; bodies which for lack of activity would grow misshapen will find an outlet for their energy in the organised games of the school; the deformities too often consequent on school life will be prevented in the gymnasium, and the work of gymnasium and playing field alike will be co-ordinated by a properly trained expert in each school or group of schools. Neither will a mere physical expert suffice: he or she must above all be an educational expert, able to conceive of the training of mind and body as a whole, possessing the wide general knowledge demanded of specialists in other school subjects: then and then only will the children of the nation have a fair chance of a full education. Until that day arrives we must depend on voluntary effort, and trust to the voluntary societies to perfect the work which they have so nobly begun, and so magnificently continued. The nation as a whole owes them a debt of gratitude which it can never pay.

The question of organised play is not confined to one country, and the reports received from Europe and America show that organised efforts are being made to answer it. Conditions, however, vary so much that it is impossible to summarise the details sent in from such widely separated districts as Gothenburg and Switzerland, and it has been thought better to publish the reports as fully as possible and leave them to speak for themselves. Each

nation has its own customs, prejudices, difficulties, and its own manner of dealing with problems which arise out of them, and though the educational problem of organised play is human and not national, the methods of solving it are so coloured by nationality as to appear to have little in common with each other. Perhaps from America, with its blend of many races, will come an organised plan capable of meeting all requirements. The literature sent by the Playground Association of America shows that there at any rate the matter is not invariably regarded as one for voluntary effort, but is coming to be recognised as a State duty towards the younger citizens, a species of State Insurance against disease and crime, and a branch of State Education.

The report from Sweden is confined to Gothenburg. It is a matter for regret that no details are to hand from other large towns. A country where children cannot quarrel in the streets without a passer-by pausing to adjust their disputes, where toboggan runs for children are built in the parks in the winter and sand-heaps of an enormous size are a commonplace in the summer, would have much valuable information to give. Details from France are very meagre, yet the problem must be present in large towns there as elsewhere. A completer analysis of the difficulties met with in the various countries and the methods employed to cope with them would assist us in distinguishing between what is essential to the problem and what merely accidental: it would be of enormous value when the time comes to co-ordinate individual effort as a basis for State action: it would prevent our wasting any effort in experiments which have already been tried and found wanting, and, incidentally, it would add to our knowledge of games. As a nation we are too inclined to pin our faith to the alpha and omega of cricket and football; for those who can afford space to play the latter and time for the former they are excellent. Yet cricket with its eleven aside can never occupy more than eleven in the field, two at the wicket, and possibly the next two batsmen as umpires, leaving at least seven unoccupied, *e.g.*, between 30 per cent. and 40 per cent. of the total number of players who must of necessity be out of action during the whole period of play: football demands a prohibitive amount of room if it is to be played properly; and neither are played for more than half the year. We have use for all the games we may borrow from other nations.

It would be impossible to close this Introduction without reference to what it has become the fashion to regard as one of



the greatest dangers to our national play—professionalism. A vast quantity of slovenly thought diluted with sentiment has for too long passed muster as sound argument upon this subject. The decadence of Rome is to come upon us because we go in tens of thousands to watch others play instead of playing ourselves, and the paid players are likened to gladiators or slaves. The evil—if evil there be—does not lie in the players: they must have attained to—and must maintain—an extraordinary standard of physical efficiency in order to earn an honourable livelihood in the open market against tremendous competition. Presumably then it lies in the spectators: they watch, but do not play. Their reasons are twofold: in the first place they are there because a good game appeals to everyone: in the second they have nowhere to play. The inborn love of physical activity has grown weak by long disuse, by enforced idleness, until the power of play has diminished. Professionalism varies inversely with the available playing-fields of a nation, and is merely a symptom. The disease has sprung from the growth of large towns, the consequent restriction of possible play-grounds, and the past neglect of the State to include games in the curriculum of its schools. The very fact that a game may be made the firm basis of a successful business undertaking, and pay dividends to the shareholders of a company, is a sign of hope for the nation, not a mark of decadence. The empty vapourings of well-intentioned philanthropists and reformers have blinded them to the real meaning of the facts, which, simply stated, is as follows: Games may be made to pay their way: playing-fields—like municipal tramways—need not be run at a loss. The natural human desire to play is a mine of wealth if the State chooses to exploit it; with children taught to play in school, and youth encouraged to play when work is done for the week, the State would repay itself the original outlay before three generations were over, in the prevention of disease and crime, in the increased health of its men and women.

I take this opportunity of expressing my great indebtedness to the Secretary of the National League for Physical Education and Improvement, Miss Halford; without her work in translating and adapting the foreign communications, and arranging the whole mass of detail in different groups, it would have been impossible for me to edit this Report.

REGINALD E. ROPER, M.A.

*The Gymnasium, Eton.*

## THE WORK OF EDUCATION AUTHORITIES.

THE BOARD OF EDUCATION and LOCAL EDUCATION AUTHORITIES have in many cases made attempts to deal with the question of organised recreation for the elementary school children in their districts. A circular was sent by the National League for Physical Education and Improvement to the 324 Authorities in England and Wales, asking for information as to

- (1) The facilities which Local Authorities are ready to grant, as regards the use of school buildings or playgrounds out of school hours, and of parks and other open spaces for organised recreation.
- (2) The extent to which organisers of Children's Happy Evenings, Play Centres, Games Guilds, Vacation Schools, Boys' and Girls' Brigades, Scouts, &c., have availed themselves of such facilities.
- (3) The regulations in force in connection therewith.
- (4) The amount of financial or other aid, if any, given by Local Authorities in carrying on the work.

The replies sent in were numerous, and full of interesting information. They have been classified by the Secretary, and the details of the report which they form will prove most valuable. It is impossible to reproduce the whole of it here, so only the main features will be dealt with. The following is a general summary of results :—

### General Summary of Education Authorities which have granted facilities for organised games, or would grant them.

	General facilities given.	Partial facilities given.	Might grant facilities.	Granted permission to hire premises.	Granted permission to use premises.	Granted financial aid.	Granted facilities but judged a failure.
County Councils	4		4	2	4	1	
Other Education Authorities ...	20	5	3	2	22	12	8

The Authorities sending replies may now be detailed.

**I. Facilities granted generally.**

(a) By County Councils :—

London.	Middlesex.
Bucks.	East Suffolk.

(b) By other Education Authorities :—

Acton.	Jarrow.
Birmingham.	Leeds.
Bournemouth.	St. Helens.
Croydon.	Southport.
East Ham.	Wallasey.
Exeter.	Walthamstow.
Heywood.	Waterloo.
Hornsey.	West Hartlepool.
Hull.	Willesden.
Ipswich.	Wood Green.

**II. Facilities granted during school hours only.**

Coventry.	Salford.
King's Lynn.	Sheffield.
Lowestoft.	

**III. Facilities granted during and outside school hours.**

Acton.	St. Helens.
Ipswich.	

**IV. Facilities not yet granted, but would probably be granted on application.**

(a) By County Councils :—

Carnarvonshire.	Kent.
Derbyshire.	Northamptonshire.

(b) By other Education Authorities :—

Hendon.	Oldham.
Norwich.	

**V. Facilities discussed, but not yet carried out.**

Bootle.	Eastbourne.
Coventry.	

**VI. Experiment tried, but proved a failure.**

(a) By County Councils :—

Yorkshire (West Riding) County Council.

(b) By other Education Authorities :—

Bradford.	Kettering.
Bristol.	Newport.
Cardiff.	Shipley.
Chiswick.	

**VII. Authorities allowing organisations to hire their premises.**

(a) County Councils :—

Derbyshire.	Hertfordshire.
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(b) Other Education Authorities :—

Norwich.	Oldham.
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**VIII. Authorities allowing school playgrounds or buildings, or public parks to be used by organisations**

such as Scouts, Boys' and Girls' Brigades, Children's Happy Evenings, &c.

(a) County Councils :—

Derbyshire.	London.
Kent.	Northamptonshire.

(b) Other Education Authorities :—

Acton.	Norwich.
Birmingham.	Nottingham.
Chorley.	Oldham.
Devonport.	Penge.
Eccles.	Plymouth.
Edmonton.	Sheffield.
Hull.	Shipley.
Ipswich.	Southport.
Leyton.	Walthamstow.
Lowestoft.	Widnes.
Newport (Mon.).	Wood Green.

**IX. Authorities giving financial aid.**

For Apparatus :—

Acton.	St. Helens.
Croydon.	Salford.
Ipswich.	Wallasey.
London.	Wolverhampton.
Lowestoft.	

For Payment of Fees to Caretakers :—

Hornsey.

Leeds.

Hull.

For Swimming :—

Acton.

The following is an extract from the Regulations of the L.C.C. under which Evening Play Centres and other means of recreation are conducted :—

- (i) During the pleasure of the Council, and subject to due regard being had to the interests of any evening school conducted by the Council or of any existing tenancy, the use of schools or classrooms shall be allowed free of rent or charge in respect of warming, lighting and remuneration of school-keeper.
- (ii) Any existing tenancy and any future tenancy that may be hereafter approved, shall be liable to termination by the Council subject to the voluntary committee or association concerned receiving one calendar month's notice of any such termination of tenancy.
- (iii) Books and apparatus on the school premises for which the head teachers of the schools are held responsible, except pianos, shall not be used by the committee or association.
- (iv) The work of any committee or association shall be liable at all times to inspection by the Council.
- (v) The committees or associations shall be responsible for any damage, other than fair wear and tear, that may be caused to the school building and premises in consequence of their tenancies.

There are several striking features in the above summary, noticeably the recurrence of Acton in so many sub-divisions. The most extraordinary thing, however, is the list of Authorities which report themselves as having tried the experiment and found it a failure. None of them appear in the list of those granting financial aid : two occur among those allowing premises to be hired or used by organisations. One gives as a reason that the comparative freedom of the streets has rendered the children incapable of controlled activity under supervision ; another states that the caretakers were responsible for the children, but that the conduct

of the latter was unsuitable when they did come to play, and others took advantage of the opening of the playgrounds to use it for their own purposes ; in another case the children were in need of too much supervision, and in another the want of success was mainly owing to lack of supervision. These reports go right to the heart of the whole matter. No reasonable person can maintain that the children do not wish to play. Games need a coach and a referee, combined in the person responsible for the supervision of the children. Supervision of games is no dull discipline based on Draconian legislation, neither is it likely to be found in the mind of an overworked caretaker during his or her spare moments. Given the proper people to run the games, the place in which to play them assumes its proper position in the scheme as a piece of apparatus, on a level with bats or goal-posts. But to throw open playgrounds and expect the children to do the rest is to court failure—a failure which in no way reflects upon the value of the schemes for organising physical recreation which in so many other places have proved successful. These eight authorities have shown that they have failed to cope with the mechanical details of the problem, but the principle remains unassailably sound. How it has been carried into practice will best be shown by the following instances from the classified report drawn up by the Secretary of the League. (*See pages 18-21.*)

Broadly speaking, however, the Authorities do not grant financial aid, the money necessary for apparatus, &c., being obtained from voluntary sources. Until the need for organised play is recognised as being as pressing in Elementary as in Secondary Schools, until the games are admitted to be as valuable a part of the education of poor children as well as of those who are better situated, voluntary contributions and voluntary associations must be looked to for the help—both financial and personal—without which the whole question must remain unanswered. It must be remembered, however, that voluntary effort, though as a rule handicapped by lack of funds, has behind it the driving power of interest and free will which is too often lost in State-aided effort, and perhaps in the end the quality of the work done under the present circumstances will be found to compensate for much of the quantity which has perforce remained undone.

Authority.	Facilities Granted.
<p style="text-align: center;">1.</p> <p><b>London County Council.</b></p>	<p style="text-align: center;">2.</p> <p>Organised games as a rule are played on pitches in the Council's parks and open spaces or on vacant sites in the possession of the Council which are specially prepared for the purpose. Where suitable, however, the school playground is sometimes used. The games played include football, hockey, cricket, rounders, basket ball, baltona, fives and soft ball games.</p> <p>The free use of school buildings, together with free lighting, heating and cleaning, is allowed to recognised associations formed for the purpose of providing recreation for children attending public elementary schools. Free use of the playgrounds of elementary schools is allowed for a similar purpose to responsible persons, subject, in addition to the general conditions for evening play centres, that the games shall be efficiently supervised, and that the occupancy of the playground does not interfere with any evening school that may be held on the premises.</p>
<p><b>Acton.</b></p>	<p>The Committee have granted for several years the use of the school playgrounds out of school hours for recreation purposes. The grounds are not closed until sunset on week-days and are open all day on Saturday. There are four Public Parks, open spaces, and playing fields under the Council in which facilities are given for organised recreation. In a large number of schools organised games are played in school hours in the playgrounds, while in connection with four or five of the schools there are Sports' Clubs in which the teachers are greatly interested and lead the games; the games played are football, cricket, basket ball, hockey, and tennis. Thirty-nine classes from the schools attended the Swimming classes at the Public Baths every week, thirty-four being held during and five out of school hours. At the end of October, 1910, there were 594 scholars in the schools who could swim, and 390 of these had learned to swim this past season.</p>
<p><b>Croydon.</b></p>	<p>The Education Committee have granted permission for several school playgrounds to be used out of school hours for tennis and basket ball, and the Corporation allow these games to be played in the Public Recreation Grounds.</p>

Voluntary Organisations availing themselves of Facilities.	Regulations in force.	Financial or other aid.
<p style="text-align: center;">3.</p> <p>During the present year there are sixteen centres under the auspices of the Evening Play Centres Committee held in the Council's Schools, whilst the Children's Happy Evenings Association hold meetings in ninety-four schools. In addition, there are eleven recreation classes organised by other committees recognised by the Council. The Council has also granted the free use of thirteen of its manual training centres to the Evening Play Centres Committee.</p>	<p style="text-align: center;">4.</p> <p>See Column 2 and pages 16 and 60.</p>	<p style="text-align: center;">5.</p> <p>The necessary apparatus for the games (enumerated in Column 2) is supplied by the Council on requisition.</p>
<p>During several summers the Boys' and Girls' Life Brigades have applied for and received sanction to use two or three of the school playgrounds during the evening for drill, &amp;c.</p>	<p>Organisers of Boys' and Girls' Brigades who use the playgrounds must be careful to guard against any damage being done to the school property.</p>	<p>In one school where the children are poor, the Education Committee purchased the hockey sticks. The Local Education Authority devoted £120 last season to fostering the Swimming Classes at the Public Baths. [See also Column 3.]</p> <p>The Committee provide posts and sockets for basket ball, and mark out the playgrounds for this game as well as for tennis.</p>



Authority.	Facilities Granted.
1.	2.
<b>Ipswich.</b>	<p>There are four Public Parks or Recreation Grounds provided by the Borough Council, in each of which games are constantly played ; these are easily accessible from all four quarters of the Borough, and the school playgrounds are not therefore kept open out of school hours, as the large Public Recreation Grounds are more useful and desirable as places of play.</p>
<b>St. Helens.</b>	<p>The Committee have not considered the granting of the use of school buildings or playgrounds out of school hours for organised recreation. The playgrounds of the Council Schools are flagged with concrete flags and are not therefore of the most suitable type for such a purpose. The Committee have, however, arranged for the use of each of the Parks and Recreation Grounds for organised recreation, and this work is carried on, partly during and partly out of school hours by the teachers.</p>
<b>Wallasey.</b>	<p>There is in this Borough an Elementary School Sports Association, which does a great amount of work in the way of organised games for the scholars in attendance at Public Elementary Schools. The Parks Committee have done their utmost to help in the matter, but there is at times a difficulty in getting sufficient space for all the school matches.</p>

Voluntary Organisations availing themselves of Facilities.	Regulations in force.	Financial or other aid.
<p style="text-align: center;">3.</p> <p>There are several Associations, such as a School Sports Association, an Elementary Schools Football League, Elementary Schools Cricket League, several Scouts (Boys and Girls) and Church Lads' Brigades, and meetings of these bodies are held very frequently. The Estate Committee of the Council offer many facilities in connection with the four Recreation Grounds, two Public Bathing Places and Swimming Baths provided by the Council.</p> <p>External bodies of workers have not been included in such arrangements.</p> <p style="text-align: center;">—————</p>	<p style="text-align: center;">4.</p> <p style="text-align: center;">—————</p> <p style="text-align: center;">—————</p>	<p style="text-align: center;">5.</p> <p>The Local Education Authority provide certain cricket and football apparatus for use in connection with organised school games which may be entered on the time tables. There is also the provision and aid given by the Council in connection with the Recreation Grounds, Bathing Places, and Swimming Baths.</p> <p>The Committee allows the Head Teacher of each department under the Local Education Authority to spend on games requisites a sum not exceeding 30s. per annum. In this way a good stock of apparatus is being built up.</p> <p>The Local Education Authority allows the School Sports' Association to requisition apparatus to an amount not exceeding £30 per annum.</p>

# THE WORK OF VOLUNTARY AGENCIES.

## NATIONAL SOCIETIES.

### A. Boys' and Girls' Brigades.

#### I. THE BOYS' BRIGADE.

The following summary of the objects, methods, and achievements of this organisation, by Sir William A. Smith, will give a clear idea of the vast amount of material ready to hand, and one of the ways of dealing with it.

"The Boys' Brigade was founded in Glasgow in 1883 with 1 Company, 3 Officers, and 30 Boys. During the twenty-seven years that have elapsed since then it has grown into a great organisation, covering all parts of the Kingdom, and numbering, according to the latest returns on May 31st, 1910, 1,386 Companies, with 8,633 Officers and Staff-Sergeants, and 61,660 Boys in the United Kingdom alone, not counting the great development of the movement in the United States, Canada, Australia, Cape Colony, and other parts of the world. The total membership throughout the world is now over 120,000.

"The Brigade has met a felt want, and has supplied a link in the chain of Christian work which had hitherto been to a large extent wanting.

"*Its Object*, in the words of the Constitution, is "The Advancement of Christ's Kingdom among Boys, and the promotion of habits of obedience, reverence, discipline, self-respect, and all that tends towards a true Christian manliness."

"This object is attained by banding the Boys together in Companies, under duly qualified men as Officers; by creating among them an *esprit de corps*, which gives them a proper pride in their Company, and a strong incentive to do nothing unworthy of it; by taking up everything that should enter into healthy Boy-life, and bringing it all under Christian influence and control.

"Some of the *Methods* employed are as follows:—

*Company Bible Classes*, in which the Boys meet together for direct religious instruction.

*Drill Meetings*, in which the Boys get thorough military discipline and drill, and are taught habits of obedience, regularity, punctuality, cleanliness, and politeness. These drills are generally accompanied by a short, bright, religious service, lasting for a few minutes.

*Ambulance Classes*, conducted by competent medical men, who give their services gratuitously, to teach the boys the "Laws of Health" and "First Aid to the Injured."

*Athletic Clubs (Football, Cricket, &c.)*, in which this sometimes difficult question is firmly taken hold of, and, under wise influence and control, is made to pay its toll to the disciplining of character.

*Swimming Clubs and Life-Saving Classes*, which give the boys exceptional opportunities of acquiring this useful art.

*Instrumental Bands*, where the boys not only receive a valuable musical training themselves, but are able as a Band to afford much genuine pleasure and entertainment to others.

'*Boys' Rooms*,' for reading and recreation, brightly and attractively furnished, and supplied with games, books, papers, and periodicals, where the boys can spend their long winter evenings in a pleasant and profitable manner.

And last, but not least, *Summer Camps*, at which many thousands of boys annually enjoy the healthy, happy experience of a week at the seaside or in the country, under the control and influence of their officers, and away from the temptations which too often beset them at such holiday times.

"The controlling body is the Executive of The Boys' Brigade, composed of representative officers from various parts of the United Kingdom, elected by members of the Brigade Council, composed of the captains of all the Companies, and, in the name of the Council, administering the affairs of the Brigade from the Headquarters Office in Glasgow, and the London Office for London and the South of England.

"Six or more Companies in any town or district may form themselves into a Battalion, the officers of which constitute a Battalion Council to manage the affairs of the Battalion, and generally to promote the work of the Brigade in its neighbourhood."

Full particulars regarding the work of the Brigade, with instructions for forming a Company, may be had on application to the Brigade Secretary, Headquarters Office, 30, George Square, Glasgow; or the London Secretary, London Office, 34, Paternoster Row, E.C.

Some figures showing the relative amount of appreciation by the rank and file of the various methods employed to interest them are appended : they are taken from the Annual Report for 1909-1910 :—

Total for United Kingdom. Rank and File.	Average Attendance at Bible Classes. Oct. to May.	Average Attendance at Drill. Oct. to May.	Number Passing Ambulance Examination during year.	Numbers at Summer Camps.
50,873	34,400	47,391	2,112	16,971

It must be remembered that as usual the older organisations have suffered in numbers by reason of the newer undertakings which have sprung up. Under the circumstances it speaks volumes for the hold established by the Boys' Brigades upon their members that though the numbers on the roll decreased by 1,500 during 1909-1910, the contributions of the Companies to the London Office Fund have slightly increased during the same time.

## 2. BOYS' OWN BRIGADE.

Here again is an organisation supported by voluntary contributions, striving to do good work amongst boys, and connected intimately with Church organisations of various kinds. Extracts from the reports sent in by the Secretaries show the aims of the Brigade and the difficulties encountered. The Constitution states expressly that no arms are used in the various drills employed, and the principle is laid down that militarism is not encouraged.

The Annual Report for 1908-1909 gives a review of the earlier stages of the work.

“ Almost ten years have passed since the formal institution of the Boys' Own Brigade, in the Autumn of 1899.

“ Its beginnings are to be found in the work of Mr. (now Sir) W. A. Smith, a Glasgow Sunday School Teacher, who in 1883 started, among the boys of his Sunday class, the ‘ Company ’ which surprised him by its striking success. The movement rapidly spread, and was designated, officially, the ‘ Boys' Brigade ’; companies were formed in connection with many churches and missions throughout Scotland and England, and to-day the organisation includes thousands of companies at work in our own country,

in the colonies, and indeed in every land where English is spoken, each endeavouring to carry out, in its own way, the *aim* of the Boys' Brigade, 'the advancement of Christ's Kingdom among boys.'

"But this does not now fully describe the Brigade movement. Early in its history the 'B.B.' suffered the loss of many companies connected with the English Church through the formation of a new organisation known as the 'Church Lads' Brigade,' and since that time we have seen the birth and growth of similar Brigades, associated with religious denominations, 'with whom' the Boys' Brigade Secretary once said, 'it is obvious that we could not see eye to eye, in matters that we consider essential.'

"The 'B.B.' Executive recognised that one Company in particular was more closely in touch with a certain school of religious opinion than they could unanimously approve, and after some correspondence it was decided to separate from it. This Company then formed a new organisation, and after much thought the name 'Boys' Own Brigade' was chosen, as expressing the idea that theological views were to be subordinated to the general good of the rank and file. The amended Constitution (1910) includes the following statements, which clearly outline the policy of the organisation:—

- (1) The object of the Brigade shall be to increase pure and upright living among boys, to promote habits of helpfulness, discipline, self-respect, and reverence, and to quicken and sustain among its members a spirit of comradeship, and of consecration to the service of God. This object shall be advanced by means of *drill* (not associated with the use of arms), gymnastic practice, instruction in 'first-aid,' life-saving, &c., musical instruction, religious services, and such clubs, classes, &c., as the officers may deem advisable.
- (2) Boys on reaching the age of 12 years shall be eligible for membership, and as members may remain in the Brigade until the end of the official year in which they reach the age of 17.
- (3) The Brigade shall be composed of Companies, which shall be connected with Churches, Missions, or other societies, whose members agree with, and promote, the objects of the Brigade.

As stated above, the formation of the Church Lads' Brigade drew many members from the original foundation, and "there were some years when the Brigade, consisting only of the 1st and 2nd London Companies, merely marked time." The 1910 Report, however, gives the following figures:—

			Average Attendances.		
	Companies.	Privates.	Drill.	Gymnasium.	Church.
London	.. 5	79	77	68	75
Liverpool	.. 2	70	50	22	30

Other activities include Social Clubs, Ambulance Classes, Swimming and Life Saving Classes, Signalling, and Sunday Classes. The address of the Secretary is 25, Wansey Street, Walworth, S.E.

### 3. THE CHURCH LADS' BRIGADE.

The Church Lads' Brigade, as will be seen from the following report sent in by Mr. W. M. Gee, Secretary and Chief Staff Officer, also sets out to develop the religious side of the question, and in round terms states that this is chiefly done by paying attention to the military organisation. No details of average attendances at drills or services are given—the report being characterised by assertions of principles rather than examples of the methods employed to put them into practice.

"Founded in 1891 as a parochial effort by Mr. W. M. Gee, its present Secretary and Chief Staff Officer, the Church Lads' Brigade rapidly attracted the attention of Churchmen to whom it appealed as a means of keeping a hold upon lads from the time of their leaving school up to young manhood. The Gordon Boys' Brigade working on Church lines, soon after amalgamated with the Church Lads' Brigade, its president and founder joining the then Provisional Committee.

"The plan on which the movement works is to form the lads of a parish into a Company with the consent of the incumbent, without which no Brigade work may be carried on. The whole organisation, of which His Majesty the King is Patron, His Royal Highness the Duke of Connaught, President, and Field-Marshal Lord Grenfell, Governor and Commandant, is controlled by a governing body of twelve, elected by a Council representative of the Companies and Battalions, with whom the supreme authority rests.

"The object of the Brigade shall be the advancement of Christ's Kingdom among lads of all classes, the promotion of reverence, self-respect, and all that tends towards true Christian

manliness.' The means adopted are military organisation and drill, religious, educational and recreative agencies, on diocesan lines. Some may say these means are stated in wrong order. But, no—the C.L.B. is a society of various grades, but all of one body, banded together for set purposes ; and as in all societies, strict rules must be observed or the machine falls to pieces. The Companies attaining the highest results are unquestionably those in which the Regulations are most strictly enforced and the drill and exercises, physical or mental, spiritual or bodily, are most precise.

“ ‘Fight the good fight’ is the motto of the C.L.B., ‘Endure hardness’ might well be taken as another. From the first a lad has to learn obedience, self-sacrifice, self-respect ; he must pay his way with punctuality, and regard not his own inclinations merely, but the good of his squad, his Company, his Battalion, his Regiment, his Church ; to give reverence where reverence is due, to respect himself and others, to be chivalrous and courteous to all, but especially to those of the opposite sex ; and to reverence his body as well as his soul. In the ‘Guide’ which is put into the hands of every lad on admission, are ‘Instructions to the members of the C.L.B.,’ which might well be called ‘Rules for the Conduct of Life.’ In these he is periodically catechised in order that he may both know what is expected of him and carry it out.

“The whole of the lads’ training, the relation of all ranks, the method and system upon which the work is to be carried out, are provided for in the Constitution and Regulations, which together with instructions are embraced in that wonderful little book, the ‘Pocket Book’ of the Church Lads’ Brigade.

“No account of the work of the C.L.B. would be complete without reference to its large camps, in which the year’s work culminates and the highest results are obtained. Under specially selected Chaplains and Commanders, run upon strict military lines, the military carefully adjusted to allow the fullest opportunity for attention to the religious duties—provided for daily in and from the Church tent—and recreation of mind and body, these camps, ranging in strength from 400 up to 2,500, have called forth expressions of the highest admiration from soldiers, clergy, and lads of their wonderful order, cleanliness and power for good to the lad, the Nation, and the Church.”

The Headquarters of the Brigade are “Aldwych House,” Catherine Street, London, W.C.

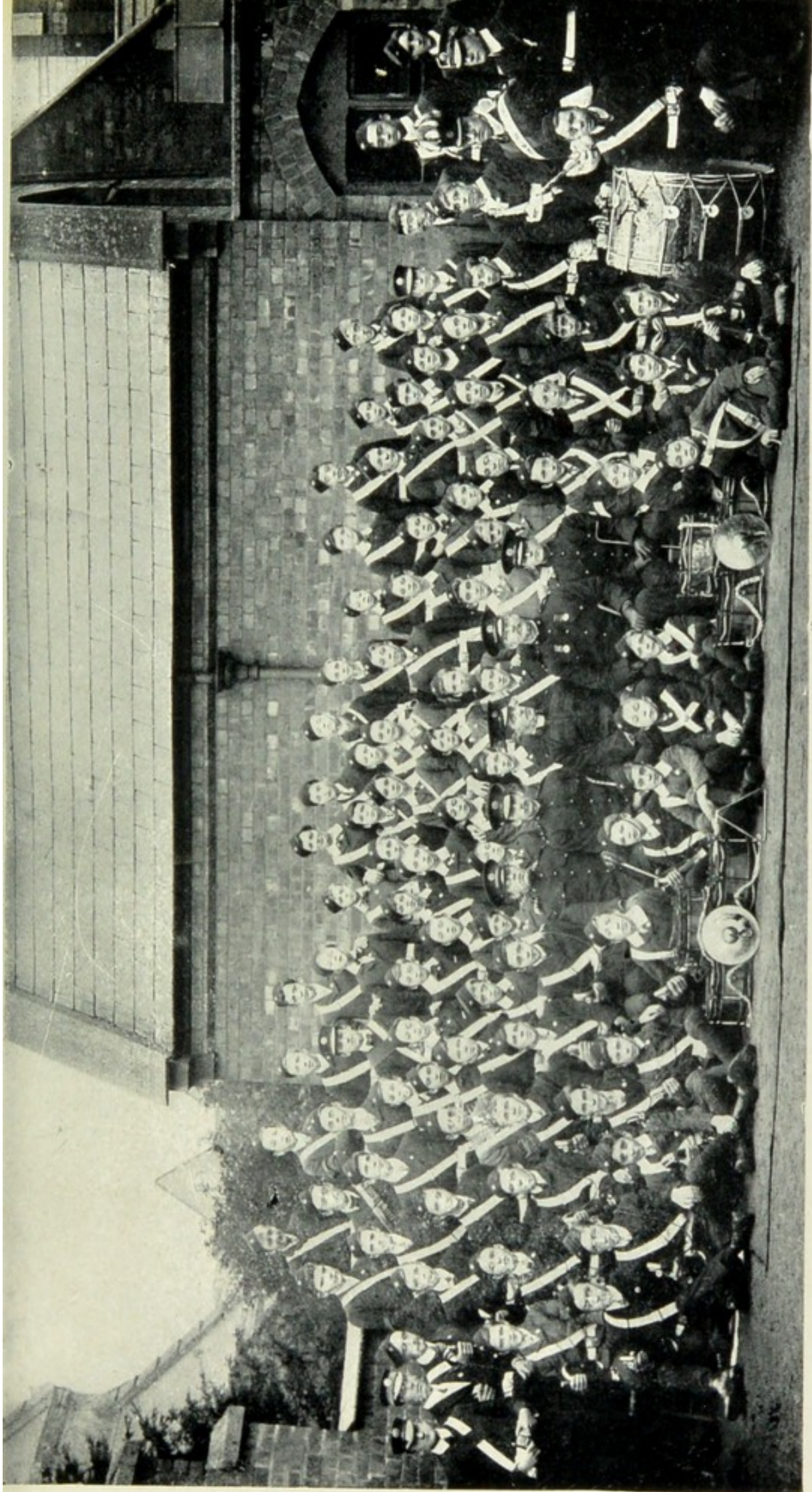


## 4. THE CATHOLIC LADS' BRIGADE.

In the Report for 1908 of this organisation there is a reprint of that part of the 1907 Report dealing with the history of the movement.

" In 1896 Father Segesser, then assistant priest at Dockhead, casting about for a lasting means of keeping together the working lads of his Mission after they had left school, made a study of the existing Boys' Brigades and convinced himself and others that to adapt their invaluable work to the needs of his own Catholic lads might be the solution of the difficult problem. The main object, of course, to a Catholic priest was the saving of the boys' Faith, involving for them the habit, acquired in youth and lasting throughout a lifetime, of a regular attendance at the Sacraments. This high object, the only really important aim, because it involved as necessary elements and consequences the acquisition of all Catholic and manly virtues, was then, as it is now, the sole motive underlying the Brigade idea. There was not then, as there is not now, the faintest wish to encourage soldiering for soldiering's sake ; the attraction of the military side of the work was enlisted as a means, by way of method, discipline, honour and manliness, of better fitting the boy for his higher duties as a Catholic. Clubs and Guilds of all kinds have been tried in Missions all over the country, with results quite disproportionate to the work expended upon them. It is the fact that, except under very special circumstances, the ordinary Boys' Club is a dismal failure. It has no grip, no hold. It is a thing to be tasted, exploited, and thrown aside.

" So Father Segesser determined to adopt the methods of the Boys' Brigade and to see whether this system would not act as logically it seemed capable of doing. The most immediate result was such as amply to justify his wise and shrewd resolution. Briefly the Brigade works thus :—(1) It attracts the military instinct latent in every normal boy. (2) It brings him under social and moral control, at the same time writing the word " Catholic " upon him. (3) It encourages him to raise himself socially and improve himself physically, at the same time urging him to care for himself spiritually. (4) It never deserts him as something completed and done with. The spirit of emulation makes him not content to remain as he is in rank or in physical achievement. He can raise himself perpetually, not outside of, but inside, the Brigade.



A COMPANY OF THE CATHOLIC LADS' BRIGADE.

“ The spiritual side of the work is, from the nature of things, inherent, constant, saturant and impossible to evade or be blind to. It is positive, because it is ever insisted upon. It is negative, because the boy cannot be a member of the Brigade without it.

“ So from 1896, when the first Company was started at Dock-head, the devoted labours of Father Segesser, and the many priests who have since cast in their lot with him, have been rewarded with results fruitful beyond expectation, and they can now point proudly to an organisation that numbers at least 14 Battalions, over 60 separate Companies, and probably more than 4,000 members, with one aim, loyalty to the Faith. This is the great body which now pleads for definite and practical recognition by the Catholic public, a recognition which has hitherto either been withheld or so grudgingly accorded that its very existence was recently most seriously threatened. And yet this is the body which the Archbishop on the day of his enthronement, publicly and eloquently recommended to the Catholics of this country as the best and surest means of saving our Catholic boys for the Faith.”

The Report for 1909, published July, 1910, shows that the insistence on the religious side to the subordination of the military has caused some loss to the Brigade.

“ The principles of the Catholic Boys' Brigade are simply and solely the safeguarding of the Faith of our Catholic lads after they leave school, and the formation of their character as Catholic citizens. There can be no higher or nobler work. There can be no higher or nobler principles. And yet, no sooner have our hard-worked officers convinced the parents of the lads that no attempt is being made to turn them into soldiers, than another section of the public turns round, points an accusing finger at the Brigade's modest military methods, and sternly calls upon it to flag-wag in the approved manner. Relying upon its principles, the C.B.B. has consistently refused to sacrifice its dignity as an essentially religious movement, the result being a lack of funds, so serious, that the deficit on the 1909 Camp has had to be met by members of the Staff themselves.”

The 1908 Report shows the following Companies :—

Battalion.		Companies.
1. Southwark	..	.. 13
2. Westminster	..	.. 13
3. Leeds ..	..	.. 5
4. Newport	..	.. 2

Battalion.				Companies.
5. Salford .. .. .	..	..	..	6
6. Nottingham .. .. .	..	..	..	1
7. Hexham and Newcastle .. .. .	..	..	..	4
8. Liverpool .. .. .	..	..	..	3
9. Shrewsbury .. .. .	..	..	..	3
10. South Staffordshire .. .. .	..	..	..	6
11. Portsmouth .. .. .	..	..	..	2
12. North Staffordshire .. .. .	..	..	..	2
13. Warwickshire .. .. .	..	..	..	2
14. Edinburgh .. .. .	..	..	..	1

#### 5. JEWISH LADS' BRIGADE.

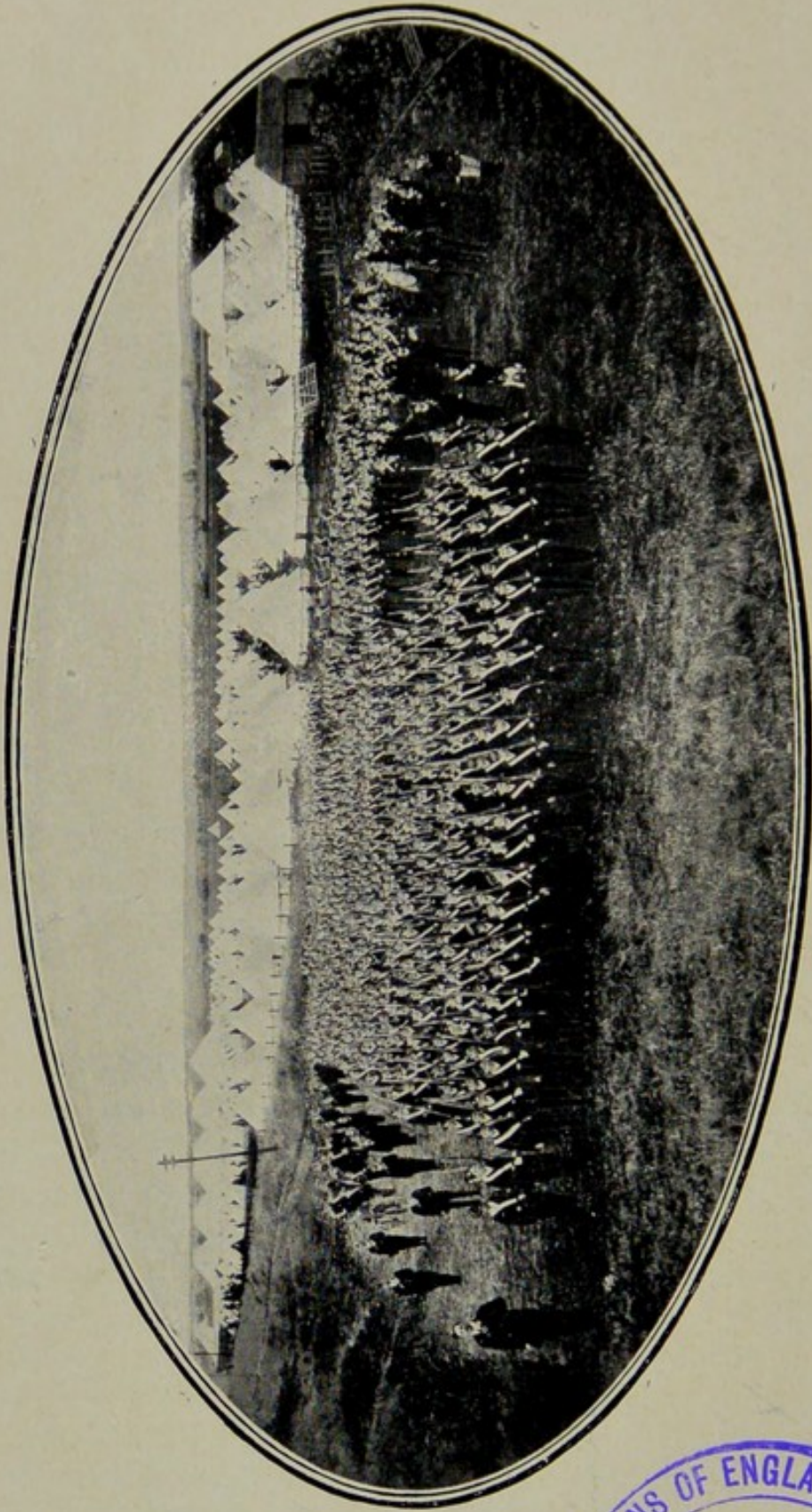
The Report for 1910 of this Brigade gives no details as to the inception of the movement, and no details of the numbers of rank and file, attendances, &c.



BATHING PARADE, JEWISH LADS' BRIGADE.

“ The Council deem it unnecessary to dwell at any length on the methods they have adopted to carry out the objects for which the Brigade was formed, which are to instil into the rising generation from its earliest youth, habits of orderliness, cleanliness and honour, so that in learning to respect themselves they will do credit to their community.

“ That its efforts have met with a great measure of success must be obvious to anyone who is acquainted with those parts of London and Provincial Cities where the Jewish population is largest, and who will readily observe the difference that has been created in the appearance and bearing of all those lads who have passed through the ranks of the Brigade.



VIEW OF THE COMBINED CAMP (DEAL, 1907), WITH THE JEWISH LADS' BRIGADE ON PARADE.

COLLEGE OF SURGEONS OF ENGLAND  
20 OCT 11

“The effects of the Brigade’s moral training are naturally more difficult to demonstrate, but it cannot be doubted that lads who have spent some years in its ranks and who have had the benefit of its training in discipline, self-respect, loyalty, and good manners must feel the effects of this training in their after life to the benefit of the community and the State.”

The attractions provided are Synagogue Parades, Marches Out, Entertainments, Camps and Rifle Ranges. The Brigade Headquarters are at 20, Bucklersbury, E.C. The Balance Sheet for 1910 shows an income of £2,354 and a balance of some £95 at the bank after meeting all expenses. There is a page devoted to permanent investments which shows that here as in other directions the members of the Jewish Community are ready and willing to give loyal support to a well-deserving object. In many cases the subscription lists refer to donations in kind, such as boots, clothing, &c., and the photographs included in the Report show how good a return the givers receive.

The list of Companies has not increased in 1910, but it is large enough to show that the Brigade is in a flourishing condition.

Regiment.	Companies.
London .. ..	14 (3 Bands).
Provincial—Manchester ..	6
Liverpool ..	1
Birmingham ..	1
Dublin ..	1
Glasgow ..	1

### **B. The Boys’ and Girls’ Life Brigades.**

These differ from the foregoing organisations in that they appear to aim at saving life : the use of arms is entirely eliminated. The general objects of the Brigades seem to be otherwise much the same—the occupation of spare time and the development of character. Closely connected with some religious community as they are, they naturally reflect the various religious opinions of these communities. What differentiates them most markedly from the previous Brigades is that they endeavour to do the same work for girls as for boys. In the absence of detailed figures of rank and file, average attendances at drills, &c., the following extracts from the leaflet issued from Headquarters, 56, Old Bailey, London, must suffice :—

“One of the periods of a boy’s life most difficult to deal with is that between the ages of twelve and fifteen. It is then that he

begins to have stirring within him feelings and aspirations which point to dawning manhood. In itself the Sunday School does not seem sufficient to meet his needs, however efficient the teaching, or sympathetic the teacher.

“ To get a real hold of such boys they must be provided during the week with a field for their activities, which, while giving them opportunities for displaying their prowess, shall also act as a training ground for their higher faculties. This the Boys’ Life

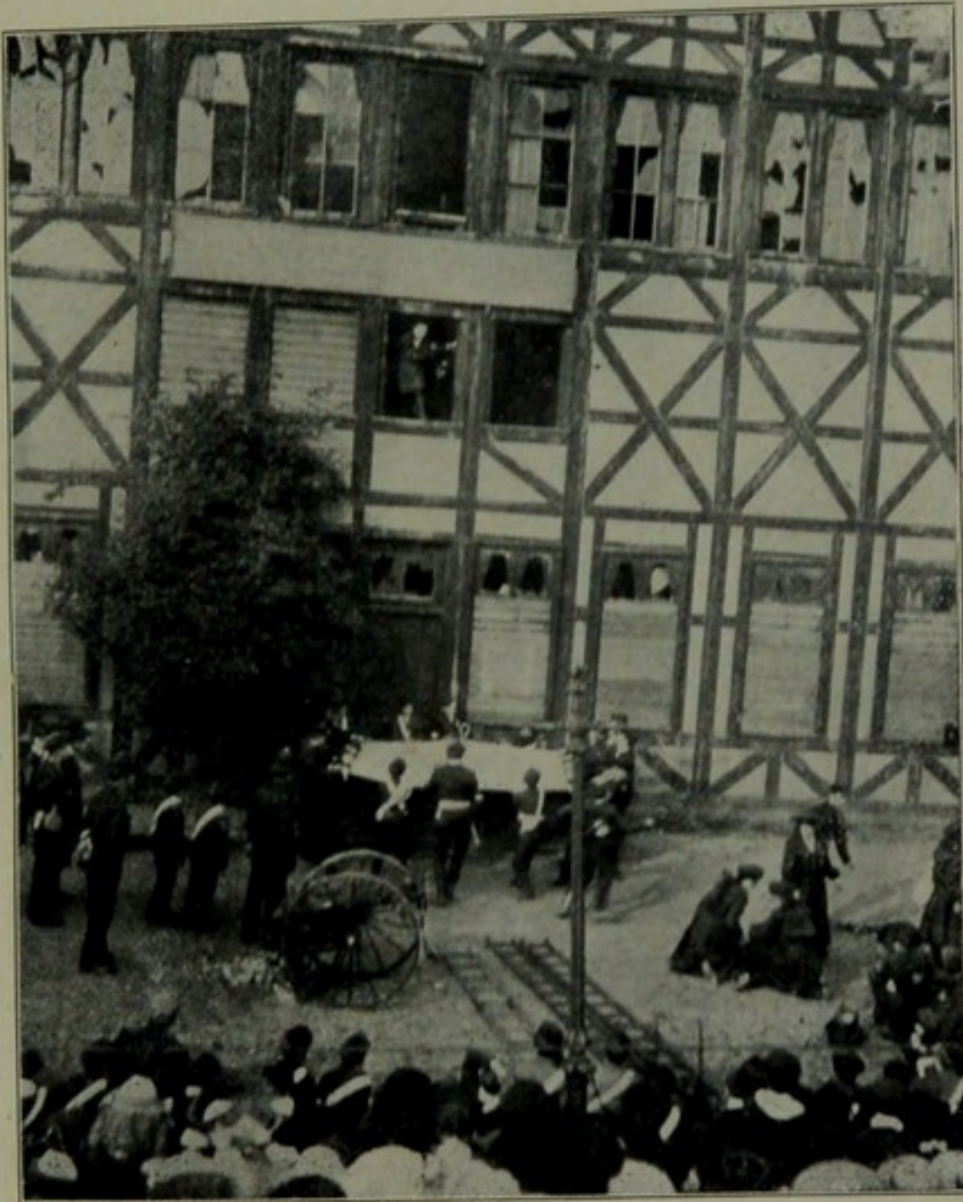


MEMBERS OF THE BOYS' AND GIRLS' LIFE BRIGADE.

Brigade endeavours to do ; and where suitable officers can be found much useful work may be accomplished. Its aims are briefly as follows :—

‘ To lead our boys to the service of Christ ; to train them for an active, disciplined, and useful manhood ; and to promote habits of self-respect, obedience, courtesy and helpfulness to others, and all that makes for a manly Christian character.’

These aims it is sought to realise chiefly by means of drills of a life-saving character, the use of arms being entirely eliminated. Each Company of the Boys' Life Brigade must be attached to some religious community, and is under the command of a Captain, assisted by Lieutenants. Boys from twelve to seventeen years of



FIRE DRILL OF THE BOYS' AND GIRLS' LIFE BRIGADE.

age are eligible for membership. Besides marching drill, four main branches have been taken up in different Companies: (1) Physical exercises; (2) Ambulance work and stretcher drill; (3) Fire drill; and (4) Swimming, and drills teaching rescue and release from drowning.



“Some Companies also have Reading and Recreation Rooms and Evening Classes, the latter occasionally worked under Government inspection, and earning grants. A Band of some sort is a useful adjunct. In most cases a Bible Class is attached, meeting on Sunday or otherwise. Where this is not the case, the members are obliged to attend some Sunday School (not necessarily connected with the Company). Each lad receives a card, on which his Sunday School teacher marks his attendance, signing the card at stated intervals.

“Encouragement is given where possible to the formation of Cricket and Football Clubs, and when these can be supervised they tend to train in habits of usefulness and self-control. The Summer Camp plays an important part in the life of a Company ; not only is it a means of improving the boy's physical health, but a week in close comradeship with his fellows and officers may do much for his mental and spiritual welfare.

“The Girls' Life Brigade attempts for girls what the Boys' Life Brigade endeavours to do for boys. Companies are officered by women, and good conduct stripes and promotion are awarded to merit. Physical exercises and life-saving drills are included in the curriculum ; and ambulance, sick-nursing and hygiene instruction are given.”

### **C. The Boy Scouts.**

Some extracts from “An Explanation ” by Sir Robert Baden-Powell, K.C.B., will best explain the purpose of this undertaking. Started as an additional attraction to existing methods of training in Boys' Brigades, &c., it has in a great majority of cases become a separate organisation on its own basis.

“Scouting is not, as some seem to think, in any way connected with soldiering. It is really the work of Colonial frontiersmen, coupled, in our case, with a good deal of knight-errantry. That is to say, the boys learn backwoodsmanship, and have, as part of their duty, to do a good turn to a fellow-creature every day. It is a method of developing among boys the manliness and character which are so much needed among our future citizens. It consists, briefly, in giving them Scouting-craft in place of loafing or rowdiness, which are now becoming so prevalent. To drive out a bad habit it is necessary to inculcate a substitute, and Scout-

craft is the substitute we suggest. By Scout-craft I mean an education in character outside the school walls, as distinct from mere book-learning learnt within the school.

“Scout-craft includes the attributes of our best Colonial frontiersmen, such as resourcefulness, discipline, self-reliance, unselfishness, physical activity and development, chivalry, loyalty and patriotism. These and kindred qualities are taught entirely by means of practices and games such as really attract and hold the boys ; that is, they are taught through the medium of camp life—with its details of pioneering, hut-building, felling trees, fire-lighting and cooking and so on—by campaigning, or life in the open, finding the way in strange countries, boat-cruising, map-reading, judging heights and distances ; conveying information by signals and signalling ; observation of animals and all details of every kind, of tracking and stalking, knowledge of plants and trees and astronomy ; health and endurance, including sobriety, non-smoking, continence and general preservation of health and development of body.

“Chivalry is taught by the example of the knights, including helpfulness to others, courtesy to women, self-discipline, courage, honour, and cheerfulness. Helping others includes saving life and dealing with accidents of all kinds, panics, suicides, &c. Under ‘Patriotism’ the Scouts are taught their duties as citizens of the Empire, the history of the country and of the Colonies, and loyalty to each other and to the King.

“The method can be employed by existing organisations for boys, or, where these are not available, it supplies a system of its own. It has already been adopted officially by the Boys’ Brigade, C.L.B., and the Boys’ Branch of the Y.M.C.A., as well as by a very large number of schools, cadet corps, and athletic clubs throughout the Kingdom. It is also used on at least three ships of the Royal Navy, and in several units of the Army for training recruits. It appeals equally to boys of all classes, whether in town or country, indoors or out.

“The idea is simply a fad of mine, and not in any sense a commercial or money-making undertaking.”

Some trouble is taken to explain—in the various booklets issued by this organisation—that the Scouts are for peace, not for war.

“ When a nation goes to war and invades the enemy’s country, scouts go in advance to prepare the way. It is their duty to find out the position of the enemy, and to report as to its strength. They are also expected to note the physical features of the country, so as to point out the best covering ground, &c. They are called *War Scouts*, and are accustomed to take their lives in their hands, and to fling them down without hesitation, if by so doing they can help their country. *Peace Scouts* require much the same devotion and ability.”



SCOUTING.

*By permission of the Editor of "The Scout."*

Their founder says: “ There is a very decided number of parents who conscientiously object to their boys being imbued with the ideas of fighting and bloodshed before they are of age to judge for themselves, and who, therefore, are averse to their becoming Cadets. They have, however, no objection to their joining the Scouts, since our training is one for peaceful citizenship.

“ Moreover, the Scouts’ training has already, in several cases, been adopted by officers commanding Cadet Corps, for making their instruction more practical and more attractive to the boys. It was found in so many cases that the mere drill, though popular at first, palled on the lads after a time and bored them, and it was doubtless due to this that so small a percentage of Cadets as a rule volunteered to join the Service when they grew up.”



SCOUTS IN CAMP COOKING THEIR MEALS IN FRONT OF A HUT  
BUILT BY THEMSELVES.

permission of the Editor of "The Scout."

No mention is made of definite religious training in connection with Scout-craft. It is said to encourage *esprit de corps*, check selfishness, teach ready and cheerful obedience to properly constituted authority, foster reverence and self-respect, discountenance the bad and cultivate the good which is in the heart of every boy.

Put shortly the above quotation may be paraphrased as "Good Manners" in the best sense of the words.

In a pamphlet called "The Boy Scout Scheme" the founder lays stress on the deterioration in citizenship noticeable at the present day, and makes references to the unemployed and unemployable, to fat and happy agitators, the limitations of Trade Unions, lack of sobriety and thrift among workmen, and their wastefulness in spending £189,000,000 a year in beer and tobacco, and puts forward his scheme as one method of training boys in practical citizenship.

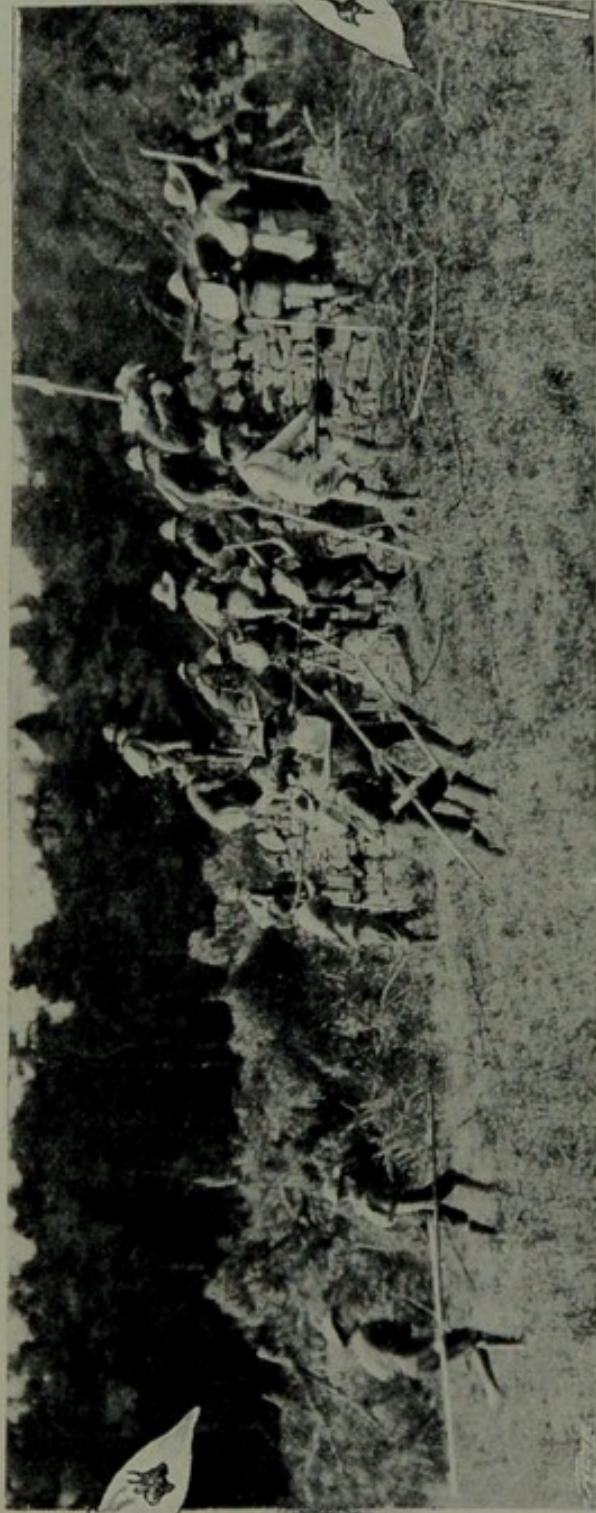
The spread of the movement is shown by the 2nd Annual Report, January, 1911. The total amount of subscriptions and donations passes £10,000.

"The Census shows the grand total of the Baden-Powell Boy Scouts' Organisation in the United Kingdom on the 30th September, 1911, so far as it has been possible to ascertain from returns sent in by that date, to be

	Associa- tions.	Troops.	Total Number of			Grand Total.
			S.M.	A.S.M.	Scouts.	
England .. ..	494	3,189	3,242	2,995	81,267	87,504
Scotland .. ..	—	510	538	511	13,766	14,815
Ireland .. ..	13	58	56	62	1,651	1,769
Wales .. ..	46	141	145	139	3,614	3,898
Total in U.K...	553	3,898	3,981	3,707	100,298	107,986

"In addition to above figures, 187 new Troops have been registered since the 30th September up to date.

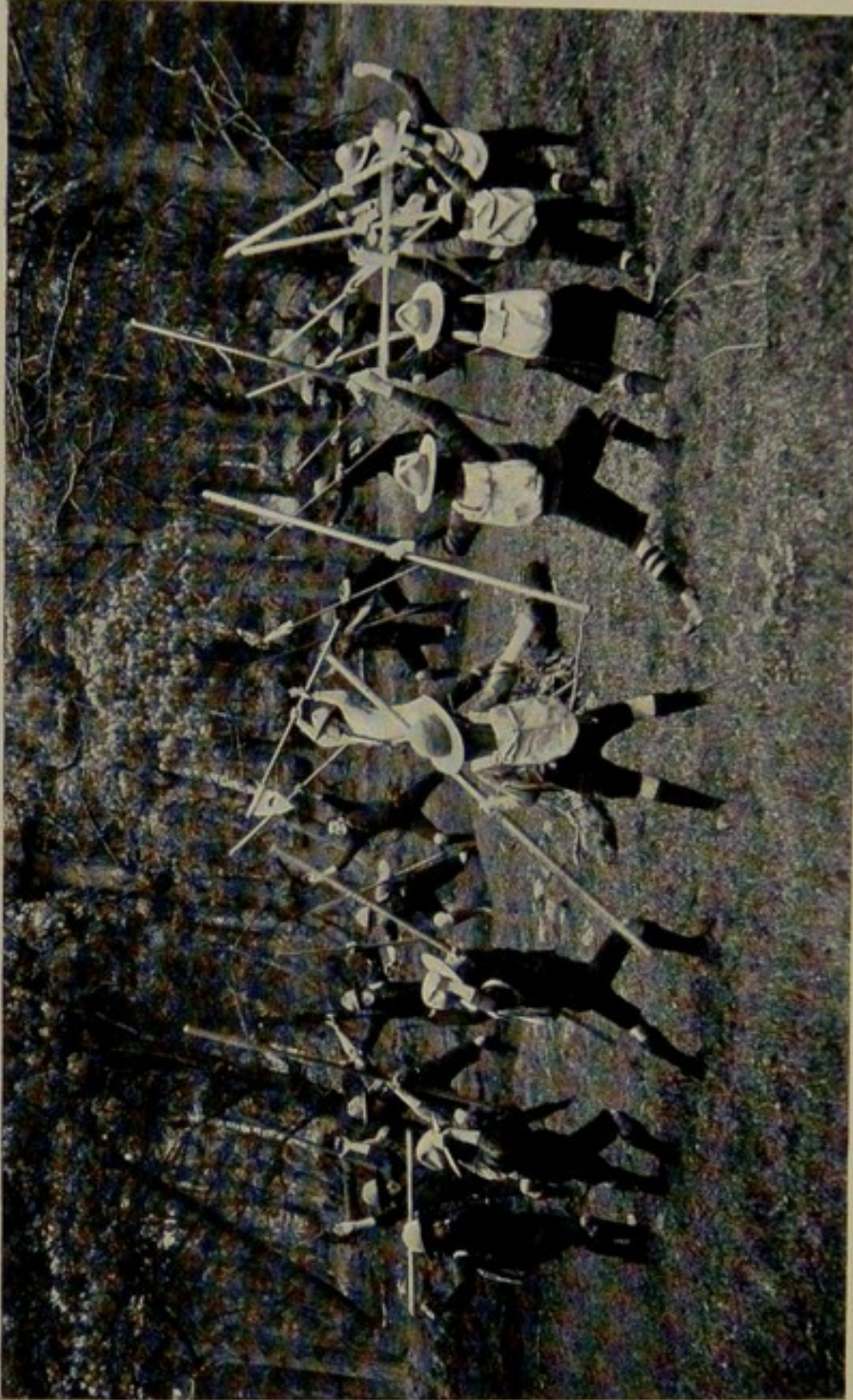
"As the returns from the Colonies are incomplete, exact figures cannot as yet be given, though from about half the Dominions a total of over 15,000 is shown. Estimating 30,000 for the Colonies, and adding for the U.S.A. 120,000, Chili 7,000, Argentina 2,000, and for the Continent of Europe another 20,000, there are well over 250,000 Scouts throughout the world.



BOY SCOUTS STORMING A WALL.

*By permission of the Editor of "The Scout."*

ROYAL COLLEGE OF SURGEONS OF  
20 OCT  
\*\*\*



WAR DANCE OF THE SCOUTS.

*By permission of the Editor of "The Scout."*

“Badges are now issued for proficiency in the following thirty-six subjects :—

Ambulance.	Gardener.	Piper.
Blacksmith.	Handyman.	Plumber.
Bugler.	Horseman.	Printer.
Carpenter.	Interpreter.	Prospector.
Clerk.	Leather Maker.	Seaman.
Cook.	Marksman.	Signaller.
Cyclist.	Master at Arms.	Stalker.
Dairyman.	Missioner.	Star-man.
Electrician.	Musician.	Surveyor.
Engineer.	Naturalist.	Swimming and
Fireman.	Pathfinder.	Life Saving.
First Aid to Animals.	Photographer.	Woodman.
	Pioneer.	

“Of the above, 94,000 have been issued this year, and the following, which may be described as Public Service Badges, have been issued to the number stated alongside of them :—

Ambulance, 12,607.	Signaller, 4,188.
Cyclist and Messenger, 11,258.	Marksman, 4,401.
Bugler, 1,727.	Missioners, 2,796.
Fireman, 3,096.	King's Scouts, 1,632.
Guide, 3,974.	Silver Wolf, 44.

“To be a King's Scout a boy must be a First-class Scout and a Pathfinder, and pass three of the following efficiency tests :—

Ambulance.	Marksman.
Bugler.	Seaman.
Cyclist.	Signaller.

“The ‘Silver Wolf’ is awarded to a King's Scout who gains twenty-four of the number of the proficiency badges.”

That the position of the Scouts is assured is obvious from the fact that their Patron is His Majesty the King.

Further information may be had from the Manager, Boy Scouts, 116, Victoria Street, S.W.

#### **D. The Children's Happy Evenings Association.**

Patron, Her Majesty the Queen. Founded 1889.

We are indebted to Mrs. Bland-Sutton, Hon. Secretary of the Children's Happy Evenings Association, for the following account of its work :—

“This Association was formed to provide evenings of healthy play and recreation for the elder children attending the elementary



schools, and to provide a bright warm school to gather in, rather than be left to play in the cold and often wet streets.

“ The Happy Evenings in 1910 were carried on in 167 Branches, giving about 35,000 children two hours' weekly play. The average cost per Branch was £3 6s. 4d. This sum does not include the capital value of the dolls collected annually—amounting to some two thousand—at the Annual Doll Show, to which Her Majesty the Queen yearly contributes : nor does it include the many gifts of toys, games, materials, &c., which are constantly being received.

“ The Association is carried on entirely by voluntary effort, and at present there are about 2,000 names of voluntary workers on the books.

“ There are no office expenses of any kind whatever. The London County Council has generously given the use of their Schools free of any charge.

“ The Association not only carries on its work in London, but has affiliated provincial Associations providing similar evenings in the schools of Halifax, Liverpool, Manchester, Middlesbrough, Midhurst, Oxford, and Plymouth.

“ The programme of the evenings varies according to the wishes of each Branch Committee, as long as the general lines are observed. Some Branches prefer to be more instructive than others. The organisation has a Council on which sits a representative of each Branch, by which, and from which, the Executive Committee is elected. The Executive Committee entirely finances the Branches and makes grants for the purchase of materials and games. Each Branch Committee has its own Branch President and Secretary and is responsible to the Executive for the good conduct of the Evenings.

“ The Association is recognised by the Education Committee of the London County Council, and its Branches are inspected by the Council Inspectors.

“ The programme of the evenings varies greatly. The general plan, however, is to march the children for the first five or ten minutes, and then to draft them off to the various rooms where quieter occupations are found than those carried out in the Central Hall.

“ Quiet Rooms :—Draughts ; Painting and Brush Work ; Making Scrap-books to be given to local Hospitals ; Dolls and Dolls' Tea-parties ; Bead Weaving ; Needle-work, plain and fancy,

mending their own clothes ; Fretwork ; Basket-making ; Games, such as Chess, Draughts, ' Who knows,' &c. ; Modelling ; and Toy-making.

" In the Hall :—Drill ; Dancing ; Old English Games ; Round Games, &c.

" It is difficult to give a complete list of all the occupations possible, for in one year's Report, no less than eighty-six various forms of recreation are named as having been enjoyed at the various Branches.

" The Committee is always glad to open fresh Branches in provided and non-provided schools, especially if the band of workers are ready to start : at least twelve helpers are needed, one of whom must be able to play the piano. There is no limit to the number of helpers possible, as with more helpers the occupations can be more numerous.

" Yearly the Association holds an Inter-Branch Physical Competition, when teams enter from the various schools and compete in Dancing, Old English Games, Singing, Ambulance Drill, Military Drill, for two Challenge Banners which were personally presented by Her Majesty the Queen in 1909.

" Boxing, a favourite pastime with the boys, has a Silver Challenge Cup to be competed for : these are held for the year by the winning schools.

" His Majesty's Inspectors have testified to the improvement of the children who come under the influence of the Association, and in many instances have become subscribers to the funds."

#### **E. The Espérance Guild of Morris Dancers.**

This Guild is an organisation doing special work in one subject, and is not to be confused with other bodies engaged in more ambitious schemes. It has a definite object in view, and confines itself to the one subject. The following report, supplied by the Hon. Secretary, Miss Mary Neal, explains the scheme of work followed by the Guild.

" In the Autumn of 1905 the experiment was made of introducing to a Working Girls' Club the Old English Morris Dances. Before that date the members of the Club had learned the Scotch and Irish Dances, so that they were very apt pupils when the first teacher came from the country to show them the Morris Dances.

“The girls were delighted with the dances and were soon dancing them on every opportunity. After a public entertainment had been given, requests began to come in from all parts of the country for teachers who could teach these dances. The members of the Espérance Club were sent out as teachers, no one being allowed to undertake this duty unless she had been directly



A MORRIS DANCE: SHEPHERD'S AYE.

taught by a country dancer, as I was very anxious these dances should keep their traditional character and not be spoiled by the conventional dance instructor. Since that time the members of the Espérance Club have carried these dances from one end of England to the other, for until after the official sanction of the use of these dances in the schools—which took place in 1909—these girls were the only available teachers who had been trained

by country dancers. Since then others have undertaken to teach, but I hear constantly that the dances taught by others are gradually conforming more and more to drawing-room conventions and losing the spirit of the peasants who first taught them.

“ In December, 1910, I went to the United States with Miss Warren, my head instructress, and so great was the demand for her services that I have had to leave her behind. She has trained several “ sides ” of dances, men and women, who illustrated my lectures and gave performances, so that the movement for the restoration of the folk dances to the people is already well begun in America.



A MORRIS DANCE: MAID 'O THE MILL.

“ Last Autumn the directors of the Old Crosby Hall placed it at the disposal of the Guild of Morris Dancers for a monthly practice of folk dances and folk songs. I was anxious that the dancing and singing should not become a mere spectacle and performance and so at these meetings, held on the first Thursday evening in the month, every one present is invited to join in the dancing and singing. A School of Morris Dancing, folk song singing, and Old English singing games is held at Stratford-on-Avon during the last week in July and the first two weeks in August, and Miss Warren is in charge of the School of Morris Dancing, returning from America especially for that work. Classes are held

twice weekly at 50, Cumberland Market, Regent's Park, London, N.W. All particulars of classes, lectures, entertainments, Crosby Hall meetings, and the Summer School at Stratford-on-Avon can be had there."

#### **F. The National Physical Recreation Society.**

It is, unfortunately, impossible to give any accurate details of the work done by this organisation, since the report sent in by the Hon. Secretary, Mr. Eugene Sully, deals only with the vaguest generalisations. No information is forthcoming as to the actual number of children directly dealt with, the premises available, the type of teacher or their training, or the average attendances of the children during any given period. The report states that:—

"In this country after school life the boy or girl as a rule does not come under any wholesome discipline at all, and that is where we have done such a splendid and necessary work in popularising—in the best sense of the word—drill and gymnastics.

"With regard to school children, we have organised voluntary teaching, and Challenge Shield contests. Many of our honorary teachers have laboured for ten, fifteen, and twenty years in the Metropolis and in the large provincial cities, doing splendid service for the State. The extraordinary moral and physical results obtained—when the general conditions are favourable—from systematic drill and gymnastics can hardly be over-estimated; the effects are lasting, and better still, passed on, unconsciously, to others.

"It is difficult to give statistics of the numbers benefited during the work of a quarter of a century, but directly and indirectly very many thousands of boys and girls have come under the personal tuition of our workers.

"Gold, silver, and bronze medals have been awarded (apart from our regular competitive work) for Swimming, Running, Jumping, and Rope Climbing, under our Physical Test Scheme.

"Perhaps fifteen to 20,000 children have come under the philanthropic work and influence of our National Physical Recreation Society."

#### **G. The Royal Life Saving Society.**

This is another body engaged in special work. Its report is included because of the valuable nature of the object, and the help it may give to other organisations engaged in providing physical recreation for children.

The following is a list of places possessing Schools Swimming Associations affiliated to the Society :—

Nottingham	London
East Ham	Finchley
Gloucester	Leyton
Camberwell	Oxford (Elementary Schools)
Reading and District (Elementary Schools)	South West Ham (Children's)
Sunderland	West Ham (Children's)

The Secretary, Mr. William Henry, with that enthusiasm for his subject which characterises specialists, advocates swimming as a form of exercise which may well replace all others. Without going quite so far, we may agree when he says that :—

“ On an average there are some 3,000 to 4,000 persons drowned annually around our coast and in the inland waters. This is an evil which those who take an interest in the subject try to alleviate, and I think it only needs pointing out to all who have the interest of the children at heart in order to improve the state of affairs at present existing.

“ At the present time much is being made of physical exercise, and I think that if the scholastic authorities paid more attention to the teaching of swimming they would gain that for which they are now seeking, for there is no exercise which calls into play so many muscles at the same time without (and this is most important) putting special strain upon any of them. That this has been recognised is proved by the fact that in most of our large cities swimming is taken during the school hours. I know there has been much objection to this because it interferes with the lessons, but it has been found that the pupils have greatly benefited by the exercise and it has been continued—in fact, increased year by year. The most prominent cities in that direction that I may mention off-hand are : London, Leeds, Manchester, Liverpool, Bristol, Glasgow, Nottingham, &c., where the instruction is given free, and the children are admitted to the Baths free of charge. In other parts of the country a small charge is made. In some parts the local authorities have asked the teachers to take swimming outside school hours, and that I most strongly object to, because every one is entitled to some free time during the day, and why should teachers be asked to do overtime without extra pay? I think that whenever they are asked they should refuse, simply on the ground that swimming is an educational subject and should be taken during the educational hours.”

## LONDON EXPERIMENTS.

Passing from the national organisations, we come to the undertakings carried on by various local societies, and first to those in existence in London. They are taken in alphabetical order.

**A. Children's Play Centres.**

## I. THE CHILDREN'S PLAY CENTRES COMMITTEE.

The figures in the Report for 1910 are so striking that it seems best to give them first of all.

## TOTAL ATTENDANCES.

	1909.	1910.
Spring Term ..	239,646	261,227
Summer Term ..	157,154	217,563
Autumn Term ..	341,696	455,043

The inception of the movement was as follows :—

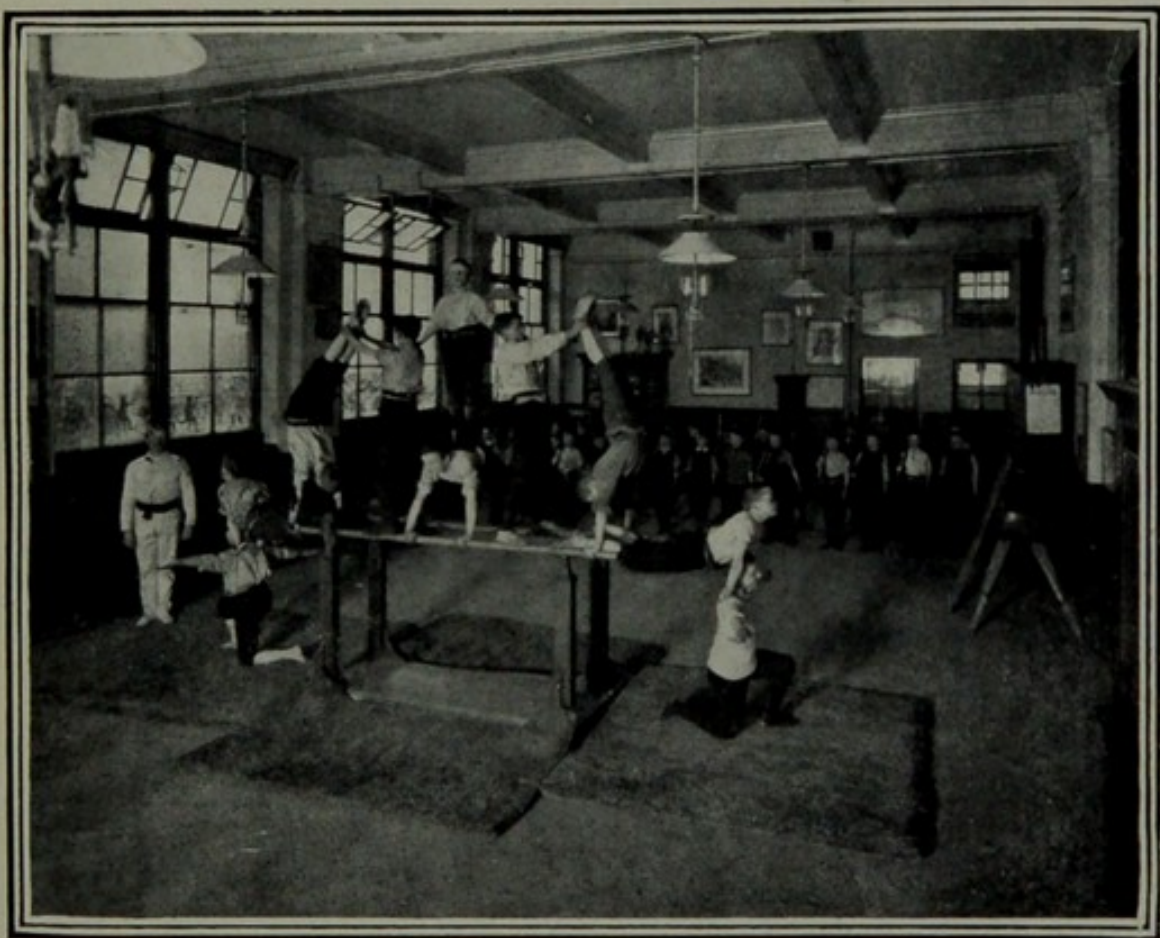
“ In 1897 the Passmore Edwards Settlement, in Tavistock Place, started some Evening Classes and Games, as a counter attraction to the life and loafing of the streets, for the children of the neighbouring elementary schools. These classes have now developed into a large Children's Recreation School, or Play Centre, open five evenings in the week for an hour and a quarter, and from 10 to 12.30 on Saturday mornings. The work began with a weekly attendance of about 250 ; during this winter it has been close upon 2,000.”

The review of the progress of the undertaking given in the following report, supplied by Mrs. Humphry Ward, will delight all who wish children to have a happy time, and like to see business-like methods applied to the organisation of voluntary undertakings.

“ The Evening Play Centres Committee (Chairman, Hon. Secretary, and Treasurer : Mrs. Humphry Ward, 25, Grosvenor Place, S.W.) was formed in the winter of 1904 with a view to providing regular and organised recreation in some of the poorer and more crowded districts of London for elementary school children after school hours, in Council school buildings. The London County Council lend the school buildings to the Committee and give free cleaning, caretaking, heating and lighting. There are now (March, 1911) fifteen Play Centres in London organised by the Committee—in Battersea, Bethnal Green, Bow, Fulham, Haggerston, Holloway, Hoxton, Islington, Latimer Road, Peckham, Poplar, Ratcliff, Somers Town, Stepney and Walworth.

“ The Centres are open five evenings a week, from 5.30 to 7.30, and on Saturday mornings, during forty weeks in the year, for boys and girls between the ages of five and fourteen. The children attached to each Centre are chosen, in the first instance, by the teachers of the four or five schools, as the case may be, within easy reach of the Centre, who are asked to make the *need* of the children their basis of choice.

“ A child normally attends a Centre twice a week, but a third attendance is allowed for Library or Quiet Games, and each Centre has a list of children who for reasons of special need, are allowed to attend every night.



GYMNASTICS AT A PLAY CENTRE.

“ The roll of a Centre is usually from 800 to 1,000 children, and the *average* weekly attendance at a full Centre during the winter terms is about 2,400.

“ Each Centre is under the direction of a paid superintendent, who is responsible to the Play Centres Committee, and is assisted by both paid and voluntary workers.

“ The occupations include Musical Drill, Dancing, Singing Games, Gymnastics, Woodwork, Cobbling, Basket-work, Painting,



Plasticine-modelling, Needlework, Knitting, Quiet Games, and Reading, while there is always a Toy Room for the little ones.

“ In the summer the Centres are transferred to the Playgrounds, and games of all kinds are organised for both boys and girls. In the case of the bigger boys inter-Centre cricket, football, and handball matches are organised, while the girls of the various Centres meet for basket-ball matches.

“ The Play Centres provide for the play-time of the children of the poor an alternative—on the one hand to the streets, with their dangers both physical and moral, and on the other, to the cramped and airless living-rooms of the tenement houses which are the only playplace of those children whose parents will not risk the roughness, lawlessness, and licence too often resulting from the life of the streets. The careful parents greatly appreciate the Centres, and they are encouraged to visit the Centres and see their children at their games and handwork. The handwork classes while involving no mental strain, satisfy the child's natural desire to be doing or ‘ making ’ something, and are of immense value in forming in the children the *habit* of useful occupation in their leisure time. Such classes should conduce naturally to Evening School attendance.

“ The Administrative Provisions Act (Education) of 1907, made it legal for the County and Borough Councils to contribute to Play Centres and Vacation Schools, and it is hoped that the London County Council, in addition to the ‘ facilities ’ it already gives, may see its way to make a financial grant to each Centre, and thus make it possible for the Play Centres Committee, which last year raised a sum of £4,000, to open new Centres in some of the many poor districts appealing for them. It is estimated that a fully-equipped Centre, dealing with from 800 to 1,000 children, costs about £250 a year.

“ A Report of the Play Centres can be had on application to Mrs. Humphry Ward, 25, Grosvenor Place, S.W., who is most glad to receive offers of voluntary work at the Centres.”

The type of child dealt with, and its normal circumstances, are clearly shown by the following extracts :—

“ Notes on some of our ‘ every-night ’ children may be of interest, as showing the nature of the need met by the Play Centres :—

- (a) The B—s. Four children, eldest 12. Mother consumptive, in a Home. Father delicate, and often

- out of work. Does his very best for the children. Darns their stockings and baths them. Very glad to have them come to the Play Centre.
- (b) Two boys. Father is dead. Mother out of work. J—— has been in bad company, and has twice been proved to have stolen money. He is greatly improved since he has been at the Centre, and is now most helpful.
- (c) Boy and girl. Mother's death accelerated by drink. Have a drunken father, and are allowed to run the street at all hours. They come most regularly to the Centre.
- (d) The B——s. Eight in family, the eldest only just ten years old. The home of these children consists of two bare rooms, one being perfectly empty, the furniture in the other consisting of an old bed, a table, and two broken chairs. The children in this home have no knowledge even of cups and saucers; one cup is shared all round, and an old tin is used to make tea in. Drink is the curse of the home, and very colourless lives the little ones lead. The Play Centre has been to them a real refuge.
- (e) The L——s have been to the Play Centre all the year. The mother, a very respectable woman, has to work, and she does not get home from work until 7 p.m.; the Play Centre has been a real boon to her children, of whom there are six.
- (f) The little W——rs recently lost their mother, and when the father, a street-hawker, found that we would allow all four of the children of school age to come to the Centre every night, he moved nearer to it. This is a case of real need. There are seven children.

#### QUIET GAMES AND TOY ROOMS

“The Quiet Games Room is a great centre of attraction, and it is perhaps especially in this room that it is easy to pick out the new from the old Play Centre children. The new-comers will not keep to one game for any length of time, but want to be continually changing—to ‘follow their vagrant wills unhindered.’ But under the kindly direction of the Games Master or Mistress they in time become steadier, and more able to enjoy things con-

tinuously, till it will be no uncommon thing to see these same children remain at the same game for the whole hour. And is it not just this 'persistence,' this 'stability'—whether it be in play or work—that we need to develop in our town children?

"The Games Room is always a very cheerful room, and by no means a "quiet" one, certainly not when—as is often the case—from fifty to sixty boys are the occupants! For they chatter gaily all the time—except the boys who are playing games demanding thought, such as draughts, halma, or dominoes. With these the boys will sit absorbed, giving no attention to the chatter around, and apparently quite undisturbed by it—a good exercise in concentration. Draughts and dominoes are very favourite games with the bigger boys, while fish-ponds, picture-lotto, motor car and aeroplane games, "Happy Families," "Snap," picture puzzles, bead-laying, &c., all have many claimants among both boys and girls. At two or three of the Centres we have a bagatelle board, and this never stands idle.

"TOY ROOM.—Such a clatter may sometimes be heard as one nears a brightly-lighted hall. It is the babies of the Centre—the children between five and seven years of age running about the hall with their wooden engines, their horses, their wheelbarrows, their little go-carts—many of them carrying weird loads of dolls lying side by side with stuffed animals—while in the corners of the hall will be found little groups putting dolls to bed, or having tea-parties, or looking at picture books. And presently the toys will be put on one side, and the little ones will sit down on the floor to have a fairy story told them before they go home—or they will have some singing games perhaps. But, alas, we are not able to give up a hall to the babies every night, and we have to make the best of the class-rooms for them. But here we are sadly hampered by the desks, which allow very little free play, though we use all the floor space available."

## 2. THE PEOPLE'S PALACE PLAY CENTRE, MILE END ROAD.

Here the Governors' Evening Play Centre is run on practically the same lines as those of Mrs. Humphry Ward, though it is not affiliated to the Evening Play Centres Committee. The average weekly attendance this season has been 1,977. This, of course, does not give the actual number of individual children. The Play Centre is instituted by the Governors as part of the work of the Institution, and the expenditure is met by them out of their annual income.

### 3. JEWS' FREE SCHOOL PLAY CENTRE.

(From information supplied by Miss Rosine Phillips, Superintendent of the Girls' Centre.)

"Two separate Play Centres have been open for the last fifteen months for the benefit of the children attending the Jews' Free School in Spitalfields, one being reserved for boys and the other for girls, for whom there are respectively salaried male and female superintendents and a staff of helpers.

"The boys engage in the following occupations:—Library and home-work, drawing and art work, cobbling, bookbinding, woodwork, gymnastics, cadet corps, brass band, rifle range, singing, and indoor and outdoor games.

"The Girls' Centre is modelled on much the same lines as those of the Play Centres organised by Mrs. Humphry Ward's Committee, its activities being as follows:—Library and home-work, basket work, dressmaking, needlework, mending, &c., quiet games, singing games, Morris dancing, painting and plasticine; during the summer months outdoor games, such as basket-ball, are also indulged in.

"Nine hundred boys and three hundred and fifty girls are benefited annually, making a total of 1,250 children. During last year these children made 213,314 attendances in all, being 160,000 at the Boys' Centre and 53,314 at the Girls' Centre.

"The girls generally attend on each of the four evenings that the Centre is open during the week, for two and a half hours each time. Only those coming from very poor and neglected homes are admitted. The boys also have Hebrew classes in the evening, to prevent their studying in stuffy homes. They attend for a shorter time than the girls.

"The two Centres together cost about £1,000 per annum, which is met by private contributions. The London County Council contributes towards the extra cost of lighting, heating, cleaning and caretaking in the school."

#### **B. Children's Recreation Schools.**

Two Recreation Schools are at work in the East End, and Miss Boss, the Hon. Secretary, states that:—

"The Old Montague Street Recreation School was started in 1904, financed by the Union of Jewish Women, to shelter children after school hours, whose parents were obliged to be out at work until evening.

" A paid superintendent was engaged and voluntary helpers kindly formed a rota to supervise and amuse the children. The programme of the evening was as follows :—Cocoa at 5 p.m., those children who were unable to bring a farthing were visited and given cocoa free. All bring their bread or bread and jam to eat with it. From 5.30 to 6.30 the elder girls do mending or needlework, the boys do painting, drawing and rug-making, and the smaller children paper flowers and other Kindergarten amusements.

" After this the children have toys to play with, dancing, singing, games and drill.

" Our summer programme varies, as most of the time is spent by the children in the playground at skipping, rounders, cricket, and other out-door sports.

" In 1908 we found the need of another Play Centre, which was formed at Christian Street L.C.C. School under the same methods. In the winter a cobbling class is held for the elder boys, once a week. After being started by the Union of Jewish Women, the Committee of the Old Montague Street Recreation School financed themselves by voluntary contributions. The benefit of these Recreation Schools is self-evident. We now have difficulty in obtaining sufficient subscriptions and voluntary helpers. The success of our school has been due to the voluntary help afforded."

The following extract from the Report for 1909-1910 may also prove of interest :—

" The procedure at both Centres has been most carefully thought out.

" The object of providing after school hours recreative occupation for children, whose homes are closed to them, because both parents, or a widowed mother, are out at work, has been realised. Great care is always exercised in the selection of candidates for admission, and in this connection the readily accorded assistance of teachers and school managers is most gratefully acknowledged. Those only can be considered eligible whose mothers are known to be earning a livelihood, and who have no available relations to offer them shelter and playground as an alternative to the street.

" The boys do their homework for the next day's school, paint, draw, and play quiet games such as draughts, &c., and read instructive and amusing story books. A proficient master is also engaged to teach cobbling, so that they can mend their own boots ; whilst in summer boys and girls have the use of the

playground, where they play cricket and rounders. During the winter months the elder girls are taught useful needlework, and the infants play with toys kindly presented by various friends."

### **C. Games at Southwark Park and the Rotherhithe Nursery.**

For the last three years Mr. A. Finsler, a City merchant, has provided, entirely at his own expense, quite exceptional facilities for organised play for the poorest children in the slums of Rotherhithe and Southwark—that depressing region which mainly shelters the docker and the casual labourer. The neighbourhood is fortunate in possessing, as an open space of about sixty acres, a well laid out park and in those parts of it which are not intended only for show, the children are given every opportunity, under the kindest and least irksome supervision possible, of enjoyable physical recreation. Two grounds are allotted during the summer months to cricket, and may be used during the winter for football, for which the necessary apparatus is provided free. Hundreds of small boys at a time may here be seen enjoying our national games and running up fine scores, in spite of the very generally dilapidated state of their footgear, which one would think must greatly impede their prowess in the field. And it is passing strange to note that, as a rule, "no-collar" boys gravitate into teams of their own, while the superior few, whose apologies for collars, dirty and ragged though they be, appear to class them as belonging to a slightly higher grade in the social scale, enjoy their game apart. On a grassy, shady spot near by, the girls and smaller boys learn simple games under the guidance of the organisers, or are left to their own devices with such unwonted luxuries as bats, balls, battledores and shuttlecocks, skipping ropes, &c.

No child under fourteen is excluded from participation in the games or the free use of the apparatus, which is given out by the willing hands of the various paid workers. These young men and women are on duty in the park from early morning to late at night, whenever the schools are closed in term time, or throughout the holidays. The apparatus naturally shows signs of hard wear—as what would not in the hands of energetic young people?—but it is satisfactory to find that loss through theft is very rare, and the registers which check the loan of every bat or ball, &c., which is issued, very seldom show a deficiency. The London County Council supplies two sheds for the storage of apparatus, round which the crowd of children swarm like bees round a hive.

In the winter months the greater part of the work is transferred to a mission hall in Rotherhithe, rented for the purpose of carrying on a free and easy Play Centre. For several hours on certain evenings a week three rooms are filled with happy, busy children, amusing themselves with boxing in one corner, with painting—so-called—in another, with building operations, dart throwing, top spinning, bead-threading, draughts, dominoes, knitting and sewing, with hosts of other occupations dear to the average child's heart. And although the utmost freedom is allowed, the greatest harmony prevails—the children seem to have learnt without difficulty how to give up toys to one another, to play together, and to help one another. The older children are allowed to act as monitors and prove very helpful with the little ones and in clearing up. Tiny babies are admitted, too, brought by children who could not otherwise, on their account, leave their homes, and are models of patience and goodness, amusing themselves with unaccustomed toys. The evening is usually brought to a close with musical chairs or *Sir Roger de Coverley*, in which all join with zest, or with a fairy tale told by Mr. Finsler's lady secretary, who knows so well how to capture and rivet the attention of 150 children, that one could hear the proverbial pin drop during the telling.

Would that there were others to follow Mr. Finsler's example in the many slum districts in London and other large industrial centres, where play facilities are still lacking!

#### **D. Guild of Play (Bermondsey).**

We are indebted to Mrs. C. W. Kimmins, Founder and Hon. Secretary of the Guild, for the following report:—

“On St. Martin's Day, 1894, the Guild of the Brave Poor Things was founded, and on St. Nicholas' Day, 1894, the Guild of Play. Both claim as headquarters the Bermondsey University Settlement, S.E. (by kind permission of the Warden), and the Chapter House of Southwark Cathedral (by the kindness of the Dean and Chapter).

“The Guild of the Brave Poor Things was founded, taking its often misunderstood title, its motto ‘*Laetus Sorte Mea*’ (Happy in my Lot), and largely its general inspiration from Mrs. Ewing's book, ‘*The Story of a Short Life.*’ Irrespective of age, creed, or any other limit, it gathers together all maimed people, whether men, women or children.

“ The Guild of Play was founded to provide wholesome and happy recreation for those children who not actually crippled in body, were certainly crippled by environment, heredity, and opportunity by lack of healthy play.

“ The two Guilds have always been worked simultaneously, and in Bermondsey, at any rate, it is difficult to think of them apart.

“ In addition to the social work of both Guilds at Headquarters and at the many Branches, very sound educational work is done at the Heritage Craft Schools for both the crippled boys and girls, and the children of the Guild of Play. The aim of these Craft Schools for the cripples is to enable specially afflicted and disabled members of the Guild who show special talent to be thoroughly trained, the boys in all branches of woodwork, the girls in fine needlework, and to become in time partially, if not wholly, self-supporting. The Guild of Play children are transplanted in batches of fifteen from the Guild of Play ranks at Bermondsey to the Housewifery and Domestic Economy and Laundry School at Chailey. Here they are given training in domestic service, and in due course passed out into the world, and greatly appreciated by their mistresses. The fees for these housewifery children are less than those paid for the crippled scholars, as their period of training covers a shorter time.

“ The Guild of Play work is distinctly educational ; it aims at training every part of the body in absolute harmony, and completely avoids any games or dances which have for their sole aim any one-sided development. For this reason it largely discourages the element of individual competition. As certain children show marked progress, the class is split up into various sections, each under the leadership of such children, who in their turn urge on the slower children to reach the average excellence, the whole class being closely supervised by the teacher. This system of leaders has tended to increase those habits of courtesy, unselfishness, and gracefulness in deed and word, as well as act, which is the Guild's ultimate aim and ideal for its members.

“ Dancing and play and the love of stories are the three main features of the Guild of Play.

“ The Guild of Play is not a movement which publishes statistics, or which seeks to enter into rivalry with other organised movements for children. It exists merely as a piece of experi-



mental work in one of the poorest parts of London, and from time to time the Guild of Play books are published and sent forth to the public to use the methods there laid down in increasing numbers. Until now, the Guild of Play dances, songs and movements are used by practically all societies existing for providing recreation for children.

“The traditional element of the songs and games used has appealed very strongly to the children’s sense of imagination, and they have been from the beginning of the Guild of Play its very foundation-stones. Singing, dancing, and mumming have always been the recognised means of recreation for the English people, and those who have made a special study of dancing, when summing up the question from every standpoint, tell us that, used in the light of concerted movement, combined with a certain degree of spontaneity, yet under absolute control, dancing brings out all that is best in the child.

“As many as two hundred and fifty children attend a Guild of Play each night, and the evening is divided between songs, games, dancing, and fairy tales, the latter kindling the children’s imagination in one of the best and most wholesome ways. A child without imagination will become a man without ideals, wherefore the Guild of Play kindles imagination, and for this purpose knows of no better instruments than fairy tales.”

#### **E. The London Diocesan Council for the Welfare of Lads.**

The work of this Council includes the organisation of a Boy Scout Corps, a Church Lads’ Brigade and a large seaside camp for London working boys. Since similar activities have been fully described in the preceding pages, no details are given here, but full information may be obtained from the Secretary of the Council, Mr. F. Abel Bloxam, at 22, Northumberland Avenue, London, W.C.

#### **F. The use of Open Spaces under the L.C.C. as Playgrounds.**

It would be impossible to give a detailed account of the regulations under which the L.C.C. permit games on the spaces at their command. The handbook “Parks and Open Spaces” (Regulations as to Games), may be obtained at the various Parks mentioned, or from P. S. King & Son, 2 and 4, Great Smith Street, Westminster, price one penny. The size of the undertaking may be gauged from the following list of games given in the index :—

Badminton.	Hurling.
Basket Ball.	Jeu de Grace.
Bathing.	Lacrosse.
Boating.	Lawn Tennis.
Bowls.	Model Yacht Sailing.
Cricket.	Net Ball.
Croquet.	Quoits.
Football.	Roller Skating.
Golf.	Shinty.
Gymnasia.	Skating.
Hockey.	Spiro Pole.
Horse Riding.	Tobogganing.

There are most elaborate provisions as to the use of dressing rooms, the storage of apparatus (with tariff of charges), the use and hire of rooms, the conditions under which games may be played during general holidays, &c., &c. The amount of ground at the disposal of would-be players can be seen from the appended list of places, with acreage :—

**List and Acreage of Places to which reference is made  
in the Regulations.**

Archbishop's Park, Lambeth (9 $\frac{3}{4}$ acres).	Hainault Forest (805 acres).
Avery Hill, Eltham (80 acres).	Hampstead Heath (320 $\frac{1}{2}$ acres).
Battersea Park (199 $\frac{1}{2}$ acres).	Highbury Fields (27 $\frac{3}{4}$ acres).
Bethnal Green Gardens (9 acres).	Hilly Fields, Brockley (45 $\frac{1}{2}$ acres).
Blackheath (267 acres).	Horniman Gardens, Forest Hill (9 $\frac{1}{4}$ acres).
Bostall Heath and Woods, Plum- stead (133 $\frac{3}{4}$ acres).	Hughes Recreation Ground, Dept- ford ( $\frac{3}{4}$ acre).
Brickfields Gardens, Limehouse (2 $\frac{1}{4}$ acres).	Island Gardens, Poplar (3 acres).
Brockwell Park (127 $\frac{1}{4}$ acres).	Kennington Park (19 $\frac{1}{2}$ acres).
Bromley Recreation Ground (1 $\frac{1}{2}$ acres).	Ladywell Recreation Ground (51 $\frac{1}{2}$ acres).
Clapham Common (221 acres).	Little Dorrit's Playground, South- wark ( $\frac{1}{3}$ acre).
Clapton Common (7 $\frac{1}{2}$ acres).	London Fields, Hackney (26 $\frac{1}{2}$ acres).
Clissold Park (54 $\frac{1}{2}$ acres).	Manor House Gardens, Lee (8 $\frac{3}{4}$ acres).
Deptford Park (17 acres).	Marble Hill, Twickenham (66 acres).
Dulwich Park (72 acres).	Maryon Park, Charlton (17 $\frac{1}{4}$ acres).
Eel Brook Common, Fulham (14 acres).	Meath Gardens, Bethnal Green (9 $\frac{1}{2}$ acres).
Eltham Park (41 $\frac{1}{2}$ acres).	Mill Fields, Clapton (62 $\frac{1}{2}$ acres).
Finsbury Park (115 acres).	Mountsfield Park, Hither Green (12 $\frac{3}{4}$ acres).
Golder's Hill, Hampstead (36 acres).	
Hackney Downs (41 $\frac{3}{4}$ acres).	
Hackney Marsh (339 acres).	

Myatt's Fields, Camberwell (14½ acres).	Southwark Park (63 acres).
Nelson Recreation Ground, Southwark (¾ acre).	Spa Fields Playground, Clerkenwell (1¾ acres).
Newington Recreation Ground (3 acres).	Springfield Park, Clapton (32½ acres).
Northbrook Park, Lee (7 acres).	Streatham Common (66¼ acres).
Parliament Hill (267¼ acres).	Sydenham Wells Park, Upper Sydenham (17¾ acres).
Peckham Rye and Park (112¾ acres).	Telegraph Hill, New Cross (9½ acres).
Plumstead Common (103 acres).	Tooting Common (217¾ acres).
Ranger's House, Blackheath (2½ acres).	Tunnel Gardens, Poplar (2 acres).
Ravenscourt Park, Hammersmith (32½ acres).	Victoria Park (217 acres).
Royal Victoria Gardens, North Woolwich (10 acres).	Walworth Recreation Ground (¾ acre).
Ruskin Park, Denmark Hill (36 acres).	Wapping Recreation Ground (2½ acres).
St. Paul's Churchyard, Rotherhithe (1 acre).	Wandsworth Common (183 acres).
Shandy Street Recreation Ground, Stepney (1½ acres).	Wandsworth Park (20¼ acres).
Shoulder of Mutton Green (5 acres).	Waterlow Park, Highgate (26 acres).
	Well Street Common, Hackney (21¼ acres).
	Wormwood Scrubs (215 acres).

All applications for permits, &c., must be sent to the Chief Officer, Parks Department, 11, Regent Street, S.W.

### **G. Young Children's Play Facilities in connection with Boys' and Girls' Clubs.**

Many of the London Clubs for working boys and girls over fourteen years of age have started sections for the amusement and recreation of those who are as yet too young to join the Club, to which these junior branches act as feeders. The following account of what is done in a Whitechapel Club may be considered fairly typical of the majority.

In connection with the Victoria Boys' Club, Fordham Street, Whitechapel, a junior branch has been established, which is called the Kiddies' Club; it is confined to such younger brothers and sisters of the members of the Boys' Club as are, roughly speaking, of school age. It meets once a week, on Wednesday afternoons, from 5 to 6.30 p.m., and over 150 children usually come. The subscription is a penny a month, which is used for the renewal of the toys and games.

The gymnasium is used alternately by the boys and girls, who amuse themselves there with the apparatus, with playing at ball, skipping, strumming on the piano, &c. Several members of

the Boys' Club are always voluntarily in attendance to guard against accidents. On the Wednesdays that the boys or girls, as the case may be, are not in the gymnasium, they are in other parts of the Club Building, playing so-called "quiet" games.

At the annual prize distribution of the Boys' Club a display of Morris dancing has for the last few years been given by members of the Kiddies' Club, and for that purpose an instructress from the Espérance Club has usually been engaged for a couple of months previous to the display. With this exception, however, no attempt is made to organise the games, and provided that the boys and girls keep to their respective parts of the Club, they are free to play exactly as they like, the only supervision exercised being for the purpose of collecting subscriptions and preventing mischief and accidents.

## PROVINCIAL EXPERIMENTS.

### A. Birmingham Athletic Institute.

The Secretary, Mr. John Adams, has kindly supplied the following Report:—

"For the last twenty-eight years, apart from the regular and systematic exercises carried on in all schools a very comprehensive scheme has existed for the encouragement, promotion, and control of out-door games, as well as drill, gymnastics and swimming.

"This scheme is a section of the work of the Birmingham Athletic Institute. It is managed by a Committee of eight, upon which provided and non-provided schools, head and assistant masters, are equally represented, with a member of the Institute Council as chairman, and the general secretary of the Institute as secretary.

"Under these auspices, cricket, football, swimming, running, high jumping, gymnastics and drill are systematically organised. Challenge shields are competed for annually, which cannot be won outright, while medals or books are awarded to the individual boys of the winning teams—with free passes to the County Cricket Ground for cricket—and medals to the teachers who have acted as trainers.

"The only condition of entry is that competitors must be under fourteen years old, and *bona-fide* scholars. They must have been continuously on the register of the school which they represent for the previous three months, and must remain scholars during

the period of the competitions. Boys on attaining the age of fourteen years at once become ineligible, except in the cricket and football competitions, when eligibility for the semi-finals qualifies for the final tie.

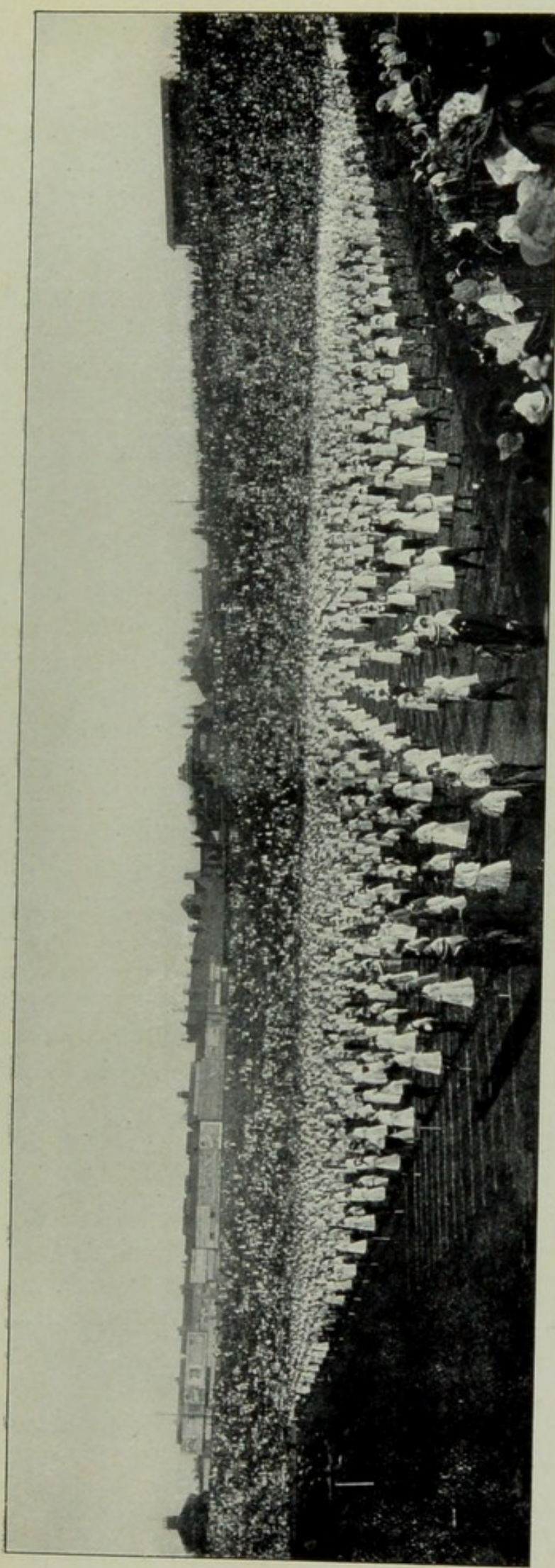
“It is particularly pleasing that the leading Athletic Clubs of the City foster and partially support those branches of sport with which they are particularly concerned. To add importance to the various competitions in the eyes, both of the boys and the public, the finals are contested publicly; the final match for the



Birmingham Elementary Schools' Athletic Festival, July 11th, 1910.

GIRLS "CATCH THE TRAIN" RACE

Cricket Shield on the County Ground, with county professionals as umpires and judges. That for the Football Shield is played immediately before the final for the Birmingham Association Senior Cup Competition. The 100 yards' races are decided at the best athletic ground; the swimming finals are taken on a night specially set apart at the best first-class bath in the City; and those for drill, championship gymnastics and high jumping, at a public gathering in the gymnasium at the Athletic Institute.



Birmingham Elementary Schools' Athletic Festival, July 11th, 1910.  
MASSED DISPLAY OF PHYSICAL EXERCISES.

“ The chief difficulty with the field games is the lack of good public playing spaces. The senior clubs, however, happily recognise this, and allow the use of their grounds for the most important cricket and football matches.

“ A great deal is done by the City Council to foster the learning of swimming in the Elementary Schools. Free admission passes are awarded to the boys and girls who learn to swim one length of the bath, about thirty yards. These free passes entitle the holders to free bathing while at school, and *for the next two years after leaving*, thus enabling them to keep up the habit of regular attendance at the baths, at the period of life when they have the least pocket-money. The number of free passes awarded during 1910 was : Boys, 2,314 ; Girls, 96.

“ The first Birmingham Elementary Schools' Athletic Festival for boys and girls was held at St. Andrew's Ground, on Monday, July 11th, 1910, the Education Committee rendering valuable help by declaring the afternoon a general holiday. The programme consisted of all kinds of athletic events, followed by a massed display of physical exercises and Morris dancing. There were 3,120 boy and girl competitors in the racing and other athletic events, and 2,658 took part in the display, the boys wearing white shirts, and the girls white dresses or white pinafores.

“ Subjoined is a list of the various competitions, with a brief statement of the conditions of each :—

“ *The Docker Cricket Challenge Shield.*—To be competed for by School Elevens. Thirty-four schools entered last year. The final will be played on the County Ground, and the Warwickshire County Cricket Club will present medals and free passes to the County Ground for the year 1912 to both teams in the final.

“ *High Jumping.*—A Challenge Shield awarded to the school passing the highest percentage of boys (compared with the average attendance for the year ending July, 1911), in a high jump.

“ *Championship High Jump* under Amateur Athletic Association Rules.—Silver Medals awarded to the three highest jumpers. Not more than three competitors to be sent from each school.

“ *Running.*—Three 100 yards' races (1) *For the Fulford Shield* : awarded to the school sending the three fastest runners ; last year forty-six schools entered. (2) *For the Bedford Medals* : limited to boys under twelve years of age. (3) Consolation race for the fastest heat losers.

"*Gymnastics.*—*The Athletic Challenge Shield*, presented by the Birmingham Athletic Club, and awarded to the school passing the highest percentage of boys compared with the average attendance in *set tests* on the horizontal and parallel bars.

"*Championship Gymnastics.*—Silver medals awarded to the three boys obtaining the highest number of marks in *set exercises* on the parallel and horizontal bars, and one *voluntary* exercise on each apparatus.

"*The Football Challenge Shield*, presented by the Birmingham Football Association. Last season thirty-eight schools competed.

"*Dumb-bell Drill.*—The Sir George H. Kenrick Challenge Shield for dumb-bell exercises awarded to the school sending the best squad.

"*Swimming.*—(1) *Challenge Shield* awarded to the school obtaining the highest percentages of free passes compared with the average attendance. (2) *The 'Charles Harrold' Shield*, awarded to the school sending the three fastest swimmers in a team race of six lengths, each boy to swim two lengths. Miss Edith Harrold also awards prizes annually in connection with the race. (3) *Championship Race*. (4) *A Novices' Race*. (5) *Swimming on Back*. FOR GIRLS.—*A Novices' Race*. *Championship Race*."

### **B. Birmingham Women's Settlement Children's Play Hours.**

We are indebted to Miss Matheson, the Warden, for the following information:—

"At present Happy Evenings are held every Wednesday in a Council School during the winter months; 80 boys and 100 girls alternately, from 5.30 to 6.30 p.m. Tickets are distributed by the school teachers. Occupations: Games, marching, bead-threading, cutting out, painting, &c., and there is always a doll-room for the girls.

"A Children's Play Hour, for 40 girls and boys, mixed, from another school, is held on Tuesdays at the Settlement. Occupations: Singing, games, and stories. During the summer parties of children with teachers use the playground from 4 to 4.30, and 5.30 to 6.30, under our supervision. Forty to fifty children are admitted in each party; organised games are unnecessary, as the children find sufficient amusement with the swings, see-saws, giant-stride, and sand-pit. If enough help is available for supervision the playground is open five evenings and on Saturday morning, but this cannot always be arranged.



*Junior Club.*—This is for girls between ten and fourteen years of age. It is open on Mondays from 7.45 to 9, for sewing and quiet games. Different rooms are provided and the children choose what they will do. On Wednesdays the Club is open at the same time for drill and more active games. This Club is affiliated to the Street Children's Union. This Union is the biggest attempt made here to get hold of the street children. There is also a Care Committee working in connection with medical inspection in the schools, and providing treatment for 200 children a year, and an Employment Committee places girls in skilled trades on leaving school."

### **C. The Bolton Playing Fields Society.**

The objects of this society are stated to be the encouragement of organised games among working men, and the boys and girls of the district ; to co-ordinate their efforts, to obtain grounds, to arrange reduced tram and train fares to them, to influence public opinion towards providing enough playing fields for the district, and to put these fields at the disposal of the children in the municipal schools. Mr. Robert S. Wood, the Chairman of the Executive Committee, has been the moving spirit in this work, which began in 1908. His wide outlook over the subject has assisted him in co-ordinating the efforts of his supporters into a definite whole, and in shaping an organisation which not only meets present needs, but allows for future growth.

Provided with a large piece of land, the children staked out their pitches with poles according to a pre-arranged plan of the directors of the scheme ; large wooden cases were given by some well-wishers—for storage purposes—and all apparatus, &c., placed in them and taken back to a shed by the players after the end of the games. Boys and girls were chosen from six schools, fifty tickets being sent to each school, and 300 children began games on the first Saturday. Basket-ball was much appreciated. It is a good fast game, giving much exercise in a comparatively small space.

The need of such work was shown by the statement that in recent years 12,900 acres were added to the Borough, with an additional population of 60,000, whilst only 12½ acres of recreation grounds were available. The difficulty of control was overcome by the aid of teachers and well-wishers, and the success of the undertaking has been proved. No fewer than fourteen different local bodies are represented on the Committee.

### D. Brighton.

The following extracts, taken from the Annual Report of the Medical Officer of Health, 1909, will give some idea of the methods employed and the objects aimed at :—

“ *Organised Games.*—During summer, classes of children are taken out to various parks and open spaces and there take part in organised games. This is admirably carried out in some schools, but naturally the success or otherwise of organised games depends upon the teachers ; where sympathy is not felt with this movement it is generally a failure. In cases in which any considerable distance has to be traversed before arriving at the park, it would be advisable to limit the amount of exercise for the more delicate children.

“ The School Sports held during the summer, and the Football League system, are organised and conducted by the head teachers themselves.

“ Swimming instruction is given to all children over twelve (boys or girls) who desire it. The Corporation Baths and the Swimming Bath at St. Luke’s Terrace School form the centres for instruction. A number of free tickets to the baths are now granted to children who have learnt to swim.”

The general arrangements and organisation of the games are so well outlined in the subsequent paragraphs that it has been thought best to quote them *in extenso* ; the suggestions were made by the Physical Exercise and Swimming Branch Sub-Committee.

#### SUGGESTIONS FOR ORGANISED GAMES IN ELEMENTARY BOYS’ AND GIRLS’ SCHOOLS.

“ The Committee have devoted a large amount of time to the consideration of the question of organised games in the schools, and the following suggestions, it is hoped, will receive the careful attention of the head teachers.

“ The Committee desire that boys shall be taught to play cricket in the summer and football in the winter ; the girls, cricket or stoolball in the summer and hockey in the winter. With regard to the games of football, cricket and hockey, the Committee feel that the teacher in charge when these games are in progress, should be a person who is acquainted with the rules of the game. All games should be seriously played, and proper instruction, as far as possible, should be given to the children. The Committee desire that the games shall be looked upon as part of the regular

curriculum of the school, and that they shall be played regularly, provided the weather permits. With regard to games in the school playgrounds, one game should not be played continually ; variety should be introduced, and it is suggested that a Play Table should be drawn up in connection with the games which take place in the playground. Inter-class games might with advantage be played from time to time in the parks and open spaces. Further, the Committee feel that in order to carry out the scheme of games successfully, it is most desirable that the head teacher should take an active interest in this part of the school's work, and it is suggested that head teachers should from time to time join in the games and should also occasionally supervise them.

*“ Number of Children. Games for Parks and Open Spaces.—* Generally speaking, two groups of twenty-two to thirty scholars each should be selected in each school to take part in the games of cricket, hockey, and football. These boys and girls should be selected from the upper standards, and the same scholars should, as far as possible, be sent for these particular games every week, as otherwise the instruction which they receive would be of little avail. The Committee are of course aware that one teacher cannot give the whole of his attention to more than one game of football, cricket or hockey, that is, if proper instruction in the game is to be given, but another group might be looked after by a monitor under the supervision of the teacher-in-charge. No child who is in any way unfit, owing to ill-health, should be allowed to participate in the games, but, of course, head teachers will exercise discretion in regard to this matter.

*“ Number of Children. Games for Playground.—*In large playgrounds, it is thought that arrangements can be made whereby sixty scholars can play at one time, but in some of the smaller playgrounds only thirty will be able to play. It is suggested that head teachers should draw up a time-table for the whole of the school in connection with these playground games. Head teachers may probably think it desirable that all the children should not have their play together at one and the same time if the games are to be played in a systematic manner.”

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The following further details for 1911 are furnished by Dr. Lambert, School Medical Officer :—

“ The part played by school teachers :—

(a) ORGANISATION AND ADMINISTRATION OF BRIGHTON  
ELEMENTARY SCHOOLS' ATHLETIC ASSOCIATION.

"(1) *Swimming*.—Annual Sports are held for boys and girls separately. Certificates are awarded to all children who have learned to swim. (1910: 174 boys; 79 girls; total, 253.) Swimming Scholarships giving free admission to the Public Baths are awarded by the Baths' Committee to one scholar from each of the twenty-five boys' and twenty-two girls' departments affiliated to the Association.

"The Education Committee give twelve free tickets to each holder of a Swimming Certificate. Water polo matches are arranged between the schools at the sports."

Figures given in the Swimming Branch Report, 1910, show an increase in the number of entries for competitions, both for girls and boys. Ten prizes were given in kind, an excellent idea.

"(2) *Athletic Sports*.—Annual Sports for boys and girls are held once a year in Preston Park. Total races: ninety-four in 1910. Graduation according to age and school groups; the better class schools being grouped together, and the poorer class schools similarly. This branch has been organised twenty-three years.

(b) ORGANISATION OF BRIGHTON AND HOVE ELEMENTARY  
SCHOOLS' FOOTBALL ASSOCIATION. FOUNDED 1892.

"The following are the chief leagues, &c. :—

(a) *County Shield*. For competition among the Sussex Schools' Association.

(b) *League*. Senior Division. Schools Challenge Cup.

Junior Division. Schools Challenge Cup.

*Barlow Cup*.—For competition by draw of rounds, on the knock-out system."

The Handbook of the Elementary Schools' Football Association (Brighton and Hove) is a business-like publication, showing a formidable array of matches.

(c) OTHER ASSOCIATIONS DEALING WITH ELEMENTARY  
SCHOOL CHILDREN.

"*Guild of Brave Poor Things*.—Meetings once a week, from 3 to 6 in a special hall. Open to all cripples and invalid children. Membership at present, 96. Not all children. Programme :— 3 to 4.30, Lessons in Handicrafts. 4.30 to 5, Tea. 5 to 5.30, Singing Class and Address. Concert once monthly.

"Country holidays are also arranged for ten days in the year for most of the members.

"In 1910, a Hyacinth Show was arranged, the flowers being grown from bulbs given to the members early in the year."

#### **E. Edinburgh Play Centres Society.**

The Honorary Secretary, Mrs. Cumming Craig, says: "There can be no education, in the true sense, where the mind and spirit are considered at the expense of, or apart from, the body. Great educationalists of all time have realised this. We have come to see the national danger, the peril to the future race, of neglecting the physical culture of our people. We have decided that games ought to be used educationally, for boys and girls, in our great secondary schools. The Play movement, which is becoming national, is the outcome of a determination to extend such education to the children who throng our elementary schools and who crowd our city slums. The work is on sound biological and psychological lines, for play is the child's natural self-expression. This is rational psychology. We discipline and develop the body by means of play, that the child's physical nature may be perfected, and that his character may develop on true lines. The child's natural play instinct is used; his play, which is individual, is organised and becomes the game, which is social.

"At first sight, it may appear to the uninitiated absurd to claim that the training of character can be obtained by means of physical culture in organised play. Such is my contention. In Edinburgh, after four years of progressive work, we can point to results. They are to be seen in the growth of courtesy, of *esprit de corps*, of honour, truth, self-respect, and self-control.

"We have one professional worker, a paid superintendent. We insist that she shall hold a full Froebel certificate, because we believe a knowledge of child psychology to be essential in the organisation of a game. Under the superintendent is a band of voluntary workers, young women of leisure, who give the utmost devotion to the work. They work under, and are trained by, our superintendent, who is responsible for the work of the Centres.

"During the winter a Play Centre evening is made up of old folk games, Kindergarten games, finger play, rhythmic movements, handwork, old folk and country dances, wood-carving and cobbling (for boys) and stories. During the summer, the helpers take the children to open outdoor spaces kindly lent by the School Board and the Open Spaces Committee of the Outlook Tower.

“The scheme is organised by a General Committee and worked by a small working Executive Committee. The use of buildings is the gift of the Edinburgh School Board.

“Next winter a course of lectures on the educative use of organised play, and on Child Study, will be given.

“We have 300 children on our roll—we should double our numbers if funds permitted. The real need for support would be realised by anyone who saw the crowd of wistful children waiting, evening after evening, at the school gates, hoping for a Play-centre ticket.”

#### **F. Glasgow.**

Extract from the Report of the Scottish Christian Social Union for 1909-1910 :—

“The Guild of Play proves as popular as ever, and is doing splendid work. Several new branches have been added during the winter, making fifteen in all. In some instances as many as 150 children attend the Guild, and the benefit to them has been most marked.”

There are detailed accounts of fifteen Branches, all doing excellent work, and having average attendances of from 50 to 200. “A Committee has also been formed to promote the Kindergarten movement in Glasgow for the children in the slums between the ages of three and school age on Pestalozzi-Froebel lines. The aim is to lay a foundation for life in the acquisition of habits of order and cleanliness, and to build up character by opportunities for mutual helpfulness and through the fostering of life in plant and animal. It cannot be doubted that the School Board teachers would be able to have infinitely better educational results were this care exercised over the children before they become regular pupils in the schools.”

#### **G. Liverpool.**

The following valuable report is sent by Mr. F. G. D'Aeth, Liverpool University :—

#### ORGANISED PHYSICAL RECREATION FOR ELEMENTARY SCHOOL CHILDREN IN LIVERPOOL.

##### (a) SCHOOL ARRANGEMENTS.

“(1) *School Physical Drill*.—There is, of course, the usual syllabus for physical drill for school children. This was formed and revised some eighteen months since, to meet the new proposals of the Board of Education.

“(2) *Annual Competition and Sports*.—Every year the elementary schools hold an Annual Sports and Drill Competition, in which boys and girls from the elementary and industrial schools take part. This involves, of course, a large amount of preparatory work and eliminating competitions.

“(3) *Organised Leagues*.—The elementary schools in Liverpool are organised into cricket, swimming and football leagues for boys, and rounder and swimming leagues for girls.

“NOTE.—In all these sports the teachers take a considerable interest. The sports and the leagues are managed by a special committee of the Teachers’ Association.

(b) EXTRA SCHOOL ARRANGEMENTS.

“(1) *At the School*. (a) *Happy Evenings* are given at various schools in the district. These consist of games, and in some cases instruction. They are given by three organisations: Stewart Jones’ Evening Home (founded 1872); Liverpool Kyrle Society (Happy Evenings Branch); and the Children’s Happy Evenings Association, which last has only been started within the past few months. (b) *Holiday Schools*.—There are two vacation schools held during the holidays (1) In connection with the Victoria Settlement, and (2) In connection with the Liverpool Kyrle Society. In both of these physical drill and organised games play a prominent part. During the last three years considerable attention has been given both in schools and clubs to the introduction of Morris dances and old country games. Mr. Cecil Sharp has himself paid three visits to Liverpool, and the Director of Education has interested himself in the matter. The movement has been introduced into many schools.

“(2) *Clubs*.—The Club movement in its junior section deals with children of school age, and it is, to some extent, within the scope of this enquiry. Complete lists of the Girls’ and Boys’ Clubs in Liverpool have not yet been ascertained. The Council of Voluntary Aid is, at the present moment, engaged in ascertaining their extent. It may be of interest to state, however, that there is a Federation of *Girls’ Clubs* known as the Liverpool Union of Girls’ Clubs (twenty-one clubs are affiliated), a prominent feature of which is the annual drill competition which is held at the end of each winter session. In connection with *Boys’ Clubs* there is the Junior Gymnastic League, and a shield is held for the season by the winning team.

“(3) *Brigade and Scout Work.*—The following movements are at work in the town *for Boys*:—Boys’ Brigade, 33 companies; Boys’ Life Brigade, 63 companies; Church Lads’ Brigade, 19 companies; Catholic Lads’ Brigade, 3 companies; Jewish Lads’ Brigade, 1 company; Boy Scouts, 44 patrols; British Boy Scouts, 2 companies; *For Girls*:—The Girls’ Guildry, 3 companies; Girls’ Guides Association, 3 companies. The age for this movement is roughly from ten to seventeen or eighteen.

(c) PLAYING FIELDS.

“The Corporation have thirteen Parks and fifty Open Spaces laid out as gardens or recreation grounds, in all, about 1,069 acres. In a number of these, swings, parallel bars, &c., are provided. The Liverpool University Settlement is at present making an extensive enquiry into (1) the estimated need on the part of schools, boys’ and girls’ clubs, &c., for recreation grounds; (2) the existing facilities; and (3) the Corporation regulations. It will be at least six months before this enquiry is completed.

(d) HOLIDAYS.

“It may be of interest to state that there are (1) societies such as the Liverpool Children’s Country Holiday Fund, Liverpool Branch of the Fresh Air Fund, Liverpool Summer Camp for Destitute Boys, and Liverpool Summer Camp for Destitute Girls, which cater to some extent for this need, and also (2) many clubs, &c., which arrange camps and holidays for their respective members.

“The Council of Voluntary Aid is at present making an enquiry into the existing arrangements and the difficulties and needs experienced by these various bodies in carrying out this work. This report, however, will not be ready for some considerable time.”

**H. Manchester and Salford Playing Fields Society.**

The efforts of this Society have been tabulated by its Honorary Secretary, Mr. Will Melland, as follows:—

“(1) The purchase of permanent Playing Fields and supervision of the teams to whom pitches are let.

“(2) Obtaining the consent of the Manchester Parks Committee to the adoption of a scheme whereby certain portions of the Public Parks are set aside for the playing of football, cricket, hockey, and lawn tennis.



“(3) Obtaining the consent of the Manchester Parks Committee to the adoption of a scheme under which the small playgrounds in the densely populated areas shall be provided with skilled play leaders and instructors.

“(4) The letting of a portion of one of the Society's fields to the Manchester Education Committee whereby the schools in its vicinity have been enabled to introduce organised games under the Code.

“(1) Though the work of the Playing Fields Society has been carried on more especially to benefit lads who have passed the school age, there is a proportion of boys still going to school who benefit very materially from the provision of permanent Playing Fields. Most Lads' Clubs and Sunday and Ragged Schools run teams of young lads, and every year it becomes increasingly difficult to find grounds, so that the Playing Fields Society has not appeared a moment too soon. The various pitches are let for the season and the rentals received more than cover the cost of up-keep. The Society owns three grounds, and on its original plot of forty-two acres (29 playing pitches) it made last year a net profit of £133. The different teams make their own arrangements and excellent order always prevails. The Society manages ninety-two acres in all, affording playing accommodation for 1,100 boys, and it need hardly be said that its pitches are invariably all booked up.

“(2) The Manchester and Salford Parks have been for too long mostly places for elderly folk, infants, and “keep off the grass” notices, and the Playing Fields Society, recognising this, has induced the Parks Committee to throw open three of its largest parks to organised games under similar regulations to those in force in London. This will relieve the pressure on the Society's fields, and will moreover provide playing facilities for the very poorest boys and the children of the elementary schools who cannot afford to pay even the comparatively low rentals which the Society asks for its pitches, for naturally the play in the City Parks is free. The Corporation supplies all goal-posts, arranges for the touch-lines to be marked out, &c.

“(3) Feeling that the small centrally situated play-grounds of the City and Borough are not being used to the full extent of their usefulness, the Playing Fields Society is trying to introduce gradually the excellent system which is in force in some of the American cities, notably Chicago. Last spring a start was made, with the permission of the Parks Committee, in one of the play-grounds

in a Manchester "slum." Part of the ground was reserved from 2 to 4 o'clock every afternoon for little girls and boys, the attendance averaging eighty, and a games leader was engaged who was helped in her arduous duties by a devoted band of women. About half the time was spent in playing ball and ring games, and the remainder of the time in a sand-garden with bucket and spade. It is hoped that funds will permit of a further extension of the scheme so as to embrace all the young folk who use this particular ground, and once having shown to the Authorities the enormous educational value of well organised play, the Society trusts that the system will be gradually introduced into all the play-grounds so that it may become a municipal affair, as indeed it ought to be.

"(4) Last, but not least, is the effort which the Playing Fields Society is making to induce the Education Committee to introduce organised play into the curriculum of its elementary schools. Some three or four years ago a sub-committee seems to have been appointed to go into the matter and see where fields could be obtained for the children. Nothing of any moment, however, seems to have been done until the Playing Fields Society came forward and offered accommodation on its fields. After some little delay a meeting of the head masters and mistresses of the schools in the vicinity of the Society's largest field was held in the Education Office, and the scheme was enthusiastically taken up. The Education Committee have since issued their Official Report. Briefly, seventeen schools consistently adopted organised play. The total number of individual visits paid to the ground was 19,258, the average daily attendance being between 400 to 500 (boys and girls). The games most frequently played were, in order of popularity, football, rounders, cricket, skipping, running, twos and threes, tug-of-war, hockey, and ring games. The main difficulties seem to have been the want of apparatus and the poor shoes worn by many of the children.

"The Society feels much pleased with the result, and it is to be hoped that both in Manchester and Salford the Education Authorities will feel encouraged to still further develop organised play as a Code subject *during school hours.*"

#### **I. Paisley Guild of Play.**

In connection with the Paisley Branch of the Scottish Christian Social Union, a Guild of Play meets during the winter in the rooms of the Association for Improving the Condition of the Poor, which has kindly placed them at its disposal.

The children come on Tuesday and Friday afternoons, and engage in games, with musical accompaniment, under the guidance of the ladies of the Committee. A number of girls who have participated in the games from the time they were started prove very helpful with the new-comers, taking quite a motherly interest in the little ones. The improvement in the children attending the meetings is quite noticeable. The average attendance is 28.

A meeting is also held on the first Friday of each month for girls over twelve years of age, who have formerly attended the Guild of Play. Seventeen girls attend this meeting.

### **J. Shrewsbury.**

The Shrewsbury Health Visiting Society provides healthy amusement for children other than the infants which are its main care, by opening sand gardens during August in three different centres. Here the children are able to play in the open air for five hours a day, without being forced to find their recreation in the public streets—a boon which is much appreciated by the mothers.

In one district, the Corporation fenced off a portion of a public recreation ground for the use of the little ones, and it provides sand for the three gardens free of cost. During 1910, £4 17s. was spent by the Health Visiting Society for caretakers and for spades and buckets, the children being encouraged to draw pictures in the sand and make models of animals. At the end of the season, their efforts are rewarded by the grant of a few small prizes.

The schoolmistresses who have charge of the smaller children in the Infants' Schools have remarked on the improvement in health of those who use these playgrounds.

### **K. Windsor Branch of the Navy League.**

This is, as its Report states, a Society formed in 1899 with the intention of "providing a small training vessel on the river at Windsor for the purpose of giving naval drill to boys of Windsor, Eton, and district, who have nothing to do, so as to discourage loafing, and possibly to provide recruits for the Navy and Merchant Service. It was suggested that such a vessel might be placed under the charge of a naval pensioner.

"A start was made in August, 1899, with fourteen boys, mainly recruited from Windsor, who had just left or were just leaving the elementary schools, and who were on the look out

for the chance of selling papers or for other odd jobs. This number soon increased to twenty-four, and the average number under instruction has since then been well over thirty.

“ The subjects of instruction are physical and rifle drill ; going aloft ; hoisting, reefing and stowing sail ; knotting and splicing ; the compass ; the log and lead line ; the rule of the road at sea (by models) ; sail-making and mending ; life-saving apparatus (models) ; rowing ; and swimming.

“ The managers of the scheme, who are a sub-committee of the Local Branch of the Navy League, have always tried to get the boys to look upon the ‘ Ship ’ in summer, and ‘ Head-quarters ’ in winter as a pleasant Club as well as a place for drill. To this end, illustrated papers, magazines and books have been supplied by friends, and at certain hours the boys have the free use of this literature.

“ The progress of the scheme may be gathered to some extent from the number of boys sent to sea since the scheme was started :

“ Boys sent to sea, September 1st, 1899, to September 1st, 1907 :—1899, 1 ; 1900, 7 ; 1901, 4 ; 1902, 4 ; 1903, 13 ; 1904, 21 ; 1905, 20 ; 1906, 26 ; 1907, 32.

“ This makes 128 boys in all sent to sea. Of these thirty-one went to the Warspite, and ninety direct to training ships of the Royal Navy. The remainder went direct into the Merchant Service.

“ The Berkshire County Council Education Committee, through the Windsor Local Committee, generously contributes an annual grant ; the Bucks County Council has also contributed ; and the balance is furnished by the local branch of the Navy League.”

#### **L. York Holiday Playgrounds.**

Mr. B. Lasker, Secretary of the York Health and Housing Reform Association, has supplied the following report :—

“ Outside school hours, the physical training of boys is organised to a large extent by the Boy Scout Movement. The great advantage of this lies in the fact that it makes use of the best and cheapest playground of all—the open country. Unfortunately, the boys of the poorest class, who are most in need of such an organisation, do not often join it. The proper outfit cannot be had for less than 7s. 6d., a prohibitive sum for many a lad, even though it may be paid in small instalments.

“ The Church Lads’ Brigade also has two or three well-conducted corps in York, which do not, however, flourish as well as in some other towns, owing partly to overlapping with the Scout movement.

" *Holiday Playgrounds.*—About eight years ago, Mr. B. Seebohm Rowntree, the Honorary Secretary of the York Health and Housing Reform Association, began the experiment of throwing open the grounds of his private residence to elementary school children during the summer holidays, and of providing numerous recreations for them, and also persons to organise their games. The average number of children attending these playgrounds during the summer holidays was about seven or eight hundred every day.

" Encouraged by the good results of this experiment, the Association just mentioned decided to join in the effort, and since 1907 has provided Holiday Playgrounds of its own. Owing to lack of funds it has only been possible to open two such playgrounds up to the present.

" One field was lent to the Association for this purpose by an industrial company, the other by the Corporation, which also erected swings, see-saws, and sand-pit at its own cost. For the first the Association paid the whole of the expenses, including the cost of erecting swings and see-saws, providing a sand-pit, bats and balls, and other games. In both cases the Association obtained a certain amount of paid labour for the supervision and organisation of games.

" The expenditure on these playgrounds for five weeks was as follows :—

	£	s.	d.
Fully equipped playground : swings, see-saw, sand-pit, and toys .. ..	5	1	2
Wages of organisation .. ..	5	0	0
„ supervision .. ..	4	14	0
	<hr/>		
	£14	15	2
	<hr/>		
	£	s.	d.
Playground partly equipped by Muni- cipality : toys .. ..	0	2	5
Wages of organiser .. ..	5	0	0
„ supervision .. ..	4	4	3
	<hr/>		
	£9	6	8
	<hr/>		

" It should be stated that at the expense just named it is only possible to keep the playgrounds open during the morning hours, *i.e.*, from nine until twelve. To keep open in the afternoons as well would of course double the cost of supervision.

“The organiser in each case was a qualified teacher, while a number of men of the unemployed class were attached to each playground to help in the supervision. It will be admitted that the cost of these playgrounds is not high. But what do they offer? Each of the playing centres is a field of two or three acres and has the advantage of a few shady corners where children can sit on very hot days, and of a supply of drinking water. With the help of voluntary workers, an effort is made to find for all the children who attend the playground—of whom there are on the average about two hundred each day at each centre—some occupation which is suitable to their age, and which will amuse them.



ORGANISED GAMES AT YORK.

“*Future Organisation.*—It would be of great advantage if the number of children on each of these playgrounds could be reduced by the opening of others in other parts of the city, so that individual attention could be given to the children. This only requires additional financial support. We feel that in view of the expense, an effort like this can satisfactorily be undertaken only with the help of the Education Authority, the more so since voluntary workers are difficult to find during the summer vacations, while many school teachers, if paid for this work, would probably be willing to give up part of their holidays to it.

“We feel that an Association like ours is not perhaps the most suitable to carry out the organisation of playgrounds on an exten-

sive scale, and regard our effort in this direction as merely experimental. After some study of the subject, we have come to the conclusion that the organisation of vacation playgrounds could best be undertaken by School Care Committees, which are in close touch with the Education Authority, and whose members know many of the children personally. Vacation playgrounds should be an extension of other physical recreation work on school days, though not necessarily in school hours.

“Several of the elementary schools in York have the use of a playing field on which organised games are played under the supervision of teachers on Saturdays and sometimes on other afternoons. We have not perhaps yet arrived at a time when open-air games could be made a compulsory part of the elementary school curriculum, as it is in some German towns, but it is much to be hoped that in the future no school premises will be considered complete without a properly equipped gymnasium and a playing field large enough to permit of the simultaneous playing of several games. These gymnasia and playing fields should be open during all holidays, when they might be administered by special committees appointed by the school managers, or by Care Committees where these are in existence. We believe that such organised physical recreation in connection with the elementary schools should be extended to young persons above the age of compulsory attendance, and thus made a link between the elementary and the continuation school. Continuation study would derive a considerable stimulus from such an arrangement. Once get the idea out of the minds of those who have just left school that their connection with it is done with, because compulsory attendance has ceased, and many of them will naturally join evening classes in which they would otherwise have taken little interest.”

## FOREIGN EXPERIMENTS.

## AUSTRIA.

**1. Society for the Promotion of Games, Vienna.**

(Translated and adapted from Reports supplied by the Society.)

This Society was founded in 1892, since when it has made steady progress in encouraging and promoting organised play among the poorer children of the city. The many difficulties and obstacles with which the Society's path was at first beset, and which at times appeared almost insuperable, have been gradually overcome, till now there is hardly a district in Vienna which does not boast an active Branch of the Society. The Local Authorities, and members of the teaching profession have been won over to the good cause and it is, indeed, almost entirely to their efforts and to their moral and financial support, that this success is due. Not only have the Education Authorities throughout the city shown their willingness to co-operate and assist in every possible manner—the Board of Education itself has approved the efforts of the Society, to the funds of which it is now a regular contributor.

In Vienna, as in other large cities, there appear to be two types of children, for whom organised play is a necessity. There are, in the first instance, the children of parents who, careful of their morals, prefer to keep them, out of school hours, shut up in the small rooms of the barrack-like tenement houses in which they live, where they idle their time away, becoming pale, anæmic and listless for want of air and sunlight and suitable occupation, rather than let them run the risks of contamination by street urchins, hooligans and the like. These form the second type, who, sturdy and strong in wind and limb, sunburnt, healthy, active and cunning, are yet rough, thieving, artful—a moral danger to the other children and a future menace to civilisation.

With a view to helping both these classes of young people, the Society for the Promotion of Games was formed in Vienna. During 1910 it provided facilities for healthy out-door recreation, after school hours, for no fewer than 302,565 children, being an increase of 13,000 children as compared with the previous year. The work is carried on by local Branches, of which there are now nineteen, partly financed by grants for the up-keep of playgrounds,



the purchase of apparatus, payment of games leaders, &c., by the Central Body, the officials of which are honorary. In addition to games of every description, drilling, swimming, rowing, skating, tobogganing and excursions are arranged, the State Railway allowing a reduction of 50 per cent. on the tickets for the latter. The public baths at "Gänsehäufel," a pleasant watering-place on the Danube a short distance out of Vienna, are placed at the disposal of the Society free of charge at certain times of the day and some of the Branches also obtain tickets at reduced prices for the covered-in baths in the city, so that swimming may be practised all the year round. At present only boys can participate in the swimming, but it is hoped to arrange for girls as well very shortly. Excursions to the number of 541 were organised last year, one Branch alone accounting for 106, in which 8,792 children took part. The Society has six skating rinks of its own, in addition to forty-five playgrounds, and employs 221 persons to maintain and supervise them.

The children are grouped in 191 different sections and a large number of the games leaders, recruited mostly from the teaching profession, give their time and their services voluntarily. Twenty members of the Central Committee make themselves responsible for the supervision of the playgrounds and skating rinks, both of which are mostly used every afternoon from 5 to 7 during term time, and from 4 to 7 two or three times a week during the holidays. Only five of the Branches, however, continue their work while the schools are closed. One of the Branches organised a course of instruction last year for the games leaders, several similar courses having previously been held, while another provided a gymnastic display, and two others arranged children's festivals.

Lack of funds has always been a stumbling block to the progress of the Society, which has never wanted for voluntary workers to organise the games, or for children ready to play. However, in 1910 the influence of the Chairman secured a very welcome grant of 20,000 Kr. (£833) from the Town Council, which grant was renewed early in 1911. This forms the greater part of the income of the Central Society, the subscriptions of the 4,116 individual members (including those of the local Branches) averaging only about 2s. each per annum. The Committee of the Viennese Carnival now makes an annual subvention of £41 and the

Board of Education subscribes £29. The larger part of the income is devoted to making grants to the various Branches, some £476 having been spent in this way last year.

This Society is doing excellent work, unobtrusively, with no flourish of trumpets, yet thoroughly and at small cost. Through it, the people of Vienna are being taught that one shilling spent on preventive efforts of this sort does more good and is more effective than a thousand shillings spent on curative work.

## **2. The German Society for the Promotion of Organised Play, Prague.**

(Translated and adapted from Reports supplied by the Society.)

Although organised play has been in vogue in Prague for over twenty years, it was not till 1901, when the Society for the Promotion of Organised Play was formally constituted, that the movement began to attain its present large dimensions. Since then it has gone forward by leaps and bounds, the number of players doubled itself within eight years, and during 1910 over 100,000 children, drawn from the elementary and secondary schools for the German-speaking inhabitants of the town, have participated at all times of the year, under suitable supervision, in every variety of healthful recreation.

The playgrounds, of which there are now five in use, one being convertible in winter into an ice skating rink, are open, according to the season, from 3 to 5 p.m., 4.30 to 8 p.m., or from 8 to 10 a.m. One ground is also in constant use every Sunday and holiday throughout the year from 3 to 6 p.m. None of these playgrounds are, unfortunately, the property of the Society, although since the beginning one has been placed at its disposal, free of cost, by the Chairman, Baron Karl von Wolf-Zdekauer. And every year sees the grounds either diminished in size as the result of building operations in the immediate neighbourhood, or else more and more threatened with extinction. To guard against this contingency, the Society is gradually amassing sufficient capital to enable it to purchase outright adequate playground accommodation. It now has £6,731 set aside for the purpose, £4,166 of which was given in 1902, the year following the Society's formation, by the Bohemian Savings Bank. But in spite of repeated efforts, the Society has not succeeded in persuading the

property owners to sell land. In other towns and States, the local and governing authorities frequently promote organised play by providing playgrounds free of charge, but in Prague every obstacle is put in the way, even of purchasing suitable land. Yet an order was issued in July, 1908, by the Austrian Minister of Education to the following effect:—"Special attention is to be given to the promotion of children's play and to this end no efforts are to be spared to secure the provision of playgrounds, especially in the larger towns."

The utmost freedom from restraint is the rule throughout the playgrounds, the children being encouraged to choose their own games and also, from among themselves, a monitor, who is responsible for the good conduct of the group to which he or she belongs. The groups are formed according to age and may not contain more than thirty children in each. The monitor also gets out the necessary apparatus for his group and has to see that it is properly put away again after use. Those games are taught, which occupy equally all the children in a group, and one of the few simple regulations in force demands that each child must *play* and not simply look on. No game may be played for less than half an hour at a time, but except in the case of the younger children, this may be exceeded, if desired. Each of the adult games leaders keeps an eye on four or five groups of children at a time—he acts as umpire, as teacher of new games, which are introduced when an old one has been thoroughly mastered, and as a friend in need to all who apply to him.

In one of the playgrounds, a carefully prepared site has recently been set apart as a sand garden for children from three to six years of age. It is surrounded on three sides with low benches, on which the little ones can make sand pies, sand castles, and shapes with the help of the spades and moulds provided by the Society.

Since its formation the Society has held two courses for the training of games leaders, who are recruited, as far as games for secondary school children are concerned, from among their drilling instructors. The salary of all leaders has been fixed by the Society at 3s. 4d. per day, and during 1910 a sum amounting to £155 was spent on this score.

The total income of the Society for 1910 was £700, made up as follows:—Donations, £225 (£100 of which was from the Bohemian Savings Bank, and nearly all the balance from various educa-

tional societies); the annual subscriptions of the 885 members, £109; interest on invested funds, £280. A further sum of £82 was received from a tax of 1 Kr. (10d.) per annum imposed by the Imperial Board of Education on all the scholars in secondary schools, for games, which tax the Board has decreed shall in this case be handed over to the Society in furtherance of its objects.

The expenditure for last year amounted only to £463 (an average of 1d. per annum for each child profiting by the Society's operations), the principal items being:—Rent and up-keep of playgrounds, £100; purchase of apparatus, £50; printing, postages and other incidental expenses, £72; salaries of games leaders, £155.

## FRANCE.

### Play Centres.

Extract from "Progress" No. 19, July, 1910.

Mothers have to go out to work in France, as in other industrial countries, and consequently children are left to play in the streets unless other provision is made for them. The long school hours of the French children and the many home-lessons they have to prepare have placed peculiar difficulties in the way of those who have tried to introduce Play Centres. On each Thursday, however, the schools are closed, and encouraging progress is being made by private effort to occupy this leisure time with games and manual training.

One of the most successful experiments is that of the *Comité des écoles de garde*, which has now opened several centres in Paris and in other French cities. Each centre is under the control of a local committee, while a Central Board federates the work of the local associations and collects the necessary funds. During the mornings (weather permitting) the children play out of doors, after which they are served with a light lunch. The afternoons are devoted first of all to the school work for the next day, and then, as time permits, to practical teaching in some easy handicraft. Shoe-making, carpentry, wood carving, net and basket-making, and drawing, have been the ordinary occupations of the boys, while the girls have been taught sewing and cooking, and, in some centres, also embroidery and drawing. At present little attention has been paid to indoor games, but play leaders to organise these are now being appointed. As a rule the superintendents of

each centre are paid and assisted by as many volunteers as can be secured. Special attention is now being given to teaching the elementary laws of health and to inculcating cleanliness ; one centre has been fitted with a hot shower bath, and it is expected that this will shortly be done in many others.

The wish of the founders is to establish homes where the children of the poor may enjoy and learn all that faultless parents would have given or taught them. At present, however, these efforts are able to reach only very few of those who need this care, but the movement has gained a firm foothold, and since the children enjoy it and the parents are thankful, there is every hope that it will spread.

## GERMANY.

### **Central Committee for the Encouragement of Games.**

(Translated and adapted from a Report by Professor Dr. K. Koch).

The Central Committee for the Encouragement of Games is responsible for the great success of the games movement in Germany. Founded in 1891, its influence on the rising generation has made itself increasingly felt among the classes, no less than throughout the masses. Thanks to the wise and willing furtherance of the cause manifested by the State and Municipal authorities and to co-operation with gymnastic societies of all descriptions, open-air games and exercises are now taking deeper hold of the people than ever and are becoming very general.

The Committee has directed its attention to three main objects : (1) To arouse and increase interest in games, on the part of the people themselves, of the authorities, and especially of school authorities and the teaching profession generally ; (2) To promote organised play by all the means in its power, such as by training suitable teachers, by drafting and publishing rules and regulations for games, by giving advice on all matters relating thereto, and by securing and keeping up adequate, suitable playgrounds ; (3) To bring all sections of the nation into touch with the games movement in as practical a manner as possible, including the younger generation above school age, and to arouse in all enthusiasm for, and participation in, free open-air physical exercise.

In pursuance of the first of these aims, the Committee organises congresses and other public meetings. These are held at regular

intervals and take place during the summer in towns where the movement is most developed and where, consequently, there is most to be seen and imitated by people coming from parts of the country where the movement is less advanced.

The Committee also carries on an active propaganda by means of a very comprehensive series of publications, which include a fortnightly journal and a Year Book, both of which are now in their nineteenth year of issue. The Year Book is supplied, among others, to the 350 German towns from which financial aid is regularly forthcoming; the Imperial Board of Education also purchases 1,200 copies of the volume for distribution every year to training colleges. In addition, the Board makes a substantial annual grant (£250 in 1907) to the Committee for its general work.

Lectures and addresses on the work of the society are given in many places, combining practical instruction with theoretical teaching.

Foremost among the valuable work of the Committee is the organisation of courses of instruction for games teachers. Since its inception, no fewer than 20,000 games teachers, men and women, have taken part in such courses, which are held in all parts of the country.

One sub-committee devotes its energies to drawing up and systematising rules for games, sixteen of which have now been so regulated. Hundreds of thousands of copies of the rules have been sold throughout the country, while other publications, dealing, for instance, with physical exercises for girls, with competitions and displays, with musical games, winter open-air exercises, &c., also find a ready sale.

Another sub-committee deals with the promotion of national defence as affected by education. An important publication on this subject (dedicated to the Crown Prince and embellished by an autograph photograph of the Kaiser) covers the ground dealt with by the Committee, which seeks to promote the development of those bodily and mental qualities in young people, which will make growing youths fit for military service and equally fit for the earnest work of peace. It in no way concerns itself with military games, Boy Scouts, School Cadet Corps, and so on.

Playgrounds present great difficulties in Germany, where land has so largely increased in value with the growth of the towns

and where old playgrounds, thanks to the zeal of the builder, are continually vanishing. During the last ten years of the past century, the number of playgrounds in towns with more than 5,000 inhabitants, increased from 1,166 to 2,092, the area having grown in an equal proportion. In the present century, in spite of the obstacles mentioned above, still more playgrounds have been secured and it almost seems as if local Authorities are now vying with one another in their endeavour to provide healthy open spaces and playgrounds for young people.

One of the most important tasks of the Committee has been the introduction of compulsory games for school children one afternoon a week, secured by legislation. This has naturally given great impetus to the whole movement. The experience of one manufacturing town in Baden will suffice to show what may be expected from wise measures of this kind. Pforzheim has about 50,000 inhabitants and is rapidly growing. Under the influence of its increasing size and the increasing impurity of its air, there had been for some years an annual increase of about 10,000 in the number of hours of sickness among its scholars. In 1908 the afternoon for compulsory games was introduced and the following year not only was there not the usual increase of 10,000 hours of sickness for its scholars, but there was a fall from the number of the previous year of 25,000 hours.

Excellent work is also being done by the Committee for the Encouragement of Games for those who have left school, for pupils in secondary schools and for adults, none of which activities come, however, within the scope of the present investigation.

## SWEDEN.

### **The Society for Open-air Games, Gothenburg.**

(Translated and adapted from the publications of the Society.)

The following account of the aims and methods of work of the *Sällskap för Friluftss lekar*, of Gothenburg, may be considered typical of the many similar societies which have recently sprung up in Sweden.

A report presented to the Town Council, issued in 1910, shows that this Society is managed by a Committee, composed of twenty-five men and twelve women, most of whom are school teachers. A certain number are apportioned to each of the six

sections into which the work is divided, dealing respectively with games and excursions (1) for boys in elementary schools ; (2) for boys in higher grade schools ; (3) for girls in elementary schools ; (4) for girls in higher grade schools ; (5) sports competitions, games and gymnastic exercises for adults, and national games and festivals ; and (6) practical work for the joint sections.

The income for 1910 reached a total of £984, £666 being received as a subvention from the Town Council ; £21 from members' subscriptions (at a minimum of 2s. each) ; £263 from loans and interest on, and withdrawals from, special funds ; and £28 from donations for the summer excursion. The expenditure was as follows :—Games apparatus, £226 ; salaries of games superintendent and teachers, £484 ; excursions, £192 ; rent, erection of new pavilion, insurance, &c., £86.

During the year the Society kept in repair and repainted all its sheds and pavilions and erected one new one. The central depot serves as a warehouse for games and sports apparatus, as a shelter for children, and as a meeting place for the members. Benches and tables for refreshments are provided for the winter gatherings. During the winter the Society lends out skates free of cost—200 pairs are available for this purpose—in addition to a supply of toboggans, all of which are much in request. Three new toboggan runs for young children were started last year. For summer use there are footballs, cricket sets, and a variety of other apparatus required for the many different kinds of games, unknown in England, but much in vogue in Sweden and Germany.

A free course of instruction for men and women teachers was organised by the Society and had an attendance of over 100. The playgrounds as a whole were much used, in spite of the wet weather which prevailed. In one centre alone, no fewer than 40,000 children took part in the games, necessitating 6,700 requests for the loan of apparatus.

In connection with the excursions, the school inspectors granted two whole days' holiday during the spring term and half a day during the autumn term. The children were allowed the use of the skating rink and toboggan runs by lamplight, and hot milk and cakes were provided, free of cost for the poorest children, and at reduced prices for those who could afford a small payment.



The twenty-six summer excursions organised by the Society were most popular among the school children, of whom on an average 300 attended each time—and many more would have liked to go, if means had been forthcoming. Refreshments were provided and the time was passed in playing games, singing and fairy-tale telling.

During the summer months all the boys in the 3rd, 4th, 5th, and 6th classes were given one afternoon a week for the enjoyment of open-air games, those into which the use of balls entered being most in request. The girls have similar facilities, and in most cases play games in the open-air from May to September instead of the regulation physical drill.

Good work among adults of both sexes (working men, commercial employees and others) is also being done by the Society, some of the playgrounds being reserved for them from May to October during the evening hours.

The Society has published a very useful handbook on all kinds of open-air games and makes its work known by displaying attractive posters throughout the town.

## SWITZERLAND.

(Translated and adapted from an enquiry carried out by H. Schmid, of Schaffhausen, for the Swiss Society for Games and Excursions.)

Considerable development in respect of organised play as a complement to physical training has recently manifested itself in Switzerland. It has taken many different forms, as outlined in the following report:—

As the trade and industry of Switzerland developed, men, and unfortunately women and mothers too, previously engaged in retail trade and agriculture, were gradually drawn into their meshes, and the larger towns soon found themselves obliged to take steps to guard the younger generation from the dangers to their morals and health arising therefrom. In this way the Children's Play Evenings (*Spielabende* or *Jugendspiele*) came into being at Basel and Zürich in 1884, in St. Gallen in 1905, in Winterthur in 1902, in Herisau, and elsewhere. For the most part they are frequented by children attending the lowest and middle classes in the schools. Play is usually carried on regularly in the summer

after afternoon school, one-and-a-half to two hours being allowed, under the direction of the teachers. Attendance is voluntary, and teachers are therefore urged to form their scholars into games sections. Running games and games with balls are the chief favourites. The principle observed is to play a few games, in which the children have full license to follow their own bent, but to play these thoroughly. Sometimes an excursion is substituted for the games. The Local Authorities in all cases support the institution with appropriate subventions, which are mostly utilised for the payment of the games leaders (averaging 2s. 6d. per evening.) The organisation is effected by a Committee appointed jointly by the Local Authority and the schools. The following table shows the attendance and expenditure :—

1910.	Boys.	Girls.	Chiefly from classes.	Number of games sections.	Expenditure.
Zürich ..	1905	1503	4—6	119	£481
Basel ..	2031	3057	1—4	77	£180
Winterthur ..	393	236	4—6	27	about £60
St. Gallen ..	330	about 300	4 & 5	24	£60
Herisau ..	—	about 50	?	1	?

During 1911 Play Evenings are to be started in Neuenburg, Rüti, and other places. They have been given up in Lucerne. Games are practised regularly for the big Children's Festivals in St. Gallen, Herisau, Basel, Freiburg, &c., and add greatly to the significance and importance of the gatherings.

These Play Evenings have no connection with the schools, attendance being in all cases voluntary. They take place after school hours. The Recreation Schools (*Jugendhorte*), which gather in the uncontrolled street children in the evenings and give them useful occupation, also make use of games and excursions.

About 1,000 children attend the Recreation School at Zürich, being drawn from the first six school classes, and the little ones are kept occupied in fine weather with all sorts of physical recreation, with walking excursions, and with gardening. Similar schools are at work in Basel and Bern, and no doubt there are others too. The Juvenile Lodges of the Good Templars (*Jugendlogen*) are carried on in the same manner and provide the advantages of organised play for about 500 children.

In certain secondary schools, one afternoon a week is set aside for compulsory games and excursions, as part of the school curriculum. This is the case both for boys and girls at Bern and at Thun, and at other towns in the Canton of the same name, while games are also played instead of a third drilling lesson, at St. Gallen, Winterthur and Basel. In each case, time for such games is obtained through arranging for the so-called short hour lessons of forty minutes each. At the secondary school for boys at Bern, which has over 1,000 pupils, a compulsory games afternoon has been in force since 1908. Each class forms a games section under the guidance of the form teacher. Running and ball games are most in vogue, including football, all of which games lend themselves well to healthy competition. At a secondary girls' school in St. Gallen, games have been *de rigueur* since 1906, being compulsory in connection with afternoon school in the lower classes and optional in the upper classes. At the institutions in Winterthur, drilling games have been compulsory in the lower classes since 1906, and at Basel since 1910, being worked in with the exercises of the cadet corps.

We note with great pleasure this strong advance guard of compulsory games afternoons in Switzerland; they show how much importance is attached to the movement by educationists generally; they are the goal at which all other voluntary games organisations are aiming, and they stimulate and set an example to organisations run on somewhat similar lines.

In contradistinction to the Children's Play Evenings, which are more for the benefit of the younger elementary school children, and to the compulsory games afternoons of the secondary schools, there exist in many places voluntary societies of young people over twelve, which aim, like the foregoing, at training up strong, active youths, fit to take their part in the defence of their country. They are run on the same lines as the games afternoons, but are quite voluntary. Among these societies one may mention the gymnastic continuation classes of the Canton of Zürich, the Scholars' Gymnastic Societies of the High School at Basel (formed in 1879), and those in connection with the Municipal High School at Bern, the Sports' Society of the Canton of Schaffhausen, and the juvenile sections of many gymnastic societies in Eastern Switzerland, which receive much encouragement from Education Authorities, especially in the Canton of Appenzell. One must include in

this category to a certain extent, the gymnastic training given to young people who have left school, and the cadet corps, with both of which, however, the present report has no concern.

The following table gives details relating to the activity of the foregoing societies :—

	Districts.	Objects.	Sections.	Pupils.	Cost.	Borne by
Continuation Classes for Gymnastic Training.	Zürich ...	Excursions, games, crossbow shoot- ing ... ..	30	1100	£200	Local Authority.
	Richterswil	Games, excursions, drilling ... ..	1	30	£4	Do.
	Winterthur	Football ... ..	Optional	?	£6	Do.
	Bern ...	Games, excursions	1	40	£6	School.
	Lucerne ...	Drilling and games competitions ...	1	96	?	Local Authority.
Scholars' Gymnastic Societies.	Basel ...	Drilling, excur- sions, games, sports ... ..	1	82	£20	Scholars and Friends.
	Bern ...	Do. ... ..	1	106	£20	Do.
	Frauenfeld	Games and sports	1	40-60	?	State.
Sports Society.	Schaffhausen	Games, excursions, drilling ... ..	6	400	About £52	Scholars and Friends.
Juvenile Sections of Gymnastic Societies.	—	Drilling, sports and excursions ...	About 20	400	?	?

There are also sections for continuation classes in drilling, games and excursions at Richterswil, Küssnacht (Schwyz), and many other places, mostly formed by the teachers. In the schools in the district of Aargau, games are sometimes introduced in the place of, or in addition to, the compulsory training of the cadet corps.

Football is an optional subject at Winterthur. The boys organise themselves, but are under the supervision of a teacher. In 1910 the Scholars' Gymnastic Society of the Municipal High School at Bern organised a drilling and games festival, a shooting competition, two large and two smaller drilling displays, a swimming and a ski-running competition. There are Juvenile Sports Societies at Schleithem, Thayngen, Merishausen, Beringen, and Beggingen, as well as at Schaffhausen. One section was formed by the Local Authority, when the appointed leaders found themselves unable to carry on the work. In Schaffhausen there is also a voluntary games and excursion afternoon for school girls, in which from 60 to 300 girls take part. The Juvenile Sections and Boys' Gymnastic Societies have not made much progress, but applied drilling, games or preliminary military exercises are more and more taking their place. And then the boys in the villages and towns have their innumerable football clubs, which game, unfortunately, seems to be gradually ousting from favour our other beautiful German games.

From the foregoing it would seem that at least 20,000 of our boys and girls are receiving the benefits of increased physical training of great educational value.

This army of games-playing young people calls for a considerable number of skilful and competent games leaders, who are recruited, for the most part, from among the members of the teaching profession. The following information on this point, relating to the teaching of games in Training Colleges, may be of interest.

At the Women Teachers' Training College at Aarau one of the two drilling lessons is devoted to games in winter. At Küssnacht, the evening lessons are regularly given up to games, applied gymnastics, &c., and here and at Rorschach, gymnastic societies, in which games are included, are formed by the teachers. At the Teachers' College at Zug they play games all the year round.

Every spring a course of instruction takes place at Zürich for games leaders. The Women Teachers' Gymnastic Society at Geneva organised a similar course during the winter of 1910-11. Last spring a course was got up by the Swiss Society for Games and Excursions. It was attended by fifty persons, and was held at Basel for three days. In future the course will be extended to six days.

Most places report that they have a special playground, but that it is mostly too small. Not many towns are as fortunately situated in this respect as Bern, where, on the initiative of several enthusiastic friends of young people, a large piece of ground has been leased for a playground and is used as such by all the schools in the town. The Local Authorities make a grant of £48 to the Committee which carries on the work.

An ideal playground is reported from Küssnacht, on the Rigi. A short hour's walk above the village lies the nearly level Seebodenalp, which affords a magnificent panoramic view of the surrounding country. It belongs to the Corporation. A playground—large or small as required—is marked off, where games can be played in the fresh Alpine air. One could wish that every Swiss child might have the advantage, as here, of refreshing his mind and body and keeping himself healthy by excursions and games in the heart of his beautiful native land.

Organised play is making steady strides in Switzerland. It is a very welcome sign, implying a great increase in the physical and moral health and strength of the nation.

## THE UNITED STATES.

### 1. **The International Children's School Farm League.**

Headquarters: 1133, Broadway, New York City.

By Miss H. Grace Parsons.

Some nine years ago, Mrs. Henry Parsons, of New York City, resolved to start a garden for children in the midst of one of the worst slums of her city—a place known as Hell's Kitchen, because of conditions there.

She had seen schools struggling, with more or less enthusiasm, to meet the demands of the Courses in Nature Study, but with little success, because of the utter lack of experience along these lines on the part of the children with whom they had to deal. She realised that the congestion in cities often results because no hint of what the country really is comes to awaken a desire for it in the child who is to be the man.

Mrs. Parsons did not start her garden for the sake of making farmers of the children, nor even for the sake of teaching them economy, but because she hoped that the *child* would grow as he watched the growing things and his *life* would be cultivated as he cultivated his garden.

This and other gardens have become an incorporated part of the park system supported by public funds. Trained teachers are engaged at good salaries. A training class for these teachers has been opened at the New York University. In the largest garden 1,500 children have individual plots, in the next garden 1,008 children are happy shareholders. Near both these gardens are playgrounds, well equipped and well supervised; baths for men and women, a running track, grand stand, and ball field. A garden has been opened for the convalescent children of Bellevue Hospital. Several public schools have opened gardens. One garden in a public park is shared by seven schools all working in harmony. In several gardens wooden platforms are placed in the winter; and with wind shields and well-wrapped up little consumptive children find renewed health by spending many hours in the sunshine under the care of a nurse and a teacher. Invariably the neighbourhoods about these gardens improve. As a result of a visit, Mr. Carnegie is sending a young lady from Scotland to take the course; to see the work in New York and then to carry it out in Dunfermline; again, when making a study of New York institutions Countess Camilla Hoyos, of London, saw the work, and being impressed with its value, has made a start in London.

The first London garden which converts a rubbish heap into a paradise for children has been started in Sutherland Avenue, near Harrow Road, W. There at 4.30 each day (except Sunday and Monday) eager children gather, and it is heart-breaking to see those who would enter and cannot because of the tiny space. If every vacant plot in London were so utilised, if every public park gave the children a definite space to work under expert teachers, the good could hardly be estimated. Only a bit of two acres, hardly missed in a great park, will provide plots for 1,000 children. A plot 8 ft. by 4 ft. is sufficient. Quick growing vegetables such as radishes, carrots, beetroots, lettuce, onions, early peas, or beans are planted. The whole garden is laid out in a formal and regular order, and the beds are planted uniformly. Variety is gained in as many observation plots as one has space for and in flower beds tucked in wherever possible. In the observation plots may be planted whatever will grow in that climate. In the New York garden hundreds of things have been successfully raised, all kinds of grains, peanuts, cotton, broom, corn, &c.

We find when we meet a child in a garden that there is no such thing as a slum "child." Many splendid little boys and girls

are forced to live in slums, and all honour be to them that they are as brave and cheery as they are.

Those who are interested in knowing more of the London Branch of this work may address : Countess Camilla Hoyos, care of Mrs. Leverton Harris, 70, Grosvenor Street, W.

## 2. The New York Guild of Play.

From "The Playground," July, 1911.

In large cities with congested districts, no matter how many playgrounds are maintained, there will always be some children who are "left out," for they do not go far from home to play and the street, their favourite playground, is always at hand.

The Guild of Play in New York has tried to provide for these children by conducting organised play on the streets and in back yards, and its success has been due to the fact that it has met the conditions as they were, and has required no other equipment than a good play leader. The children are organised into groups of from twenty-five to fifty, which meet two or three times a week for play in the street, a near-by park, or some place convenient to the homes of that particular group.

The object of the Guild is, first, to teach standard games to the children who make the street their playground ; and second to foster the spirit of fair play, and to correct the demoralised street games of the present time. The younger groups include children from six to ten years ; the older groups include children from ten to fourteen years. Boys and girls are divided into separate groups. The choice of streets to be used as play centres must depend largely upon the number of children who naturally play there, unless traffic is heavy, when we must persuade them to come with us into the next block. Objection is frequently made at first to this procedure, on account of the "gang" which rules supreme in the adjoining block, and is often at odds with the one in question. In several instances, however, by tactful management, the "gang" has been won over and "block teams" organised instead.

Every available backyard should be utilised for play purposes, no matter how small. Some with an awning, sand boxes, and garden swing, can accommodate the little children ; others may have upright swings and a good game space for older children, and many yards are large enough for basket ball, hand-ball, and quoits. Every child who belongs to the Guild is given a badge of



membership, usually a celluloid button with a stout pin, for which he pays one cent. If this is lost, he must pay two cents. for the second one.

The activities of the Guild depend largely upon the children. A programme is planned which is large enough in scope to meet the needs of each group, and includes games of all types, story-telling and simple dramatics, hand work, such as making toys, wood-carving and hammock-making, and folk dancing.

It is necessary wherever possible to make some provision for stormy weather. In many cases, for emergency days, school basements, church houses, and public libraries have been secured.

In addition to the street children, the Guild of Play makes provision for the little unfortunates in the children's hospitals and institutions for cripples. It has been found necessary to adapt the normal games for the defective child. Singing ring games are most popular and most easily adapted. Story-telling is, of course, the chief delight of these children, who live so largely in the world of imagination.

### 3. The Training of Play Leaders.

Extract from a Report of the Young Men's Christian Association of Springfield, Mass.

With the remarkable growth of the playground movement and the excellent opportunities for service offered by this new phase of effort, has come a demand for play leaders, trained and consecrated to the service of the people. The technical course at the International Young Men's Christian Association, of Springfield, Massachusetts, for 1911-12, includes several of the subjects previously offered in the regular curriculum, to which has been added a series of special lectures and prescribed reading and practice. Throughout the entire course special attention is given to the literature of the subject, using as texts, "American Playgrounds," by Mero, and "Playground Technique and Playcraft," by Leland. A selected working bibliography is required of each student.

The outline follows:—

(1) *Playground Methods*.—Professor Affleck, winter term, five hours per week for six weeks. The course is open also to students in the secretarial department. In this course, which is intended to supplement those indicated below, consideration is given to the following:—

(a) *Philosophy*.—Nature, function and need of play, theories of play, place of play in life and education, aims and spirit in

conduct of play, age and sex differences in play, relation of play to work, need for play spaces and organised play in school, city and country.

(b) *Supervisory Organisations*.—Various types of agencies promoting the playground idea, and supervising the work done, *e.g.* voluntary, educational, municipal, and the various combination of these, trend towards municipal control, methods of publicity printed matter, lectures, stereopticon, press, reports, exhibits and festivals.

(c) *Construction and Equipment*.—Inventory of possible sites; systematic study of city, basis of selection from possible sites; means of securing sites, *e.g.*, donation, permission to use, lease purchase, &c. ; plan of ground and placing various parts of equipment, equipment found most desirable; landscape gardening; fences, surfacing; outdoor gymnasium, men, women, dressing rooms; play spaces for children, sand courts, swings; athletic facilities, track, baseball, tennis, &c. ; aquatic facilities, wading, swimming, bathing; social facilities, assembly halls; educational facilities, reading rooms, branch libraries, classes, manual training lectures; detailed specifications of plans and equipment for various types of playground, home-made apparatus, &c.

(d) *Administration*.—Conduct of activities; organisation of working force, training of assistants, information and courses of greatest immediate use to instructors, stated conferences; conduct of the playground office, records and statistics; purchase, care and repair of equipment and supplies; discipline, rules, rewards, police co-operation of children; most successful activities and their organisation, daily programme, special programmes, exhibition and festivals, excursions, tournaments and contests, leagues, social gatherings; educational classes, story telling, manual training, dancing, athletic and gymnastic features, &c. Relationships to other agencies, *e.g.*, homes, schools, boys' clubs, juvenile courts, settlements, Young Men's Christian Associations, institutional churches, &c.

(e) *History*.—Attitude of church fathers and educators to play; introduction and patronage of play spaces in Germany (Gutsmuths, Jahn, Froebel); in England; beginnings in United States, Salem 1821, Charlesbank 1887, Philadelphia and Providence 1893, Chicago, Minneapolis, New York, Pittsburg and Worcester 1896, Baltimore and Milwaukee 1897, Cambridge and San Francisco 1898, Brooklyn 1899, &c. ; types, *e.g.*, sand gardens

school yards, municipal and park playgrounds, playgrounds for institutions; bathing beaches and swimming pools; details of growth in most advanced cities, playground legislation and statistics.

(2) *Child Nature*.—Dr. Seerley.

(3) *Pedagogy*.—Dr. Doggett.

(4) *Social Conditions of Neighbourhoods*.—Professor Burr.

(5) *Hygiene and First Aid*.—Professor Affleck.

#### 4. The Playground Association of America.

From material supplied by the Secretary, Mr. H. S. Braucher,  
Metropolitan Buildings, 1, Madison Avenue, New York.

The following extracts from leaflets speak for themselves:—

##### WORK DONE.

(1) *Clearing House*.—The correspondence with the Playground Association of America last year made necessary more than 6,000 dictated letters, during nine months of the year.

(2) *Annual Meeting*.—The Fourth Annual Play Congress, held in Rochester, New York, June 7th to 11th, brought together 515 delegates, representing 118 cities in thirty States in the United States and three Cities in Canada. One came from Honolulu and one from Donegal, Ireland.

(3) *Playground Institutes*.—The Playground Association of America is conducting seven three-day playground institutes in the different sections of the United States. The playground experts of the country bring to these institutes the best fruits of their practical experience. These experts are making no charge for their services in connection with the institutes. Practical demonstrations of games for children of different ages are held.

(4) *Working Plans*.—Eleven committees of experts, under the direction of the Association, worked out the practical information needed by playground officials concerning the equipment of playgrounds, athletics for boys, games, festivals, folk dancing, story-telling and other departments of playground work. These reports are published and distributed by the Association.

(5) *Play Leaders*.—The Association keeps in touch with many playground workers and helps cities to find the kind of play leaders desired. The names of over 200 workers were placed in the hands of officials in 336 cities this year.

(6) *Normal Course in Play*.—Over 4,000 play leaders are now employed in the United States. Most of these positions have been created in the last three years. The number of trained play-

ground workers has not equalled the demand. More workers must be trained. Accordingly, a Normal Course in Play has been prepared by a group of experts under the direction of the Association. Seventeen educational institutions have already reported they are using or plan to use this Course.

(7) *Normal Schools.*—Through the Playground Association of America normal schools are enabled to arrange with Professor Clark W. Hetherington for conferences and lectures. No charge is made except for local entertainment and travelling expenses. Professor Hetherington is Chairman of the Committee on a Normal Course in Play of the Association.

(8) "*The Playground.*"—The Association publishes a thirty-six page monthly magazine, which goes to all sections of the country. Through "*The Playground*" the strongest playground experts give their best ideas to the country.

(9) *Playground Publicity.*—Last year, through the co-operation of press agencies and hundreds of newspapers, and also through the co-operation of the monthly magazines, the Association gave to the public information regarding playground problems and achievements of the different sections of the country. As many as 2,400 newspaper clippings on playgrounds have been received in one month. Information thus gained is made available through the publications of the Association.

(10) *Year Book.*—The Year Book is a detailed summary of the development of the play movement during each preceding twelve months. Reports regarding the number of playgrounds, number of workers, attendance, expenditures and other special facts—such as playgrounds donated—are gathered from all the cities willing to furnish such information. Many cities have found the facts regarding work in other cities a most powerful argument in their own campaign.

(11) *Lantern Slides.*—*Cuts—Photographs.*—Five hundred lantern slides, 300 cuts, 700 photographs, and other material, showing graphically what playgrounds are doing, have been gathered and are loaned constantly to cities all over the country for use in their campaign.

(12) *Saving Money.*—All persons familiar with a certain \$100,000 playground building in an Eastern city know that *if the bricks used in the building had been left loose upon the ground the children would have played with the bricks more than they use this building.* In another city a \$10,000 playground has been as

much used as another which cost ten times as much. Thousands of dollars have been wasted because cities have planned their playgrounds without knowledge of what other cities have done. *The Playground Association stands ready to help any city avoid such waste of money by taking up with them the wisest plans for spending the money appropriated for playgrounds.*

(13) *Field Work.*—During the last two years 246 American cities have established playgrounds for the first time, and other cities, to the number of 195, are now conducting playground campaigns. In response to the requests for help, received from these cities, the Association is conducting a campaign to secure money for three field secretaries.

The field secretaries will give their entire time to visiting different municipalities, making a special study of their needs and possibilities and helping each city to work out its own problems. Each field secretary will have over 100 cities just beginning playground work and will be obliged to concentrate on the key cities in his district.

#### **4a. Growth of the Play Movement.**

Several rural communities have established play centres. Many are interested in working out country recreation problems, so that the rural districts shall have play centres which are the natural outgrowth of country conditions and not an imitation of city institutions.

Orphan asylums, hospitals for the insane, institutions for the feeble-minded have proved the value of play for their wards. Schools for the blind make large use of play in their educational programme. Several employers have presented their workers with a playground. Churches are giving careful thought to the play life of their members and many churches have loaned land for general use, as city playgrounds. More school houses will be used as social centres this year than last year.

Within the last few years seventy local playground associations have been organised. Since December 1st, fifteen have been organised. Twenty cities have established playground commissions. Twenty-one playgrounds have been donated the past year by public-spirited citizens.

During the last year eight American cities have authorised bond issues for play centres to the total amount of \$2,000,000. In six other cities campaigns are under way for securing one and a half million dollars more.

## PLAYGROUND FACTS.

Shall we provide a playground, or enlarge the gaol? Each inmate of the cells costs the State \$2.50 a week. On Baltimore playgrounds \$1.00 pays for one child for more than six weeks. Playgrounds are less expensive than gaols.

In 1908 Massachusetts enacted a law providing in effect that the cities of the State with a population of 10,000 or more should vote whether or not to establish playgrounds. All but two cities voted to have playgrounds supported by public taxes.

Several cities have this year doubled the number of hours their playgrounds are open, thus obtaining twice the value from their plants. Some have equipped the grounds with electric light, so that the young people who work may play after the day's toil is over.

Physicians declare that playgrounds by increasing vitality give greater immunity from disease.

Probation officers report that play leadership has already decreased juvenile delinquency.

Employers are promoting play to increase the industrial efficiency of their workers.

Social workers now declare recreation the most powerful agency in raising the subnormal to the ranks of the normal.

#### **4b. Activities for Girls and Boys on the Playground.**

From "The Playground," September, 1910.

A general analysis of the answers to questions put has led to the following conclusions:—

(1) That in nearly all of the cities where playgrounds have been opened there has been a lack of definiteness of plan on the part of the administration. Such activities as they have are largely the result of accident or of special demands by the children and have no relation to each other. It is not surprising then to find that the girls, whose play life is less developed and who make fewer demands, should have been given less attention than the boys.

(2) That the play spirit is less developed in girls than in boys. The number of play interests usually found in a typical girls' group is small as compared with a group of boys in a given neighbourhood.

We believe that this lack of variety and content in girls' play is a cause of arrested development and weakness and that the

early suppression of the play instinct leads to abnormal emotionalism and sentimentality ; that a prolonged play life would improve the general health and remedy physical defects of girls ; and that there is a social need for play among girls.

(3) For these reasons the girls need trained and efficient play leaders, the best on the playground.

Unless adequately supervised the girls spend their time almost entirely in circle games or do not play any games. Two cities having no supervision for their playgrounds report co-operative games among the older girls, but none of them have active play among the girls between eight and twelve.

In the towns having untrained supervisors there are still only fifteen per cent. that have active play among the girls, while under trained supervision thirty-nine per cent. have competitive play and seventy-six per cent. co-operative games. The spontaneous play life of these girls is thus shown to be meagre and lacking in many forms of play essential to the proper development of the girls' mind and character. They need the stimulus of broadly trained women as play leaders.

#### **4c. Play as a means of Reform.**

**From the Superintendent, Girls' Home of Refuge, Philadelphia.**

" Most of the delinquent girls know nothing of play, or very little of the right kind of recreation. They have had long hours in factories where they are usually in bad physical condition, live irregular lives and have poor food. They need every sort of stimulus which we can give them to build up the body and to create a desire for healthy recreations. If they are not encouraged to play they have too much time for gossip and mischief. They need to be roused, and I consider it a very wholesome thing for them to learn how to play together. We are very active this season with our baseball teams, and find it the means of getting a great deal of pleasure ; the entire school is intensely excited. It gives us a lively interest, something to talk about, and is excellent discipline for the girls who are on the teams. Anything that is going to rouse the sluggish, lazy girl is good. It is also just as good for the intensely nervous, irritable girl, and every effort should be made with delinquent girls to teach them how to play, both simple games and the team work."

(It is at least a possible theory that if games had been within the reach of these girls as a preventive, fewer of them would have needed them as a cure.—ED.)

#### **4d. Workers at Play.**

Also from Philadelphia.

The most interesting feature of the work among the older girls has developed in the mill districts. The girls from the factories and mills near some of the playgrounds have been spending the noon hour on the various apparatus and in playing ball games, with the result that the employers have extended their luncheon period fifteen minutes, making three quarters of an hour for luncheon instead of an half hour.

#### **4e. Playground Associations and Education Authorities.**

From "Athletics for Boys," Playground Association pamphlet.

No boys are in more need of a playground and systematic instruction in games than those living in congested parts of cities and attending schools which have no, or at least very little, play space about them. Here is an opportunity for the co-operation of playground associations with school authorities to have the boys of several grades visit the nearest playground on certain days every week after school hours and learn to play games. There is a distinct advantage in having entire grades playing games, for the more timid and frail boys, who usually look on while their stronger and healthier companions play, can by this arrangement and by the proper selection of games be induced to participate, and will in time acquire strength and courage to enter games of their own accord. If such a plan could be extended over the entire city, the good results obtained from a well conducted playground, with its vast significance and importance as a factor in the development of good citizenship, would soon be apparent.

#### **4f. The Playground as a Factor in School Hygiene.**

(By GEO. E. JOHNSON.)

Reprint by the Playground Association from the Psychological Clinic Press, Philadelphia.

According to Newsholme, only three children in ten thousand, from five to fifteen years of age, die of consumption, but from fifteen to forty-five more than one person in four dies of this dread disease. Speaking along this line, Dr. Tyler says: 'It would seem highly probable that the increased death-rate of girls at eighteen and thereabout from consumption and other diseases of relatively slow action is the culmination of an attack begun at thirteen or fourteen. If we are to diminish this death-rate, we must fortify the girl against the periods of greatest weakness



when she is most likely to receive hospitably the germs of fatal diseases. To accomplish this we must not wait until the twelfth or thirteenth year, but meet the difficulty in childhood.' Huber, also, in his work on 'Consumption,' says: 'There is the long period of latency in which, if the child be well nurtured and if he live hygienically, he will be likely to overcome such tendency to disease as he may have begun life with.'

When at some future time posterity looks back upon the conditions that prevail in our day, it will behold no darker picture, no more disgraceful thing than our weak surrender of our children to sickness and death. What excuse can then be offered for the fact that even in this land, more than one-half of all the children born into the world die before they have reached man's estate; that seventy per cent. of school children suffer some physical handicap, more or less serious, at the very threshold of life's opportunities; that our schools not only do not fortify the children against known enemies, but actually betray them, in their innocence, to their deadly foes?

The world has not ceased to marvel at the results of the Greek education. It produced the highest type of man, physically and intellectually, that the world has ever seen, which Galton says was as far in advance of the modern Englishman as the modern Englishman is in advance of the native African. In physical beauty, courage and patriotism, in philosophy, literature, architecture and art, the Greeks have been the unsurpassed models of the ages, and are still the inspiration of our schools to-day. But they placed the emphasis upon hygiene, exercise, games and play, which we neglect, if not ignore. They cared for the strong and sometimes left the weak to perish. We care tenderly for the weak and often leave the strong to perish.

"This also is fact, not fancy. *A child to obtain the best educational advantages must be blind, deaf, feeble-minded, incorrigible or a truant.* Then he is given exercise, playgrounds, gymnasias, baths, fresh air in abundance, gardens and play-shops. The great majority of normal children get along the best they can without them. And now in Pittsburgh they have an open-air school for children with a tendency to tuberculosis. So *consumption seems to be another of the list of the ills, one of which a child must have in order to enjoy the best educational advantages.* I am not disapproving of this care for the weak. I believe in it with all my heart, but this we should have done and not left the

other undone. There are thousands and thousands of children in the regular schools of Pittsburgh who have no place to play, no recess, no really fresh air to breathe, little sunshine and less genuine life-giving exercise.

We have reversed the order of importance in education as it was observed by the Greeks. The Greek education was essentially a playground education, and the education most nearly approaching it to-day is that supplied by the playgrounds of America. To that classic demonstration of the educational value of the playground has been added in our day an avalanche of testimony from biology, physiology, anthropology, and sociology. Of the \$10,000,000 playgrounds of Chicago, President Roosevelt says: "They are the greatest civic achievement the world has ever seen."

#### **4g. The relation of Public Bodies to Public Play.**

From *Two Papers on Public Recreation*, by H. S. Braucher.

Within the past year recreation workers have come to recognise more clearly than heretofore that there are definite standards of efficiency in their field of work; that the recreation programme is a part of a larger city plan to which it must be related; that playgrounds, public baths, evening recreation centres, the regulation of street play, the regulation of motion picture theatres and of public dance halls, the celebration of national holidays like the Fourth of July, the arrangements for civic pageants—are all parts of one unified recreation programme in any city where recreation work is organised on the most efficient basis.

City planners now recognise that provision for the recreation of the citizens is as fundamental in the modern city as provision for any other basic human need. Chambers of commerce more and more realise that the existence of a comprehensive recreation plan is one of the best advertisements of a city and adds to real estate values.

*Work throughout Year.*—Many cities have recognised that recreation leadership is just as necessary in winter as in summer, if not more necessary; that you cannot maintain recreation work on an efficient basis and employ different workers each summer; that good play leaders cannot be secured and kept year after year without giving them employment by the year.

It is now generally recognised that the cities which have secured a permanent recreation worker have attacked the recreation problem in a fundamental and truly economical way.

*Professors of Play.*—It is a little startling in the list of professors at the University of Pittsburgh to see "Professor of Play." The University of Wisconsin has again demonstrated its leadership by calling one of the strongest practical playground workers, George W. Ehler, to be head of a department of physical training. Several institutions are now considering more comprehensive plans for the training of recreation workers.

*Legislation.*—The following bill was before the legislature of the State of Washington, but failed to pass despite the splendid campaign led by Austin E. Griffiths :—

"No plat of any tract of land of five acres or more in area situate within or less than five miles from the boundary line of any city of the first or second class, sub-divided into lots of less than one acre in size, shall be filed, accepted or approved unless a plot or plots of ground containing not less than one-tenth of the area of land therein platted, after deducting the land set apart for streets and alleys, shall be dedicated to the public for use as a park, common or playground or for parks, commons or playgrounds, forever, in the same manner and with like effect that streets and alleys are dedicated.

"Whenever any plat or sub-division of land shall be made in any of the various classes of cities and towns or their vicinity, as set forth in section one of this act, and the projection or establishment of the street system therein shall leave any fractional block area, or areas entirely surrounded by streets, or partly by streets and partly by an alley or alleys, and such fractional block area shall not exceed one-half of an acre in size, in any such case such fractional block area shall be dedicated to the public for use forever as a public place, park, common or playground, in the same manner and with like effect as public streets and alleys are dedicated. The municipal or county authorities shall not file, accept, or approve or record any plat which does not comply with the foregoing provision. Provided, however, that any area dedicated under the requirements of this section shall be deemed and credited as part of the 10 per cent. required to be dedicated for like purposes under the provisions of section one of this act."

*Playground Tendencies.*—Cities now recognise that the personality of the play leader is more important than the material

equipment of the grounds ; that in nearly all our cities great opportunities for the recreation of the people are unused for lack of leadership ; that it is at least as important to obtain a play director who shall ascertain such opportunities and use them as it is to issue bonds for millions of dollars for grounds and buildings. The country villages in particular, which do not lack for buildings and grounds, are conscious that their play problem is often as acute as the problem in a large city. Both the large city and the country village see more and more clearly that the great need is a play director, promoter or leader. A sentiment is growing that the play centre fails in its larger purpose if it does not develop and keep alive a play spirit which makes every home a play centre ; that the family must after all be the centre of play activity. In many alley neighbourhoods in cities of moderate size the humble homes could each be made play centres for the neighbourhood, if a little leadership could be given. A funeral should not be the only occasion on which the whole neighbourhood gathers for an evening in the humble home of one of the alley neighbours.

Trained play leaders are not at the present time available for all the cities now conducting playground work. It is more important to aid cities maintaining summer playgrounds to secure a permanent play director who shall be employed throughout the year than to increase the number of cities maintaining summer playgrounds. Whether playground work is to be regarded as a fad or a necessity in a given city will often depend on whether the director is employed for a long enough time to enable him to make the playground work an integral part of the social machinery of his city. It is difficult to do this when the work continues only during the summer months and when the worker, therefore, is more likely to be changed each year. The movement will progress more rapidly in the end if there be fewer playgrounds now but these under workers employed by the year.

Proper provision for the play life of our children and for the leisure hours of our grown people can be made now if we are willing to provide the money. Corrupting forms of recreation are supported at enormous cost. Good substitutes for bad recreation can be worked out now, just so far as we are willing to pay the bills. Groups interested in the protection of certain forms of gambling have raised half-million dollar funds. Will the citizens of America, interested in the promotion of wholesome play, hesitate to provide even for the play of their children ? Never !

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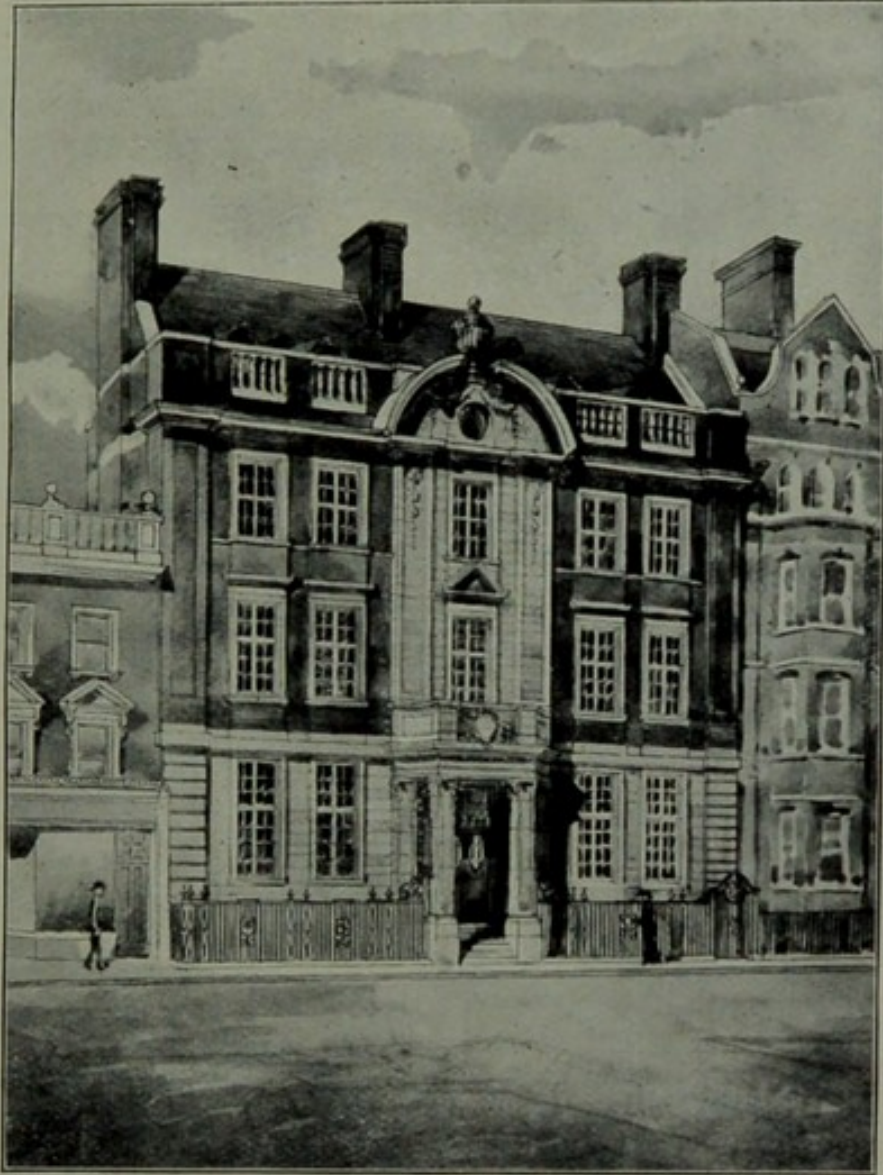
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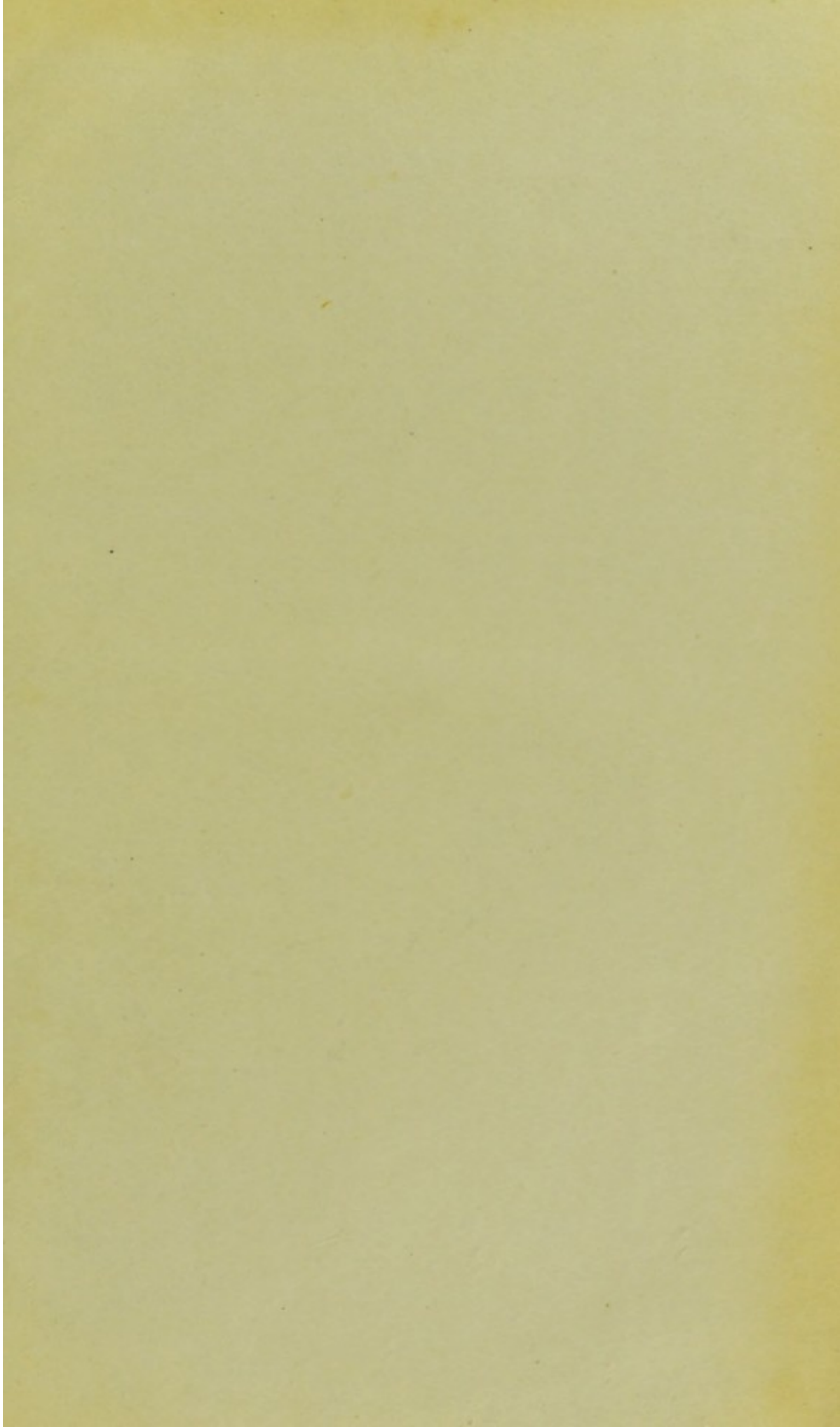
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