

THE SOCIALIZING INFLUENCES OF
THE LOGAN STREET SCHOOL
PLAYGROUND OF LANSING, MICHIGAN

THESIS FOR THE DEGREE OF M. A.

Magdalene M. Fox

1934



THESIS

Play grounds
Lansing, Mich. - Play grounds

Sociology

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THE SOCIALIZING INFLUENCES OF
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THESIS

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Chapter I

INTRODUCTION

(1)
"The impulse to play is universal." Play traditions have come down through the ages from the time of primitive man. Play, everywhere, has served some just purpose otherwise it would not have survived from the earliest type of civilization. Man, as no other type of living being, has a long period of immaturity, and it is in this period of plasticity that play apparently serves its greatest purpose. Through the ages the best minds of the people, realizing that progress depended upon the wise use of recreational activities, have studied the ways in which the group has employed its leisure hours. A few groups, however have been suspicious of play and have discouraged the light moods that accompany the recreative spirit. But regardless of the encouragement by some and suppression by others, play is a social heritage of children today.

The Greeks were the first to display their great strength and skill in the forms of games and sports. Their technique in swimming, running, jumping, throwing, and wrestling is renowned. Honors in these sports were contested for at the great olympic games of 776 B. C. Other countries, such as Rome, advocated exercises to keep their bodies hardened, and the spirit courageous and resourceful. The Teutons devoted

(1) Lee, Joseph. The Normal Course in Play. p. 3.

their leisure to swimming, wrestling, horsemanship, foot-racing, and the like. Then came the period of chivalry in which fencing, tilting, and archery were popular. At this time was born a spirit of courtesy and sportsmanship which is still observed today. Ever since civilization has existed, men and women have striven to rise above the hard struggle for the bare necessities of life and to achieve leisure for the pursuit of recreational activities.

In the modern age part of the rural population, having been attracted by wealth, or other influence has migrated to the cities. The increased amount of leisure, as a result of cooperative living, made it necessary for the urban group to produce means of constructive recreation. These large groups have found adjustment problems very difficult, and in a city, where living quarters are close and the child has lost one of his most precious birthrights--the backyard, it has been deemed necessary to provide play areas for children and adults. The benefits of these playgrounds have been of a positive nature. Recreative facilities have seemed so necessary that in 1931, 1010 cities provided play areas and recreation leaders.⁽¹⁾

Children will play if given the opportunity, regardless of where they are, and it has been the objective of many faithful workers in recreation to provide a commendable place for this activity. Because of this attitude and fore-

(1) Yearbook of National Recreation Association - Recreation XXXV (May, 1931).

sight on the part of many educators, settlement workers, social workers, and city officials the playground has found its place in the crowded urban areas.

These leaders, in general, have had as their objectives;

- (1) Provision of safe places for children to play, away from the dangers of traffic and other hazards of the streets.
- (2) The prevention of crime and juvenile delinquency by providing wholesome outlets for self-expression, under character-building leadership and supervision.
- (3) The improvement of public health and creation of happiness.
- (4) The maintenance of the morale of those forced into idleness by unemployment.
- (5) The development of good citizenship among young and old, through an organized program of recreation.

These objectives have been accomplished to a degree in many of the large cities of the country, but what has been done is slight as compared to what could be done. The larger cities have accomplished more than the smaller cities toward this ideal because of their available resources and great need. "The playground is one of the newest institutions of our city life which has arisen solely to meet the needs of complex social life."⁽¹⁾ This being true, playgrounds should be found in every community in this country. Data, however, show that this is not true, but that groups

(1) J. B. Nash, The Organization and Administration of Playgrounds and Recreation. p. 20.

are rapidly seeing the benefits of municipal recreation and are planning and providing for it.

Lansing, for example, with a population of 78,397 provides a system of municipal recreation which gives supervision for a year-round leisure time program. This city has been very progressive in its views and has advocated many valuable educational methods for leisure time pursuits. The group which has charge of these activities is termed the City Recreation Department. The program which it has promoted has been varied, and includes enough people to affect a large portion of the city's population.

There is one area in the city near the Olds Motor Company and the Fisher Body Corporation which is almost totally of Syrian and Negro extraction. One well equipped play area, (Scott Field) at the edge of this section is providing many of these children and adults with play space but this playground is ten blocks from the densely populated part of the section. Location of these playgrounds is shown on Map I on page 25. The older children might be expected to travel this distance for play but the younger group which is still closely guided by mothers is left to play in the street. It is for this group that the City Recreation Department has placed supervision, during the summer months, on the Logan Street School Playground but the area is so small that it will not accomodate the larger boys, so that many problems

have arisen in the administration of this playground. The writer of this study personally directed activities on this playground at the time it was established with supervision.

Purpose and Scope The purpose of this study is threefold; namely,

- (1) to trace the rise of the playground movement in Lansing, Michigan,
- (2) to study the attendance of the Logan Street School Playground with relation to nationality and color, age groupings, and distance traveled to the playground.
- (3) to study the program of the Logan Street School Playground with relation to the socialization qualities created by playground activities.

Method The method used in this study is a combination of historical, statistical and case methods. Historical data have been used to trace the rise of the play movement, which conveys the idea that this development is comparatively recent. Statistics have been used in tables, graphs, and charts to show the facts concerning the development of playgrounds in Lansing, and to study the attendance on the Logan Street School Playground. The case method has been employed to illustrate the character qualities; which seem to be promoted by the playground, and that are so important to good socialization and true democracy.

The writer has used caution not to make exaggerated statements as to the effect of play opportunities in the development of character and socialization. These traits are a result of many forces, -- individual, social, racial, religious, educational, economic, etc., so that it is easy to make overstatements as to the importance of any one factor. Scientific determination of the results of a subject so many-sided and so elusive is difficult to measure. Objective tests for socializing effects of play have not been set up as yet, and the material which has been used represents only a initial attempt. Therefore what facts are available will be stated and generalizations will be made only as the writer has observed their effects or the benefits.

Other Studies of Similar Nature There have been many assertions made concerning the benefits of a playground in relation to character and socialization values of play activities. These studies, however, are not objective nor are they substantiated by definite examples. There are data, however, concerning the activities of the children, the ages which attend the playground and the distance that children travel to the playground.

The Board of Education of Chicago in 1925 asked a few questions of the children to discover what they wanted in their playground program. The question, "Suppose I am a

fairy, or wealthy citizen and I am going to give you a bar of gold to make a playground, 1- What kind of a playground would you build? 2- What kind of playthings would you have on the playground? 3- What kind of a teacher would you have on the playground? The answers to these questions gave the board of education valuable information. Of course, there were many answers, but, in general, the children wanted a large playground, swings and slides as playthings, and a kind teacher who knew games and was athletic. (1)

The Bureau of Recreation of the City of Evanston, Illinois made a study of the percentage of the children attending the playgrounds that were of certain ages. These figures would indicate that the greatest number of children using the playground were 11 and 12 years of age. (2)

The Bureau of Recreation of Scranton, Pennsylvania reports that its practice of registering each boy and girl attending the playgrounds resulted in the securing of some helpful information. Out of 4,648 children that were registered on fifteen playgrounds, the greatest number were between the ages of 10 and 12. A great majority, about 90 percent, of the children traveled a quarter of a mile or less to the playground. The registration also indicated

(1) "What Do Children Want?" Board of Education, Chicago, Illinois. Playground XX, (July 1926) p. 215.

(2) Fourth Annual Report of Playgrounds. Evanston, Illinois. Department of Recreation.

that the playgrounds were serving only about 26 percent of
(1)
all of the children of Scranton.

Helen Farrell studied the effective radius of recreation centers in Washington, D. C. for the completion of a Master of Arts degree at the Catholic University of America in June 1931. The median distance traveled by various groups to the playground did not vary with the different age groups, and one-quarter of a mile was about the limit children might be expected to travel, unless some special activity or facility was the magnet.
(2)

These studies can only be compared to Chapter IV of this study. References will be made to them, however, whenever effective comparisons can be made. No study of socialization values or of character values which were similar to this study, was discovered by the writer.

(1) Bureau of Recreation of Scranton, Pennsylvania, Playground Registration. National Recreation Association, Bulletin, 2836.

(2) Helen C. Farrell, The Effective Radius of Recreation Centers in Washington, D. C. National Recreation Association, Bulletin, No. 2438.

Chapter II

HISTORICAL DEVELOPMENT OF THE PLAY MOVEMENT

The modern play movement is not a characteristic of a single country. It had its beginnings in practically every country of the world, and shaped itself according to the special physical and social environments of each nation. Countries of Europe and our own United States have been prominent in the development of the modern play movement.

Probably Germany has had the most extensive modern background in the play movement. It was in 1880 that the first playgrounds were established in Berlin. These were simple sandlots for little children and babies. The development of the movement in Germany has been primarily connected with schools. Many of "the schools for the masses" are equipped with outdoor play spaces as well as indoor gymnasiums. Municipally controlled play areas are rare in Germany, but there are many private playgrounds. These are found especially in connection with the athletic associations, with tenant or apartment houses, and with beer gardens. A few of the city parks and vacant lots have provided small spaces for play, but in general the larger part of the work is carried on by organizations other than the municipality.

England perhaps rates next as a great sports loving nation. People in this country have spent much of their time in competitive sports -- almost to the exclusion of

other types of recreation. England does provide municipal play space, but there is no supervision except in the sense of a caretaker, and very little apparatus is provided.

Sweden and France have not found the great pleasure in sports that some nations have, but they have spent their leisure time in gymnastic exercises. Perhaps Sweden's contributions to the play movement in America have consisted of certain exercises which have been found so useful that they are the basic foundations of some of the American games. France has really been influenced by America. Since the World War the American Red Cross has organized playgrounds in France and directors have been sent from city to city teaching games.

The Orient and South America have felt the play movement only as they have come in contact with the western culture. Tourists and enthusiasts have taken their ideas with them to these countries and have inculcated the play spirit into their lives. Modern playgrounds, patterned after those found in the United States, can be found in both of these territories.

The Play Movement in United States

The play movement of the United States has been considerably different than in other countries. "In Germany, it had as its purpose the physical development of children to make better soldiers and mother's of soldiers," (1) and in

(1) T. D. Wood and R. F. Cassidy, The New Physical Education, p. 54.

England the movement grew because of the increased leisure of the upper class of society. In America playgrounds were established as a result of an analysis of unwholesome social conditions, and it aimed to improve the environment of the child so that he might develop more normally into a healthy, happy individual.

Playgrounds at first were sporadic and short lived. The earliest action toward playground development in this country has been suggested as the provision of New England town commons which date as far back as 1634, when the Boston common was established. There is evidence that these commons were used for play, but their original purpose was for pasturage.

Between 1820 and 1830 a great many Germans that were political exiles established outdoor gymnasiums in the schools and colleges of America.. This movement seemed to be just a flare of enthusiasm and it faded as soon as these Germans returned to their own country.

A church in Boston, in 1868, provided a play yard for play and it was maintained in connection with the vacation school. However, this received little if any attention, but it did show a consciousness of a need that did not gain recognition until twenty years later. In 1876, Washington Park of Chicago provided a "meadow" for team games but it has been found that no games were played there.

All of these early provisions for play have been designated by some authors as the beginning of the play movement. But it seems that the one most frequently noted as the origin of the movement was established in 1885 in Boston. A committee member of the Massachusetts Emergency and Hygiene Association, while visiting in Berlin, was impressed with the heaps of sand in the parks in which children were playing.. As a result of the report of the committee, heaps of sand were put in different places in Boston. These were only partially successful, but in 1886 three piles of sand were put in other places. There was no supervision at first except that given voluntarily by interested mothers and women of the neighborhood. Matrons were employed however, in 1887, when the number of sand gardens had increased to ten. By 1899 the number had increased to twenty-one, of which all but one were located on school yards. This same year the city council appropriated \$3,000 toward their support. E. E. Rainwater, quite conclusively shows that this was the real beginning of our modern playground and that the first beginnings were just mere attempts with but little community spirit behind them. (1)

The cities that are reported to have followed Boston in the establishment of playgrounds, and to have gained aid and even copied the Boston system are noted in Table I. Some of these cities established playgrounds but had little interest

(1) Clarence E. Rainwater. The Play Movement in the United States. p. 20.

TABLE I

Cities in the United States Reporting Playgrounds
for the First Time, from 1889 to 1899

Cities	:	Date	::	Cities	:	Date	:
New York	:	1889	::	Milwaukee	:	1897	:
(Sporadic until):	:	1899	::				
Brooklyn	:	1889	::	San Francisco	:	1898	:
(Sporadic until):	:	1897	::				
Philadelphia	:	1893	::	Cleveland	:	1898	:
Providence	:	1894	::	Denver	:	1898	:
Chicago	:	1894	::	Minneapolis	:	1898	:
(Sporadic until):	:	1899	::				
Baltimore	:	1897	::	Louisville	:	1899	:

so that the permanent establishment had not come until a later date. By 1900, many of the large cities of the United States had caught the spirit of this new social movement. However the big impetus did not come until the organization of the National Playground Association, (now the National Recreation Association of America).

Undoubtedly the play movement prior to 1900 had a more difficult struggle to exist in this country than it had in other countries. This is probably due to three reasons, - "In the first place, our heritage of Puritanism is more general than that which exists in other leading nations. In the second place, the conditions of frontier life which dominated our early history were unfavorable to the civilization of the lighter moods of refined recreation; and in the third place,

the abundance of natural resources available overstimulated the work motive."⁽¹⁾ With the gradual maturing of our national life, and with the increase in the size and complexity of cities there began a conscious effort to cultivate the play spirit. This effort has been so effective that undoubtedly the United States has done more in the promotion of national, state, county, and municipal recreation than any other nation of the world.

The slow development of playgrounds from 1885 to the establishment of the Playground Association may be seen in Table II.

Table II

Number of Cities in the United States Reporting Supervised Playgrounds for the First Time, by Years, 1885 - 1907. (2)

Date	No.	Date	No.	Date	No.
1885	1	1898	4	1903	2
1889	2	1899	1	1904	5
1893	1	1900	7	1905	4
1894	2	1901	5	1906	9
1896	1	1902	2	1907	6
Total				54	

The Playground Association was established in 1906, and it began to be effective the first year of its organization. It should also be kept in mind that although cities reported playgrounds it is not certain that they continued their play

(1)Walter R. Smith, op. cit., p. 159-160.

(2)Clarence E. Rainwater, Op. cit., p. 20. (part of table)

grounds until 1906. It would seem, then, that the discrepancy in figures concerning the number of cities reporting playgrounds at the time of the first meeting of the association could be accounted for. These figures range from 20 to 41, and the writer was unable to determine which was the most nearly correct. However Table III will show the definite figures from 1911 to 1931.

Table III

Number of Cities in United States Reporting Community Recreation Leadership, by Years, 1911 to 1931. (1)

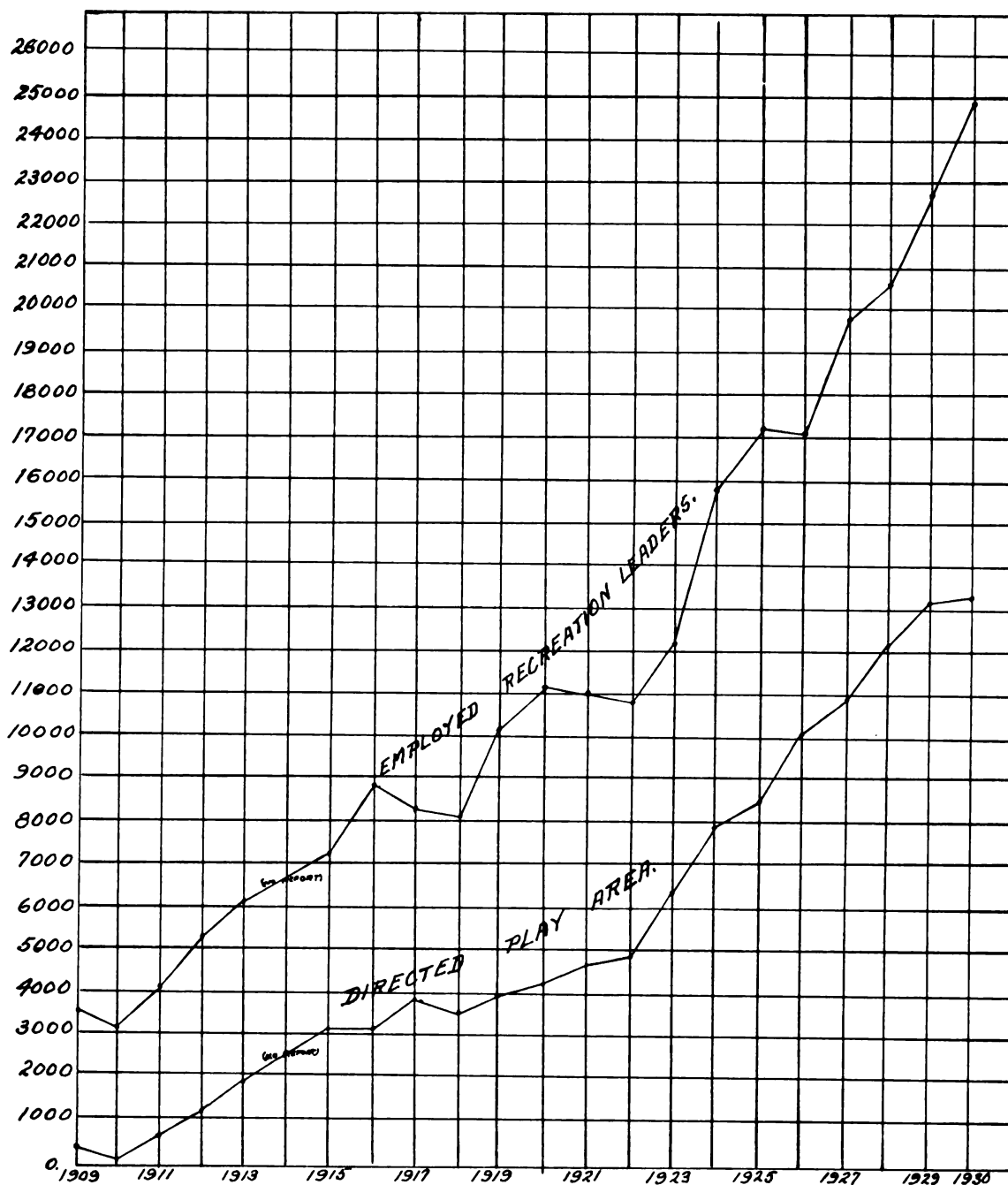
Date	No.	Date	No.	Date	No.
1911	257	1910	396	1925	748
1912	285	1919	423	1926	790
1913	342	1920	465	1927	815
1914(no report)		1921	502	1928	872
1915	432	1922	535	1929	945
1916	371	1923	680	1930	980
1917	481	1924	711	1931	1010

These figures would indicate that there has been an increase in the United States every year since 1911. The increase in the provision of cities for leadership and for more play space is indicated by Chart I on the following page.

Although the Playground Association is now called the National Playground and Recreation Association of America, it is directed by the same foresighted leadership that has always characterized its proceedings. The first leaders were propagandists in the fields of play and recreation, health,

(1) Taken from the May issues (1911 to 1932) of Playground (Statistical yearbooks of the Playground and Recreation Association of America).

CHART I



Number of Employed Recreation Leaders and Number of Directed Play Areas in the United States, By Years, (1)

(1) Public Recreation Viewed from the Half-way Mark.
Recreation, Vol. 25, March 1931. p. 87.

and social work. This group helped unify the playground movement. In addition, its field workers went from city to city putting on campaigns of publicity, stirring up local interest, and giving practical aid in helping each municipality launch its individual movement. The problems in the different cities shaped the recreational programs in different ways. So in certain cities the neighborhood center, or the recreation field house, or the children's playgrounds, are the leading form of recreation emphasized.

These problems which have been met in these various ways seem to be manifested in stages of development of the play movement. As one particular recreational feature has been successful in one city it has been tried by other cities and if successful has been made a part of their program. There seems to be a sort of a collection of these different aspects, - such as playgrounds, neighborhood centers, community centers, until today there is the city department of recreation which administers all of these activities under different sub-departments.

Rainwater makes a very careful analysis of these stages and names seven of them. ⁽¹⁾ The names of these stages and the dates that roughly approximate the period are as follows: "(1) the "sand garden" stage, dominant during 1885-95; (2) the "Model playground" stage, about 1895-1900; (3) the "small

(1) Clarence E. Rainwater, op. cit., Chapter III.

park" stage, about 1900-05; (4) the "recreation center" stage, 1905-12; (5) the "civic-art and welfare" stage, 1912-15; (6) the "neighborhood organization" stage, 1915-18; (7) the "community service" stage, since 1918."⁽¹⁾

The "sand garden" stage designates that period of ten years that the playground had boxes or piles of sand for children under twelve years of age to play in. These sand piles might be placed in church yards, settlement yards, tenant or apartment house courts, or in parks, and school yards. With the single exception of the Charlesbank Outdoor Gymnasium, these sand gardens characterized the playgrounds of this decade.

The "model playground" stage is best described as an experimental stage. While some cities were just accepting the sand piles others were beginning to experiment with types of equipment, and trained leadership. The older children were beginning to be considered as well as the smaller ones. Adults were encouraged to be spectators, and at times to even participate in some of the activities. In this stage, also, it was realized that provision should be provided for by the public, and not alone by private philanthropic persons, in order that the movement be a success.

The "small park" stage is an attempt to beautify the play areas and make them more useable. The period designates

(1) Ibid., p. 46.

the need for play area in all the congested parts of the city, and their location be accessible to the homes of the district. These areas were not only to be beautiful by means of lawn and flowers, but they were to be used for play by all ages of the community.

The "recreation center" stage was perhaps first realized by the South Park Commission of Chicago. This period attempted to accomodate both children and adults in outdoor activities and indoor recreation. This necessitated housing, which was met by the idea of "fieldhouses". The programs were combinations of physical exercise; manual play, such as kite making; aesthetic play, or plays, dramas, and musical entertainments; socials, such as dancing, group games and club meetings; and civic activities, as lectures, local meeting, and community improvement discussions.

In the past four stages there has been improvement in the structure of the playground. Recreation at this stage is provided for all the people of that area, and is provided at all times. In this fifth stage there is not a new development in the structure of the playground but in the program which is offered. The "civic-art and welfare" stage changed the emphasis from the playground structure to a broader program. Municipal bands, orchestras, play guilds, play festivals, and civic or community singing began to appear in the program. This stage also was a direct reaction against the

exploitation of arts in commercialized recreation.

The "neighborhood center" was an organization of play on a neighborhood basis. This organization has attempted to bring the neighborhood or community together in groups that were smaller and more manageable than city or county-wide group. These neighborhood groups were encouraged to be self-supporting and self-controlled. They were granted use of the school buildings for their meetings and some of course used the recreation centers.

The "community service" stage has been a propagandist stage. Shortly following the World War, and even during the war, the Playground and Recreation Association felt the need of closer union of the neighborhood groups. This movement was the encouraging of municipalities to set up self-supporting leisure time groups and to limit the group to the neighborhood which was a small workable unit. Leaders were sent out to the different cities of the United States for the purpose of helping to organize such a program. The community service, which was sometimes called the war camp community service, aided cities to adjust themselves to the unnatural conditions of a large number of young men who were in the soldier encampments near these cities. This stage lasted until about 1922 and although Mr. Rainwater has not added another stage, it does seem to the writer that another should be added.

There seems not to have been many revolutionary changes in the past ten years. On the contrary there has been a gradual development of each of the seven stages of recreation in each city. More emphasis is being placed on the results that can be measured objectively. The programs are being broadened to meet all the possible needs, of the group. Each city is using statistics to prove the worth of the playground and the community program. Playground development has passed the experimental stage and has become a recognized municipal benefit. The writer suggests for this stage the name, "the stage of proof."

By way of summary, it might be well to note the definite trends or transitions that have taken place in the progress of playground development. Various authors have listed many of the same trends; C. E. Rainwater lists nine in number (1) as follows:

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

(1) Clarence E. Rainwater, Ibid., p. 192.

James Rodgers would add four more concerning the type of thing that is done on the playground and in the recreation center.
(1)

- (1) From the old notion of play supervision to play leadership;
- (2) from the old idea of need for apparatus to the more recent emphasis on trained leaders;
- (3) from picked teams to mass participation;
- (4) from paid directors to volunteer leadership (in part)

J. F. Steiner has noted several other trends other than those already brought out as:
(2)

- (1) the acquisition of land outside the city corporate limits for recreation, by the city;
- (2) parks now seem to constitute the major resource of the urban population for outdoor recreation;

These trends constitute the major changes that have taken place in American play movement, and they have had their influence in every nation of the world.

-
- (1) James Rodgers, "Ten Changes in Seventeen Years", Playground, Vol. XVII, No. 6, September 1923, p. 344.
 - (2) J. F. Steiner, Recent Social Trends, p. 916.

Chapter III

THE LANSING COMMUNITY AND ITS PLAYGROUND DEVELOPMENT

The Lansing Community

Lansing began its career in about 1837, when several settlers built their houses on the banks of the Red Cedar and the Grand Rivers. These early pioneers built a dam across the larger of the two streams and began an industry of sawing logs and establishing homes. The forest has vanished but in its place stands the industrial city of Lansing, to which these two rivers have made and still continue to make their contributions in the beautification of the city as well as in providing a place for water sports.

The state legislature in 1847, voted to establish the state capitol in this small community, and Lansing became an important city before it had even gained the distinction of being a village.

Lansing did not grow fast, at first, even though it was the leading city of the state. It was not until 1852 that a good road was built from Detroit; nor until 1863 that the first railroad was constructed to the city. Lansing's first industrial activity was a dam, built to provide water power for cutting logs. Later, when the city limits were established by the legislature, certain areas were set aside along the river and designated for "hydraulic manufacturing".

These industries have tended to locate along the railroad. What few have used the river as a source of power and as place of waste refuge have greatly destroyed its beauty, and in places have made it quite undesirable.

There has been a definite increase in the population every year since Lansing was incorporated as a city in 1859. The growth from 1860 (3,074 inhabitants) to 1890 (13,229 inhabitants) was fairly rapid. But the increase in population has been much more rapid since 1900, due to the development of the Reo and Oldsmobile manufacturing and auto accessory industries.

Lansing has a small foreign population. The foreign-born group compose only 8.4 per cent of the total of 78,397, the negro only 1.8 percent, and the native white of foreign or mixed parentage about 20 percent. The largest percent of foreign groups is from Canada, Germany, and England. The native white of foreign or mixed parentage have a difficult problem in adjusting to the schools in Lansing and the home environment of their parents. When the playgrounds cater to this type of child, as does the Logan Street School Playground, it is almost impossible to judge how much influence can be attributed to the home and how much can be attributed to the school and playground influence.

The city of Lansing is divided into eight wards. The Logan Street School Playground is located in ward 3, (as is indicated by the green shading on Map I.) There are 1,409

LEGEND

MAP OF

MAP OF CITY OF LANSING OFFICE OF CITY ENGINEER

LEGEND

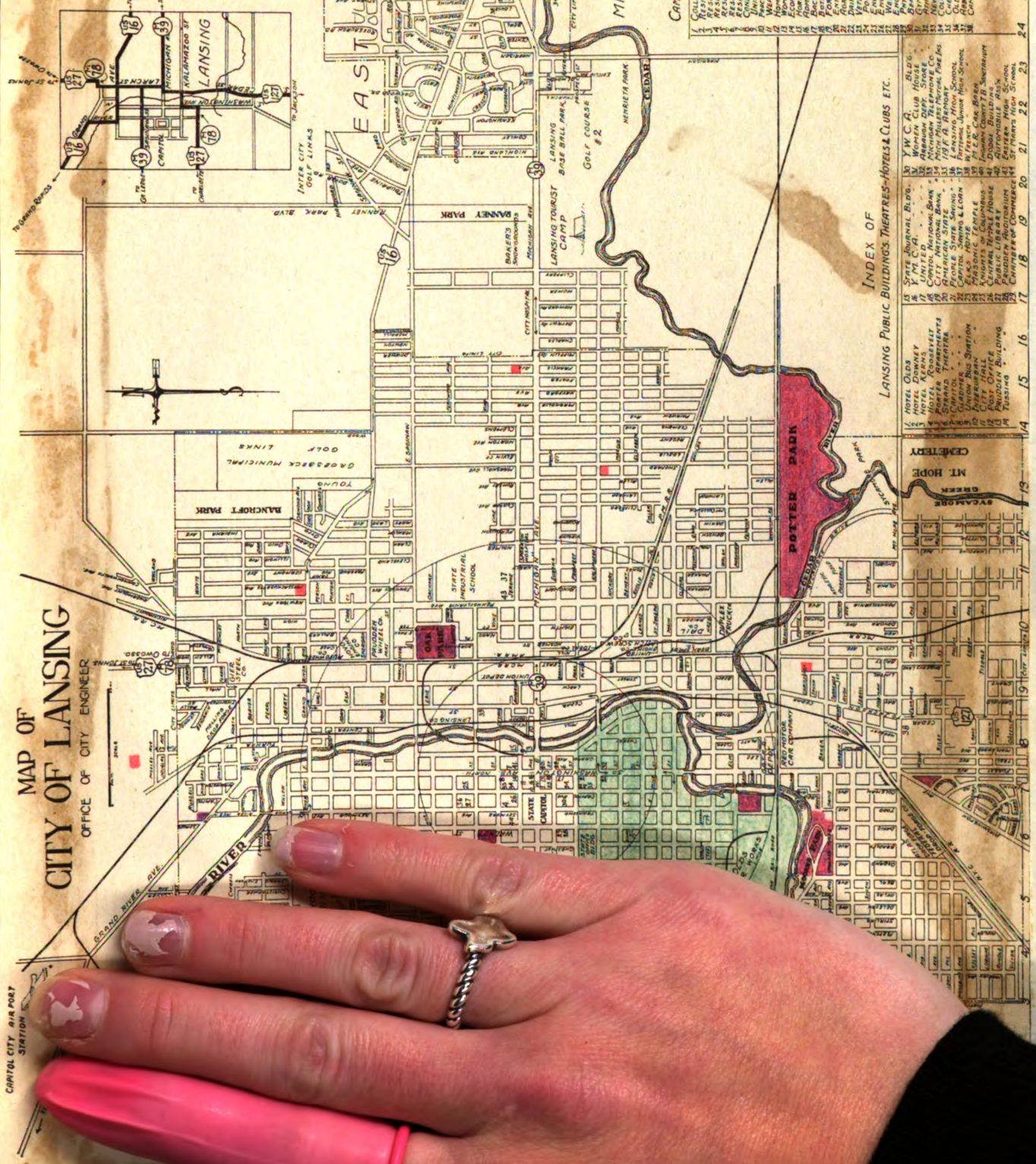
PARK PLAYGROUNDS

SCHOOL PLAYGROUNDS

CITY WARD NO. 13

MAIN STREET SCHOOL

LOGAN STREET SCHOOL PLAY-GROUND AREA



INDEX OF CAMPUS & PUBLIC BLDG. FRATERNITY HOUSES ETC.

NO.	NAME
1	College Hospital
2	Residence on Faculty Row
3	Residence
4	Residence
5	Residence
6	Residence
7	Residence
8	Residence
9	Residence
10	Residence
11	Residence
12	Residence
13	Residence
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97	Residence
98	Residence
99	Residence
100	Residence

INDEX OF LANSING PUBLIC BUILDINGS, THEATRES, HOTELS & CLUBS ETC.

NO.	NAME
1	Hotel Old
2	Hotel Rossmore
3	Hotel Rossmore
4	Hotel Rossmore
5	Hotel Rossmore
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9	Hotel Rossmore
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100	Hotel Rossmore

negroes residing in Lansing, and 58 percent of these live in ward 3. About 50 percent of the given number Syrians of the city also live in this ward. The greater part of the foreign and negro in this area live near the factories.

Lansing has been particularly fortunate in having city officials who have been moderately progressive. Of the city government, the park board has been especially interested in providing the city with many fine parks and play areas. The board of education supervises all the public schools and this group has been especially farseeing by not bonding the city for new school buildings. The education department of Lansing is almost entirely free from debt, which fact has affected its attitude toward the recreation program. They have felt the necessity of leisure time programs, and because they have not been handicapped with burdensome debts they have been able to contribute toward the City Recreation Department activities.

According to the 1930 City Directory, there are seventy-five churches, missions, synagogues, volunteer and salvation Army halls which conduct social meetings and especially young peoples' meetings. Some of these churches have been active in the recreation program and several have gone so far as to build gymnasiums in the annex of their church or in the church proper. Other churches have supported and encouraged team-sports and have entered their teams in the city industrial leagues.

Others have formed leagues among themselves and have had championship teams. They have encouraged adult recreation in adult hand-ball classes and volleyball teams as well as the social groups, such as Sunday School classes and clubs.

The Y. W. C. A. and the Y. M. C. A. have done exceptionally well in their recreational program until the city recreation department became so well organized that many of those who once patronized these organizations now use the facilities which are offered by the city department because there is no cost attached to the recreational events sponsored by city.

The industries of Lansing have done much toward the advancement of the recreation program in furnishing and supporting teams, encouraging participation by their employees, and by actual financial aid. The industries at one time organized and administered their own athletic program, but since the city department has been organized the industries and the city department have cooperated in the organization and promotion of the leagues. Some of the industries still carry on programs within their own plants, such as bowling, volleyball, and indoorball, between the departments within the factory. The Reo Motor Car Company probably has done more than any other plant in the city toward providing their employees and their families with recreation.

Movies, pool-rooms, semi-professional baseball and dance halls have comprised the greater part of the commercial recreational facilities offered to the Lansing people.

With this background of the city of Lansing it is hoped that the reader may gain a clearer conception of the consciousness of the community concerning the necessity of a good recreation program. It seems logical that Lansing, with its stable and progressive population should have leaders that recognize the benefits of an organization to direct leisure time activities. Such people consider the worth of playgrounds to their children and its value in the use of leisure time.

Development of Playgrounds in Lansing

In the summer of 1911, Miss May Wagner, a principal in the Lansing School system, was visiting in Rochester, New York. She became very much interested in playgrounds in that city and it was suggested to her that she might do that kind of work in her own community. She pondered over the idea for some time and finally decided to try her plan. In September of that year she reported to the Lansing Principals Association what she knew about playgrounds and suggested that they could be developed in Lansing. (then a city of 33,000 people, less than half the size it is today.) As a result a committee was appointed to present the matter of municipal playgrounds to the people of the city. A mass meeting was called which was attended by members of the City Council,

the Board of Education, Principals' Association and other individuals who were interested and understood the fundamental needs of supervised recreation for children. The chairman of the committee presented a plan which was enthusiastically received and which proved to be a nucleus for the playground movement.

At a second mass meeting, on October 11, 1911, the committee presented a constitution which was accepted, and officers were elected. Lansing Public Playgrounds became an assured fact. Such names as Lee Ballinger, James M. Reasoner, May Wagner, and Harry Bennett appeared among the officers of this association. Those on the board were Victor Pattengill, John McClellan, Dr. A. E. Owen, George K. Thomas, Mrs. F. C. Aldinger, Mrs. Richard Scott, and Mrs. Elijah Foxson. This board continued to function during the period of 1911 to 1915.

The newly elected board decided that it would not ask for municipal support until playgrounds in Lansing had proved a success. Through the generosity of a few citizens who donated from one to ten dollars each, a budget of \$650.00 was raised for the first year.

During July and August of 1912, Lansing tried its experiment of the promotion of public playgrounds. Two playgrounds were opened, one on east side--East side Park (now called Oak Park) -- and one on the west side of town--Kalamazoo Street School Playground. It should be noted that

from the very first experiment the Board of Education was interested in the movement and promoted playground by allowing the use of school property for summer playground use.

The attendance for the first year, though not as large as that of the following, was very satisfactory, being close to 20,000. Parents frequently did not understand that paid supervisors were constantly on the grounds during hours and that the children were as safe there as in their own backyards.

So successful was the playground work the first summer that the Park Board gave the necessary financial support the following year, allowing the playground committee full authority in spending the funds -- employing supervisors, directing work and fixing a program.

There were three playgrounds operated during July and August of second year of maintenance, but as provided, there were no playgrounds which attracted the older boys and girls. The Playground Association realized that these boys and girls should be reached, and they attempted to provide play space for them as soon as they were able to secure the means.

The standards toward which the association was working during these first few years were adequately expressed in the year-book for 1915,

"A city the size of Lansing should have not less than five public playgrounds with space reserved for future use. Each ground should be large enough to give separate space

for the older girls and a separate space for the older boys. The grounds should be laid out by a competent landscape architect. Places of shelter, drinking fountains and toilets should be provided and the same care and thought should be exercised as in the case of other public utility. Finally these same play spaces should be utilized in the evening by men and women of the community who need wholesome recreation." (1)

Mr. Edward DeWitt was the supervisor of playgrounds for the years 1913, 1914, and 1915. He brought to the work a constructive, scientific and professional service which can scarcely be over-estimated. He believed that play supervision was a very important phase of playground work, but he also believed that it was essential to provide playgrounds with a certain amount of equipment and apparatus. His scientific attitude caused him to provide a weekly meeting for playground directors in which they discussed their program for the coming week. New games and rules were discussed and explained. These programs, included singing games, suitable for small children; group games; competitive games for boys and for girls; folk games; and story telling.

In 1915, at the Kalamazoo Street School Playground, a kite contest had many enthusiasts, and at East Side Park the younger boys organized a sail boat club.

Attendance reports were considerably smaller than they are today but considering the population, which was about 40,000, there was a great deal of interest shown.

(1) Lansing Playground Association Report 1915.

TABLE IV

Attendance Reports of the Lansing Playgrounds by Playgrounds for 1914 and 1915 (1)

Playground	Attendance	
	1914	1915
East Side Park	24,410	30,301
Kalamazoo St. School	7,673	8,772
Moore's Park	6,935	6,163
Reo Park	-----	9,025

During each summer, the playgrounds were opened 52 days. It was estimated that the cost of the two original playgrounds for two years amounted to about two cents per day for each child using the playground.

During this beginning, from 1913 to 1915, finances were obtained from different sources. The committee worked with great effort during these years to provide adequate playgrounds. When the funds were deficient from the Park Board they had to be solicited from citizens who were usually very willing to give their support.

At the end of the season of 1915 the committee decided that the work was too important to rest upon sporadic effort and that it properly belonged to the municipality, so they petitioned the City Council to assume full responsibility in

(1) Lansing Playground Association Report, 1915.

order that the benefits derived by the children of the community might be based upon an assurance of permanency, and in 1916 the Park Board assumed control.

Between the years of 1916 and 1929 the play program gradually increased. A rapidly growing modern industrial city, absorbing many young men and women in its various industrial plants and auxilliary enterprises, needed play spaces and sport programs to enliven the free hours of its people. The park department with its foresightedness was holding to a general park expansion plan which was keeping pace with the demands. As the city grew more park and recreation areas were acquired and a larger program developed.

In the mean time the Board of Education was securing facilities and building excellent structures to keep pace with the education of the youth of the city. They provided playgrounds in connection with the school buildings which were used during the summer as playfields. Several Junior, senior, and grade schools, were built with large gymnasiums and auditoriums as integral units, with the idea that some day these would be used by the general public.

A long winter, permitting but little outdoor activity, soon brought in the use of the school gymnasiums for indoor industrial athletic leagues. Within a few years the problem of caring for all the playgrounds and the facilities of the gymnasiums that were used during the winter became so great that it was felt that a full time Director of Recreation

should be employed to administer the program already started and to expand and develop the program consistent with the facilities and funds provided. Consequently, at a joint meeting of the Board of Education, the Park Board, a representative of the National Recreation Association and the Mayor of the city, the Department of Recreation became a fact.

Playground development during these thirteen years was progressing, but only as the Park Board and the Board of Education could find time to incorporate more into their program. Perhaps a table will portray best what took place. The figures in Table V were obtained from the yearbooks of the National Recreation Association. The data are not complete for each year because some of the yearbooks were unavailable and others did not have Lansing enumerated. The National Recreation Association also changed the questions which they asked so that some of the statistics in the table are not complete.

One will notice how the figures begin to change after 1929 when a full time director was hired and whose only duty it was to oversee city recreation. The one full-time recreation leader that is noted from 1925 to 1948 was a supervisor of athletics and physical education in the school and it was his duty to look after the school playgrounds, he did not spend his entire time promoting municipal recreation. From 1916 to 1929 both the City Parks department and the Board of Education conducted their playgrounds under

TABLE V

Supervised Recreation in Lansing, Michigan by Years (1915 to 1932)

	1915:	1916:	1921:	1922:	1923:	1924:	1925:	1926:	1928:	1929:	1930:	1931:	1932:
No. Sup. Played.													
Summer only	3	5	5	6	3	8	10	9	12	11	11	15	17
Other times	:	:	:	:	:	:	2	3	:	:	:	:	:
Comm. Centers													
Winter	:	:	:	:	:	:	:	5	5	6	9	11	:
Other Areas	:	:	:	:	:	:	:	4	:	:	:	:	:
Leadership paid													
Men	5	5	2	8	4	14	14	12	16	15	60	86	60
Women	3	3	5	4	6	11	11	16	11	14	20	44	39
Yr. Around	:	:	:	:	:	1	1	1	1	1	2	2	2
Vol. Leaders													
Men	:	:	:	:	:	:	:	:	:	:	97	58	39
Women	:	:	:	:	:	:	:	:	:	:	13	93	:
Attendance	:10000:	:	: 6242:	:10000:	:10000:	:	:	:	: 136740:	: 218410:	:	:	:
Supported by	: MWP :	M :	M :	M :	M :	M :	M :	M :	MWP :	MWP :	186406:	209442:	:
Baseball Fields:	:	:	:	:	:	:	:	:	7	:	4	5	5
Outdoor Swim. pool:	:	:	:	:	:	:	:	:	:	1	1	1	1
Tennis Courts	:	:	:	:	:	:	:	:	14	22	25	25	25

M represents Municipal P, Public D, Daily attendance

(1) Yearbooks of the National Recreation Association for each of the years quoted.

different direction and independently of each other. Some of the years only one of these departments sent in records to the National Recreation Association, so that at times there seems to be a decrease (1922 and 1923) in the number of playgrounds.

The City Recreation department ^{in 1933 was} ~~is now~~ composed of three full time workers. Mr. August Fischer, the director of recreation, Mrs. Harold Harvey, the assistant director in charge of all women's recreation, and Mrs. Gleason, a secretary in the department office. This staff has succeeded in carrying on a program which has had national recognition.

Many of the athletic leagues were started by the industries of the city, but the recreation department has organized these under one head to eliminate overlapping of the activities of the different organizations. Table VI will indicate the extent of the program which the recreation department is sponsoring in the line of athletic participation.

Diamond ball for the girls and baseball for the men has attracted a great deal of interest in the city. At the championship game of the girl's diamond ball there is recorded an attendance of 5,000 spectators. Although the department does not encourage spectatorship, the interest in these games have made it necessary to establish bleachers for the crowds.

Besides these games the department has organized a Girl's Recreation Club which gives suggestions to Mrs. Harvey as to

TABLE VI

Athletic Leagues Promoted by the Lansing Recreation
Department and the Extent of Participation, for 1932 (1)

	: No.	: No.	: No.	: No.	:
	Teams:	Played:	Players:	Spectators:	:
<u>Summer leagues</u>					
<u>Baseball</u>					
Capitol City League	:	9	:	116	:
	:		:	164	:
	:		:	156,430	:
<u>Junior Baseball</u>					
City League	:	7	:	46	:
	:		:	103	:
	:		:	4,850	:
National League	:	7	:	48	:
	:		:	125	:
	:		:	13,300	:
American League	:	9	:	60	:
	:		:	147	:
	:		:	5,700	:
Class D League	:	7	:	37	:
	:		:	110	:
	:		:	5,000:	:
Men's Diamond Ball	:	6	:	47	:
	:		:	75	:
	:		:	42,325	:
<u>Girl's Diamond Ball</u>					
Class A League	:	5	:	22	:
	:		:	70	:
	:		:	57,350	:
Class B League	:	4	:	20	:
	:		:	56	:
 <u>Winter Indoor Program</u>					
<u>Men's Basketball</u>					
Class A League	:	6	:	33	:
	:		:	68	:
	:		:	29,663	:
Class B League	:	8	:	58	:
	:		:	104	:
	:		:	26,056	:
Class C League	:	8	:	59	:
	:		:	96	:
	:		:	4,372	:
Men's Indoor Baseball	:	5	:	30	:
	:		:	74	:
	:		:	2,248	:
Men's Volleyball	:	6	:	(Men's recreation clubs.)	
<u>Girl's Basketball</u>					
Class A League	:	5	:	23	:
	:		:	64	:
	:		:	13,167	:
Class B League	:	6	:	32	:
	:		:	71	:
	:		:	7,375	:
Class C League	:	5	:	30	:
	:		:	62	:
	:		:	5,000	:

(1) Lansing City Recreation Department Annual Report, 1932.

the types of recreation the girls would like to participate in. The department then surveys the situation and if the suggestion warrants a large enough attendance to be of benefit the program is put into effect. All the problems which arise in connection with the administration of the girls' ball leagues are settled by this group of girls.

The men's advisory board is called the Lansing Athletic Federation. It assumes practically the same position as does the girls' organization.

Besides the playground and athletic leagues, the City Recreation Department has organized what is termed Recreation Clubs. These are neighborhood clubs and have been organized in various parts of the city. These clubs meet in the gymnasiums of the grade schools. The membership in these groups consists of those of little means, most of whom are employed only part time, affording but a bare living, and others even less fortunate. For the women the weekly meeting in the school house is a social gathering and is anticipated with great pleasure. In many instances this participation furnishes the only outlet for relief from the ever pressing problems of living. The women's program is divided into two parts: that devoted to calisthenics and games, and that of handicraft, music, dramatics, and socials. The men's clubs devote most of their time to games. At the end of the season the men's and the women's clubs have a joint play festival. Each group puts on a short play, and the rest of the time is spent in social games.

The recreation department also sponsors One Act Play Contests, Marble Contests, Model Airplane Contests, First Aid and Life Saving lessons, tennis lessons, tap-dancing lessons, and Christmas Lighting Contests.

Each winter there has been conducted a Social Recreation Institute which has as its purpose instruction in game leadership, community singing and the general conduct of social programs. This institute is designed to aid social leaders in parent-teacher associations, churches, clubs, lodges and similar groups. It is an excellent educational institute in leadership, and results are apparent in that excellent social directors have received their training in these groups.

Playgrounds in Lansing in 1932

As will be noted from Table V, there were seventeen playgrounds operated by the Department of Recreation in 1932. They were on park properties and board of education grounds, as follows: Oak Park, Ferris Park, Scott Playfield, Moores Park, Potter Park, Reasoner Park, Quentin Park, Green-croft Park, Holy Cross School, Michigan Avenue School, Foster Avenue School, Logan Street School, Christancy Street School, Allen Street School, Grand River Avenue School, Willow Street School, and Thomas Street School. Map I indicates the location of these in the city.

Playgrounds open the middle of June and close the last week in August providing a ten week program that is full of

interesting activities for both children and adults to do. The opening of playgrounds is preceded by a training institute for playground directors. Time is spent in theory and administration of a playground and its applied subjects of folk dancing, athletic leagues, tournaments, games and handicraft.

Persons who are given positions as leaders on the playgrounds in Lansing are recruited from colleges and the teaching staff of the local school system. The department has been hiring only Lansing residents for the past two years and has had exceptional cooperation from the directors. Each of the 17 playgrounds is provided with two directors; a man and a woman. This policy has been adhered to as much as possible but there are a few playgrounds which have only one director and some of the large parks have three directors.

Playgrounds were open every day -- except Saturday and Sunday-- from 9:00 a.m. to 8:30 p.m. with a continuous program. Playground attendance is taken three times daily; morning, afternoon, and evening, and a total of these is given as the days attendance. There are several city-wide programs sponsored through the playgrounds during the summer. These will be mentioned in the following chapters in conjunction with a detailed discussion of the Logan Street School Playground.

Chapter IV

THE LOGAN STREET SCHOOL PLAYGROUND

The Logan Street School is one of the oldest schools in the Lansing school system. It is located on the southeast corner of the Logan and Williams Street intersection, about a block from the Olds Motor Company and the Fisher Body Corporation. The school area is sixteen blocks from the intersection, Washington and Michigan Streets, the business center of Lansing. Its exact location with reference to the city will be noted on Map I. Logan Street is a through-traffic street and accomodates a great deal of north and south bound traffic from the two factories near by. Both streets are paved which tends to make traffic heavier and consequently more dangerous for children in the streets. Two blocks south of the school is a large viaduct which crosses the many railroad switches to the factories and two main lines of the Grand Trunk Railway, as well as the Grand River.

The Logan Street School was built in 1896. It was used as a grade school, and included grades one to eight. According to Mr. Chamberlain, Business Manager of the Board of Education, this school has always served a great portion of the negro population of the city. He stated that negroes inhabited this part of the city even before the Olds factory was built. This school provided education for the children of

this part of Lansing until 1912, when the conditions became so crowded that it was deemed necessary to build an addition to the building. This addition consisted of four upstairs rooms and two basement rooms. It fulfilled the needs for about nine years until the West Junior High school was built, and the seventh and eighth grades were transferred to the new school.

In 1930, a new school was built on west Main Street about seven blocks west of Logan Street (Map I) to care for the children in that area. This was a grade school and provided accommodations for many of the children attending the Logan Street School. The children of the fifth and sixth grades were transferred to Main Street School, to Michigan Avenue School, and Kalamazoo Street School. All of these schools are large and well equipped. In 1932, all of the children were distributed to these three schools and the Logan Street School was closed. This procedure obviated the necessity of redecorating and remodeling the old structure, which aided in the economy program of the Board of Education. The other schools were capable of caring for all of the grades and the newer facilities of the schools made possible a larger variety of activities and a more wholesome environment for those transferred. The closing of the school building did not however necessitate the closing of the playground to the children as a play space. The building and space still is owned by the Board of Education and supervised

summer playground has been conducted there for the past two years.

The Logan Street School play area is about 200 by 175 feet. Near the center is the school building which occupies an area about 60 by 120 feet. The ground is enclosed by a fence on two sides, as will be noted on the following diagram. There are sidewalks on three sides of the building which offer children a place to play games that require bouncing a ball. There is a drinking fountain on the west side of the building. Many trees offer shade during the hot summer days, and often the row of trees between the ball diamond and the school act as a protector to the windows of the building. There is a small patch of grass on the corner, near the street intersection, and the rest of the play surface consists of a combination of gravel and what seems to be powdered cinders and clay soil. It is very dirty, and children playing on the playground find it rather difficult to keep clean.

There is no standing apparatus on the playground, such as swings, slides, teeters, or climbing bars. A sand box is built on the grounds at the beginning of the summer and it remains there until it is dilapidated or until the older boys tear it to pieces.

For many years the larger boys of the community have used the school playground for playing ball and as a general meeting place. Because the play area was so small the balls

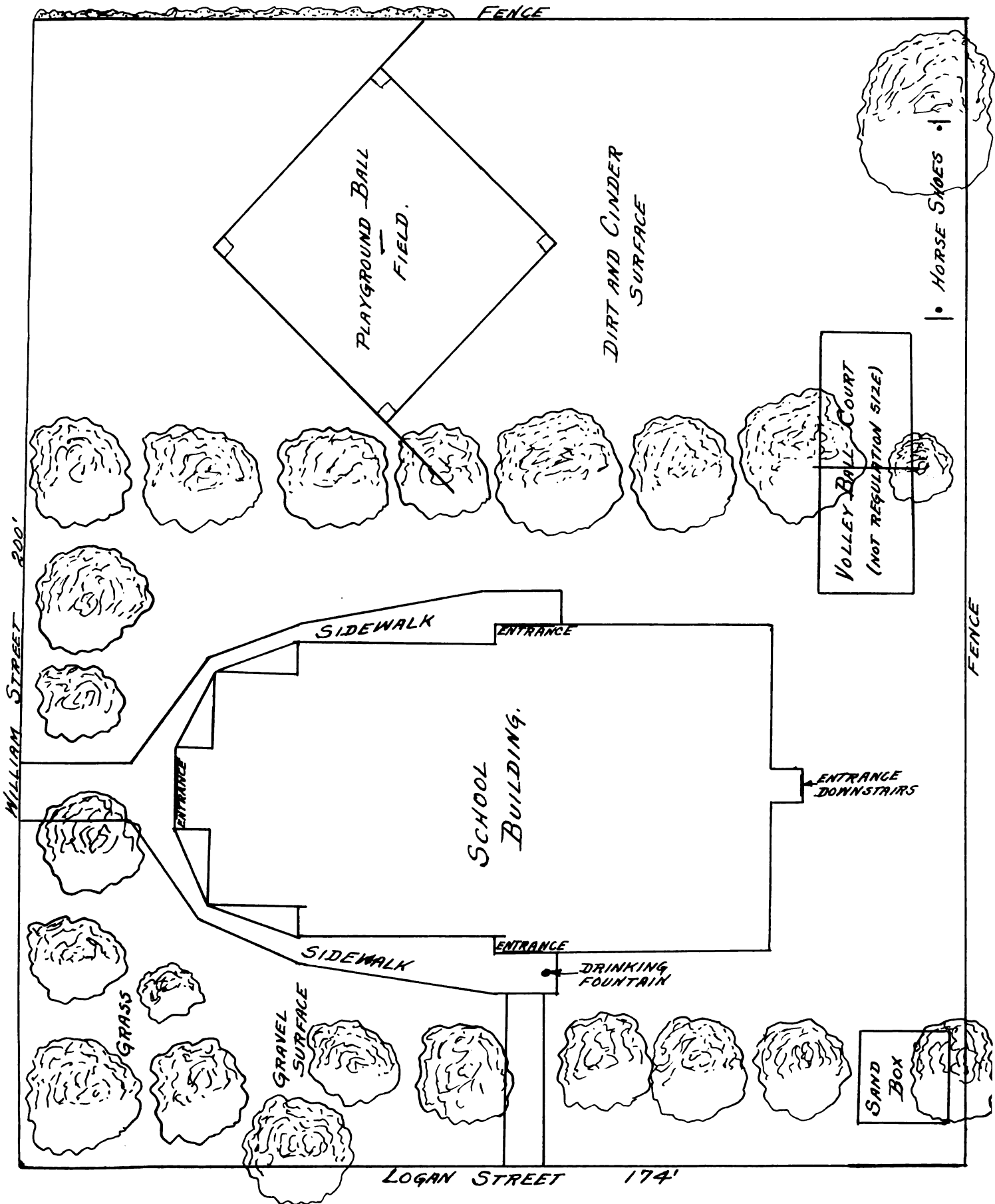


Diagram I: Logan Street School Playground Layout, Lansing, Michigan, 1932.

were continually going over the fence, and consequently the family on the east side of the grounds (an American family) was constantly complaining because the boys were not careful when retrieving the ball from their garden. These boys were noisy and inclined to be destructive, resulting in the breaking of many of the windows. They seemed to care little for the school property or for the neighboring private property. While the older boys were playing on the school grounds there was equally as large a group of smaller children playing in the streets. The combination of the larger boys on the playground and the smaller ones in the street was definitely wrong for the welfare of the children. There is a large playfield (Scottfield) nine blocks from this school building which would afford plenty of space for the larger boys to play, unhampered by the lack of adequate area. (Map I) These larger boys could be expected to travel that distance but it would be impossible for the younger children to go that far. So an attempt was made to change the area into a children's playground, and the older boys were asked to patronize Scott Field. As a result a supervisor was provided for the Logan Street School Playground for the first time in the summer of 1931.

This supervisor was confronted with many problems because of the heterogeneous composition of the population. The population of the city ward, in which the Logan Street Playground is situated has been discussed in Chapter III,

page 24. This playground is in the midst of two quite distinct ethnic areas - one immediately to the west is negro, and one immediately to the east is Syrian. The area is in a factory district, along railroad tracks and the river, where property values are low and desirable living conditions are limited. The ward, as noted on Map I, is a much larger area than that which is served by the Logan Street School Playground.

The number of families represented by the children that frequent the playground was derived from the registration cards which every child is required to make out when he attends the playground for the first time. There are always some who do not file their registrations but a large portion of them do, especially on the small playground where all of the children are acquainted with the directors. Complete registration, which is required for eligibility to participate in the interplayground activities, make the registration more accurate than it might otherwise be. Nationality is not called for on the registration cards but this was acquired through the directors' acquaintance with the children. For the purpose of this study all the children living at one address are considered one family.

During the summer of 1931, there were 62 families represented by the children using the playground. Of these families, 40 percent were negro families, 45 percent were Syrian families, and the other 15 percent were American white.

The number of families and their classification for the summer of 1932 illustrate about the same proportion of Negroes, Syrians, and others as did the first summer. About 46 percent of the 63 families registered were negro, 41 percent were Syrian, and 12 percent were other families.

The location of the families that used the playground is shown on the following two charts. The number within the circle designates the number of children from each family registered on the playground. The different colors illustrate the nationality or race of the families. No attempt has been made to determine the size of the family from the registration cards, because only a portion of the children in a family are represented on the playground.

To the writer's knowledge there has been no thorough study made of the negro population of Lansing, but this seems to be the only ecological area of negro population in the city. The negro families are large and the homes rather dilapidated. According to the city welfare department about 15 percent of the families that have been served by that department are negro charges. The negro only forms about 28 percent of the population, so that we could conclude that a larger portion of negroes, than the population at large, have found it necessary to apply to the city for aid.

Children are cared for as well as such surroundings will permit. There were all types of Negroes that visited the playground. Some mothers are concerned about the welfare

KEY
 ○ SYRIAN.
 ● NEGRO
 ○ OTHER NATIONALITIES

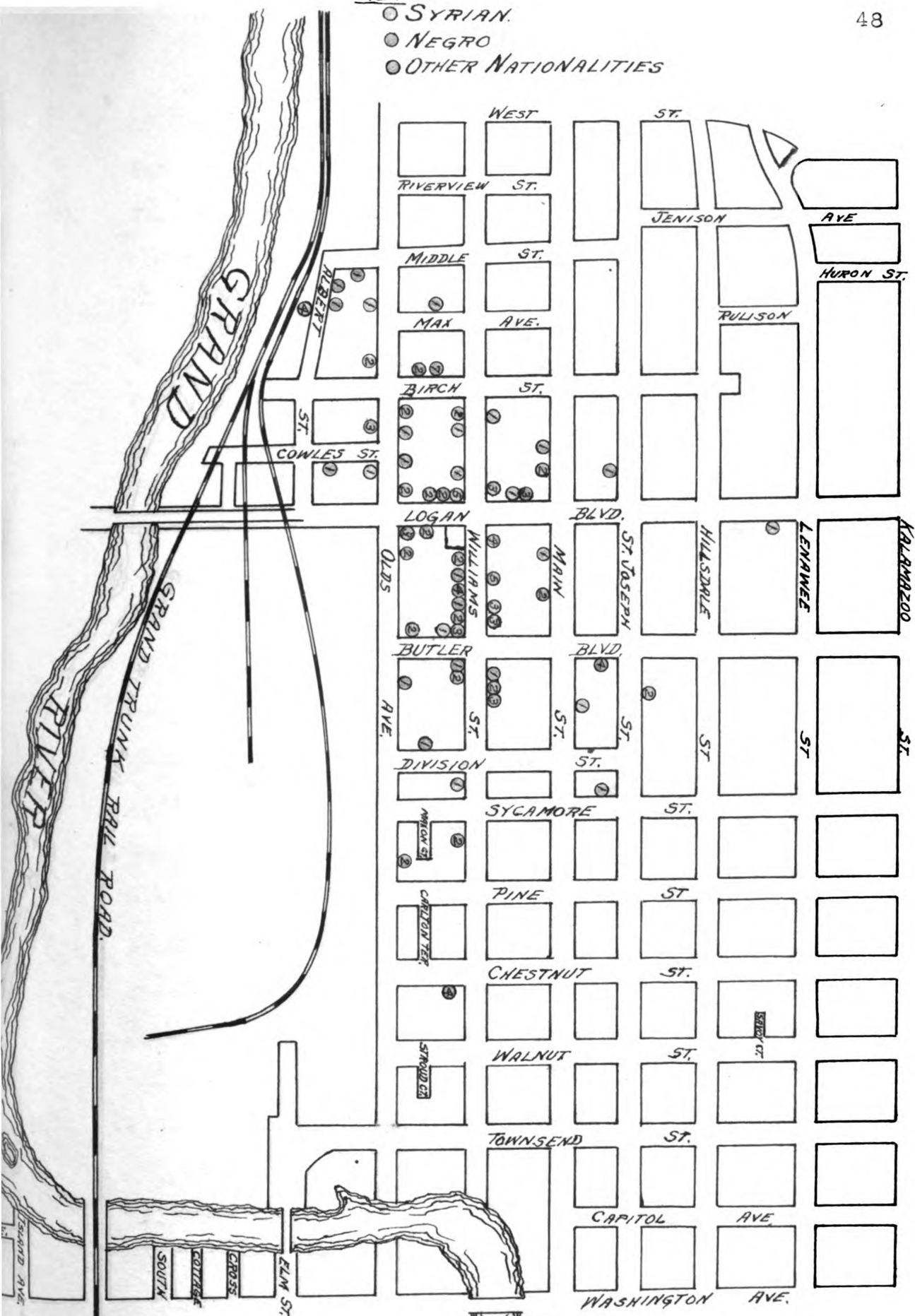
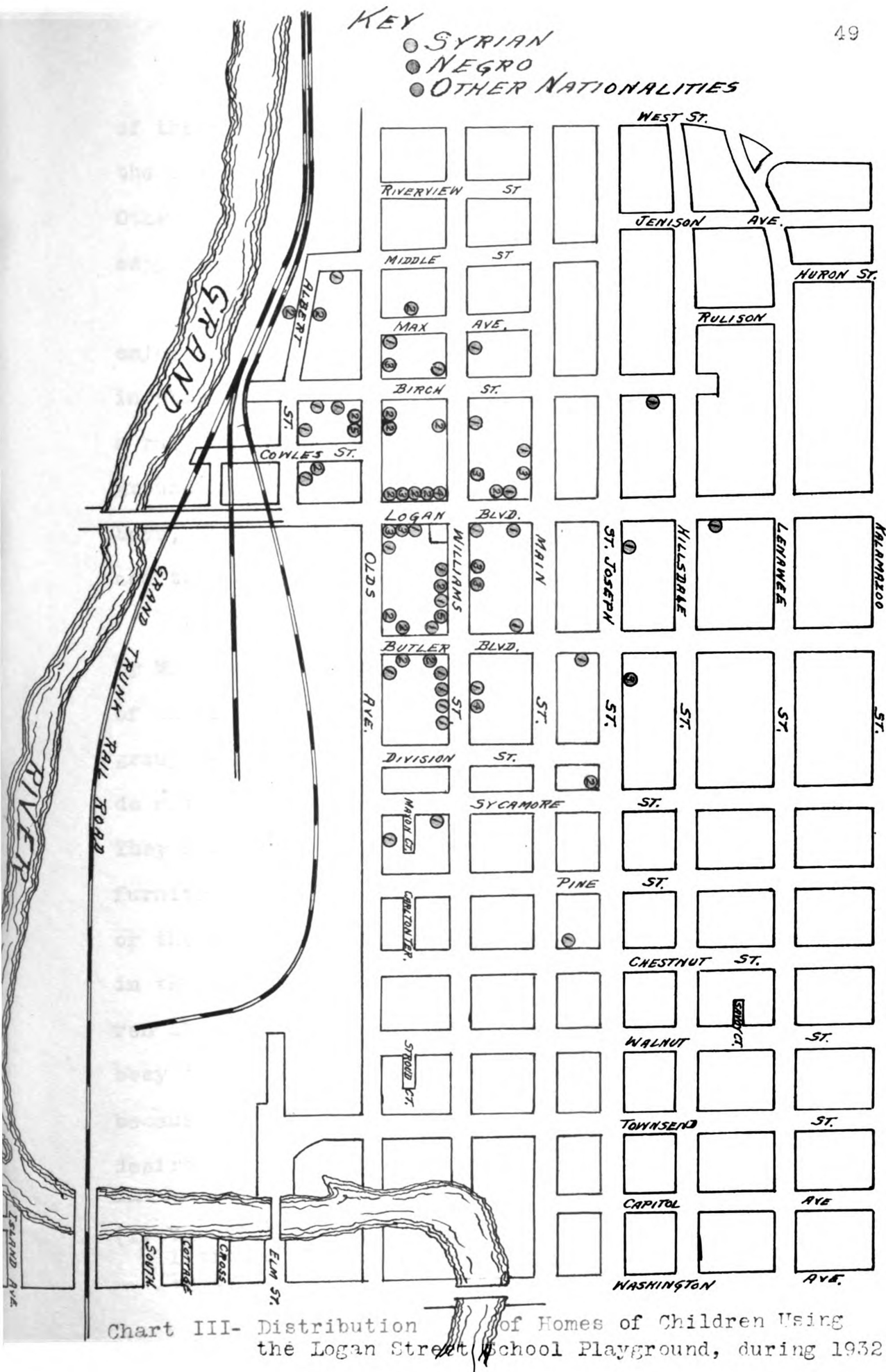


Chart II- Distribution of Homes of Children Using the Logan Street School Playground, during 1931.



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of their children to the point of getting acquainted with the playground directors and inquiring as to the programs. Others allowed their children to do as they pleased and supported them in their offenses.

The Negro boys and girls are quite athletic and they enjoy playing in team games. They are a congenial group in play activities and the children of playground age, as a rule, are not troublesome. The directors of the playground did, however, find some difficulty with the older boys, because they had always played on this school ground and they could not understand why they had to move off.

The Syrian population has been quite adequately studied by Mr. Waffa in his thesis concerning the Syrian population of the City of Lansing. ⁽¹⁾ He concludes that the Syrian group near the Olds is industrious and economical. They do not have the standards of housing that Americans do. They have large houses and but little furniture. Often the furniture is old and lacking in varnish; the rugs are worn or there maybe no floor coverings at all. Many of the homes in the Syrian colony are overcrowded and three and four children sleep in one bed. The Syrian children are taught to obey their parents, and instead of the child doing something because he wants to, they are made to do it because of the desire of their parents. The parents have a very definite

(1) Yussif Waffa, A Sociological Study of the Syrian Population of Lansing, Michigan, Masters Thesis, M. S. C. 1928.

control even over the older children until their marriage. The Syrian adults seem to enjoy having their children in school and particularly enjoy seeing them make progress. Most of the children can speak the Syrian language but they use English on the playground. They have acted as interpreters for the directors on different occasions. Most of the Syrian adults seem to understand the English language but they seldom use it, and especially is this true when they get excited or angry.

The Syrian people as a rule do not attend the Parent Teachers Associations of the schools and according to Mr. Waffa's thesis also they do not belong to American clubs. (1) The younger children find pleasure in the Y.M.C.A., the Y.W.C.A., and the Boy Scouts.

Members of the Syrian group have been factory employees and since the factories have discharged so many people this group has suffered with the rest of the unemployed. One Syrian leader said that many of the Syrian people have lost money in banks and have had to apply to the city for aid.

The negroes and Syrian children attending the playground find little difficulty in getting along with each other. Of course the children are under the age of 15 and may not have formed any race prejudices. This playground illustrates the truth of the following statement.

(1) Yussif Waffa, Ibid., p. 97.

I believe that the American school playground is the greatest kindergarten of democracy ever conceived. Here children of native and foreign-born citizens meet and mingle together under the most favorable circumstances. It is the great opportunity which the American playground offers in bringing together the boys and girls before these prejudices have been developed too far, and allowing them to meet and to know each other, that constitutes it an important part of the melting pot. (1)

A tabulation of the data on the registration cards for 1931, shows the number of children in the different age groups. Of the 126 children registered, 72 percent are between the ages of 8 and 14. There are 71 boys and 55 girls or a percentage of 56 and 44 respectively. Of this group also there are 67 Syrians, 48 Negroes, and 11 others who are white of various parental stock. This division shows, in Table VII, that the Syrian group forms over 51 percent of the children attending the playground, while the Negro forms 38 percent, and the others about 9 percent.

(1) Francis G. Blair, "The Place of Playgrounds in the American Melting Pot." Playground Vol. 21 (Feb. 1938), p. 607.

TABLE VII

Distribution of Children Using the Logan Street School
Playground by Age, Sex, Nationality and Color, for 1931

Age	:Total: Pct.		::		::		Color and Nationality		
			::No.of:		::No.of:		Number of		
	: No. :		::Boys :		:Girls:		Negroes:	Syrians:	Others
2	: 1	: .8	:: 1	:	::	:	: 1	:	
3	: 2	: 1.6	:: 2	:	::	: 1	: 1	:	
4	: 3	: 2.4	::	:	: 3	::	: 1	: 2	:
5	: 6	: 4.8	:: 3	:	: 3	::	:	: 6	:
6	: 9	: 7.1	:: 7	:	: 2	::	: 3	: 6	:
7	: 7	: 5.6	:: 5	:	: 2	::	: 1	: 4	: 2
8	: 13	: 10.3	:: 7	:	: 6	::	: 4	: 8	: 1
9	: 13	: 10.3	:: 7	:	: 6	::	: 6	: 5	: 2
10	: 16	: 12.7	:: 10	:	: 6	::	: 9	: 7	:
11	: 12	: 9.5	:: 6	:	: 6	::	: 4	: 6	: 2
12	: 14	: 11.1	:: 9	:	: 5	::	: 7	: 5	: 2
13	: 10	: 7.9	:: 5	:	: 5	::	: 4	: 6	:
14	: 13	: 10.3	:: 9	:	: 4	::	: 7	: 4	: 2
15	: 5	: 4.3	::	:	: 5	::	: 1	: 4	:
16	: 1	: .8	::	:	: 1	::	:	: 1	:
17	: 1	: .8	::	:	: 1	::	:	: 1	:
Total	: 126	:100.0	:: 71	:	: 55	::	: 48	: 67	: 12
Percent :			:: 56.4:	43.6::	38.0	:	52.	:	10

The data regarding the age groups of the children for the summer of 1932 show practically the same trends as illustrated by the figures for 1931. These figures are presented for comparison in Table VIII. In 1932, there were only 113 children registered on the playground.

(Girls over 14 were not registered as they were in 1931) Of this group 66 boys and 47 girls were registered, which is a percentage of 58 and 41 respectively. The Negro and Syrian groups seem to be more nearly equal; 41 percent were Negroes, 46 percent were Syrians, and 11 percent of other classification. The Syrian group seems to have a well distributed age grouping, while the Negroes have a relatively high number of those old enough to be interested in team games. By far the greater number of Negro children are between the ages of 9 and 14.

It is significant to realize that the playground is reaching the children of adolescent age. It is during this age that many of the delinquent problems arise. The approximately equal number of Negro and Syrian groups may account for their ability to play well together. Neither is superior in number so that supremacy is gained only by ability, and activity within the group.

It was also found that the children travel from one to six blocks to the playground. In 1931, 65.8 percent of the children traveled two blocks. These statistics are presented in Table IX. The writer included the block in which the child lived but not the block in which the school building was located. The distance traveled by children living across the street from the school was considered as being one block.

TABLE IX

Distance Children Travel to the Logan Street School
Playground, in 1931.

No. of Blocks :	Negro		Syrian		Other		Total	
	No. :	Pct :	No. :	Pct :	No. :	Pct :	No. :	Pct
1.	10	21	41	62	5	42	56	44
2.	11	23	14	21	2	17	27	21
3.	14	29	4	7	4	33	2	18
4.	4	8	3	4			7	6
5.	5	10	4	6	1	8	10	8
6.	4	8					4	3
Total	48	100	66	100	12	100	126	100

This will indicate that 62 percent of the Syrians travel only one block to the playground while about the same percentage of negroes travel about three blocks. The fact that the Syrians live closer to the playground makes it

more accessible to them and probably this is the reason that more Syrian adults are interested in the playground than negro adults. Of the whole group, 83 percent live within three blocks of the playground. Miss Farrell found in a study of playgrounds of Washington, D. C., that the median distance traveled is slightly farther than that traveled by the Logan Street School playground children. (1)

The Distance that the children traveled to the playground in 1932, is shown in Table X. These distances are about the same as those shown for the first summer. The statistics for this table were obtained by the same method as were those of the preceding summer.

(1) Farrell, Helen Gertrude. The Effective Radius of Recreation Centers in Washington, D. C. Bulletin of National Recreation Association, No. 2438 (June 1931).

TABLE X

Distance Children Travel to the Logan Street School
Playground, in 1932.

No. of Blocks :	Negro		Syrian		Other		Total	
	No.	Pct	No.	Pct	No.	Pct	No.	Pct
1.	6	13	32	60	6	46	44	39
2.	18	38	16	30	6	46	40	35
3.	11	23	1	2			12	11
4.	7	15					7	6
5.	5	11	4	8	1	8	10	9
6.								
Total	47	100	53	100	13	100	113	100

The majority of Syrian children live within a block of the playground while the Negro children travel a greater distance. The percentage in the unclassified group designated as other traveling one and two blocks is very high because the number of children is small. The large percent of negro children between the ages of 9 and 14, referred to above, may be due to the necessity of the negro children to travel farther than Syrians to the playground. The small children are not allowed to go two or three blocks to play unless they are accompanied by their parents or an older brother or sister. For the summer of 1932, 85 percent of the children traveled three blocks or less to the playground, and the average child traveled 2.3 blocks.

Computations show that supervision and equipment on this playground cost the city about \$.03 a day for each child using the playground. This cost was computed from the average daily attendance, (133) and from the salary of leadership (\$300) and cost of equipment (\$25). (The method of taking the attendance has been referred to on page 71, Chapter V.). This cost seems low when compared to commercial recreation. A child can play on the playground from 9 o'clock in the morning until 8:30 at night for only a cost of \$.09. (This cost of \$.09 is because the attendance is taken three times a day and if the child was on the playground he would be counted three times.)

The playground is not adequate for this area. The older children are not cared for, there are no swings, slides, nor standing apparatus which children like on the playground. (1) The area is too small for large team games without disturbing neighboring property, and adults have no opportunity to play except on special occasions.

A summarization of the chapter, will show that about 43 percent of the families using the playground were Syrian, 43 percent negro and 14 percent were not classified in either of the two groups. Seventy-five percent of the children attending the playground were between the age of 8 and 14. Of the playground children who are registered 49 percent were Syrian children, 40 percent Negro children,

(1) Board of Education, Chicago 1925 Report, "What Do Children Want?". Playground, Vol. 20, July 1926) p. 215.

and 11 percent were of "other" classification. There was 13 percent more boys than girls. The average child travels about 2.3 blocks to the playground and the negro group tends to travel farther than the Syrian group. The cost to the city of providing supervision on this playground is about \$.03 per day for each child attending the playground. In general, it seems that the Logan Street School Playground might meet the needs of the group in this neighborhood more adequately by providing a larger playground and some standing equipment such as swings, and slides.

Chapter V

ACTIVITIES OF THE LOGAN STREET SCHOOL PLAYGROUND
IN RELATION TO SOCIALIZATION

The purpose of this chapter is to analyze the factors and qualities of socialization as they have been demonstrated through the activities of the Logan Street School Playground. The two main divisions of this chapter are;- first, the nature and organization of the playground program, and second, the various socializing influences which have been observed as effecting character development. These influences fall into several subdivisions such as, - leadership, teamwork and cooperation, sportsmanship, honesty, responsibility, loyalty and interest of adults. These social factors will be considered with special reference to democratic group life.

The writer has used two terms which seem to need explanation, socialization and democracy. The concepts of Bogardus and Ross pertaining to socialization seem to express most clearly the socialization ideals as they are revealed by playground situations. "Socialization is the process whereby persons learn to act dependently together, but not necessarily alike, in behalf of group unity and constructive change. " (1) "By socialization is meant the development of the we-feeling in associates and their growth in capacity and will to act together. " (2) Neuman's and Dewey's conceptions of democracy seem to express most clearly

(1) Emory S. Bogardus. Contemporary Sociology p. 228.

(2) Edward A. Ross. Principles of Sociology p. 395.

the processes of democratic life rather than its limitation to a democratic government. A true "Democracy means a fair chance for the development of all the opportunities there are. A democratic society is a group of associated individuals in which each by intercourse with others somehow make the life of each more distinctive." (1) John Dewey defines democracy as, "more than a form of government, it is primarily a mode of associated living, of conjoint communicated experience." (2) "The two points selected by which to measure the worth of a form of social life are the extent in which the interest of a group are shared by all its members, and the fullness and freedom with which it interacts with other groups." (3) Communication, cooperation and participation are necessary to life in a democracy. They are likewise found in an autocratic group but in the democratic group they are the heart of the organization. The desires and wishes of every person must be known and considered before the democratic group is truly functioning. "A society which makes provision for participation in its good of all its members on equal terms and which secures flexible readjustment of its institutions through interaction of the different forms of associated life is in so far democratic." (4) Democratic societies allow for more varied contact and interchange of experiences, and the playground forms a democratic society

(1) Henry Neuman. Education for Moral Growth p. 63.

(2) John Dewey. Democracy and Education p. 101.

(3) Ibid. p. 115.

(4) Ibid. p. 115.

through the variety of groups found there. "The playground offers experience in an animated stimulating miniature of society which present many of the situations one encounters later in adult life. It forms the cooperator, the competitor, the rival, the leader, the follower, the comrade." (1)

These divisions of society are important to the true working of a democratic life and a play group is democratic in that there are these parts of society which are chosen by the group not enforced from an outside power. Not only does the playground afford a democratic group but it gives practice in the functioning of these groups as well as practice in wise use of leisure time. According to Wood, "The recreation movement can be said to function in two ways with reference to the needs of democracy; first, to further efforts aiming at the increase of leisure for those who have too little of it; and second, to establish facilities in communities all over the land making possible for all classes and ages of people a wholesome and constructive use of leisure time." (2)

With the growth of the two objectives of a democracy in relation to recreation mentioned by Wood there has been an increase in the number of employed trained leaders. Among authorities in the field of recreation, it is generally accepted that a playground without a leader is worse than no playground at all. (3) When cities first began to open play spaces for children, it was a prevailing notion that

(1) Board of Public Recreation of Tampa, Florida. "A Playground Club for Girls." Playground Vol. 24. (April, 1930), p. 41.

(2) Arthur Evans Wood. Community Problems p. 278

(3) Joseph E. Lee. The Normal Course in Play p. 115

it was as useless to teach a child to play as it was to teach a fish to swim. Because of this mistaken idea towns and cities opened playgrounds without supervision. This kind of free play was a serious mistake, and the results were such as to defeat the purpose of the whole play project. First, because the wrong element of childhood and youth gained control, just as it does in the free play of the streets. Someone is sure to exert a dominating influence over the play of the group and if it is not a teacher, it is sure to be a self-appointed leader from the more aggressive of the players. This is unfortunate, as aggressive dispositions are not always associated with broad judgment and good judgment. The result is that free play often includes unfair play mingled with quarreling, teasing, and hazing of certain pupils or nearby residents or passersby, breaking windows, and other mischievous pranks of all kinds and degrees. It is only too evident that the playgrounds if undirected, will defeat their own purposes. The Playground Association of America realized the situation that unsupervised playgrounds were creating, and they advised their field secretaries, that no playgrounds should be equipped until there was a provision for adequate supervision. This led first, to the hiring of cheap help in the form of caretakers, who watched the apparatus and kept order on the grounds. But this only curbed the gangs in their adventure, and gave no activity in place of it; and they left for the streets and alleys again. Through experience it was shown that it is

good leadership that makes the playground a place of constructive influence. As a result there has been a rapid increase in the importance that trained leaders have had in playground promotion.

Along with the recognition of the need of trained leaders, there has been an appreciation of the child's rights and its relation to the leadership of the playground. "Every child has a right to be a participant in interest driven, health building, character forming activities which are called games. Every individual in the group also has a right to opportunities for the wholesome expression of these skills and standards which have been taught in school." (1) Experience has shown that it is intelligent leadership that makes self-expression possible for those children who do not have initiative and who would otherwise remain in the background of society. Each child feels that he must excel in something or he does not have a secure place in the group. If the child spends much of his time in play, then he should be directed in play which will fit him adequately for life in the democratic group. The American people have emphasized team games^{as} a method of play which affords training in democratic groups. "In this country play is more democratic than in any other country. Team games, which are the delight of democratic peoples today, demand not only that the individual play his own part well but that he must relate his part to a

(1) J. B. Nash. "Playing the Game for Health and Character." Playground Vol. 21 (August, 1927) p. 250

larger whole, because the team is more than individuals that compose it - it has a personality of its own; it is an organic unity or whole where the breaking down of one part breaks down the work of all the parts." (1) The child must fit into his society of democratic life, and as team sports play an important part in this group the child should learn this side of life which he is to fit into. Children are not born with a knowledge of these team sports. He does not know how to play baseball and football until he is taught how. " 'A boy no more inherits baseball than he inherits the Lord's Prayer,' Professor George E. Johnson, of Harvard University has said. The child's native urge to activity may take the form of baseball or pilfering, of wholesome acts or unwholesome, according to his environment and leadership. It is true that boys and girls learn many games and skills from other boys and girls. Yet they could often learn them earlier and better from competent adult leaders." (2)

Leadership on the playground is as necessary as it is to have children there. Children must be taught the processes of democratic life and American has used team sports as a means of training their youth. The fundamentals of child-play that we have been speaking about should be kept in mind in organizing any playground program.

Nature and Organization of the Logan Street School Playground Program.

Many of the games that the children near the Logan Street

(1) Wilbur P. Bowen and Elmer D. Mitchell. The Theory of Organized Play. p. 366.

(2) Play Leadership National Recreation Assoc. pamphlet, p. 1

School played were those games which were dominated by the older boys. This school playground without leadership served as a nuisance to the neighborhood because of the rowdyism of the boys. Girls did not go to the playground and small children played in the streets. It was hoped by the city recreation department that the presence of a playground leader would deprive these boys of their dominating influence. A leader on this playground seemed just as necessary as a teacher in the school, a Scout Master in a Boy Scout troop, or a minister in a church. It was the duty of this leader to encourage small children to use the playground, and to destroy the confidence and fear that the children had of the gang leader. It was the leaders duty to encourage the backward child who had been intimidated by the boy leader. The development of a we spirit rather than one of autocratic control was important to these children.

A leader for this playground was made possible for the first time in the summer of 1931. At first, an attempt was made to have only a woman director. It was thought in this way that the larger boys would ^{not} frequent it. As a result a woman director was chosen who had spent three years in college as an undergraduate in a physical education department. This director supervised the playground alone for the first five weeks. The older boys caused so much trouble in the discipline of the playground, the department realized that a man was necessary to handle this group. For this reason, a young man was employed for the late afternoons and evenings.

Both of these directors liked games and enjoyed playing with children. High ideals of sportsmanship and loyalty were always encouraged.

The second summer that this playground was supervised the young man was employed to direct the program and a woman director for afternoon and evening work. This policy of women working only part time was followed on most of the playgrounds of the city and was adopted to reduce expense. The new woman director had three years undergraduate work in the field of physical education.

The Program

The greatest responsibility of these leaders was the promotion of activities that would develop socialized character. The playground program selected by the leaders should provide for activity in competitive games, dramatics, and other means for satisfying the desire of children to achieve. The directors of the Logan Street School Playground realized that the best way to keep a child out of mischief was to keep him busily engaged. It was essential for these directors to know also that children do not come to the playground under compulsion but because they desire to do so and if they did not find satisfaction there they would leave for the street, the alley, or the railroad yards. The program had to supply activity and a degree of adventure, if it held the children's interest. When interest in play

is aroused and maintained, the child's mind is wholly occupied with the wholesome activities at hand. There is then no chance for thought and expressions brought up by curiosity which might lead to delinquency.

Next to a great deal of activity a provision in the program was made for growth in physique, and in capacity to resist disease. These are the beneficial results of play outdoors in the fresh air and under the stimulation of ultra-violet rays of the sun. "The fact that play is enjoyed, is one of the chief reasons why it is conducive to health. Pleasurable activity has a buoyant and stimulating effect upon the nervous system, and this reacts in a beneficial way on the whole body." (1)

Finally of primary importance to the community, was the promotion of character through play. J. B. Nash says that, "Character is a product of properly guided activities." (2) If this be true and the child is going to attend the playground then the playground must supply some properly directed activities in order to benefit the child's character. It must also promote these activities for all ages. The boy or girl not only must have the activities but he must play in them and experience the problems of the group in order to gain an understanding of associated life in a democracy. For children must experience problems before they realize the full details of the difficulty. "The boy must learn for

(1) Joseph E. Lee. A Normal Course in Play p. 86.

(2) J. B. Nash Op. Cit. p. 250.

himself, already at the youngest age, indeed before birth, his character is in the process of formation. The process of character development is like the flow of a stream. The leader or the parent cannot stop it but can help to guide it." (1) The directors of the Logan Street School Playground then considered three major points when making their program, first the necessity for activity, second, the provision for health building games, and third, the influence of the games on the moral growth of the children entering into this play program.

However, the play leader, and the play program cannot be expected single handed, to train the child to become a happy and useful American citizen for the child is also influenced by his parents, neighborhood environment, school, and church. The playground leader is but one of the many influences helping to develop a child, and objectives of the playground could be accomplished only so far as they have the cooperation of other institutions that were guiding the character of the individual. For character is the product of all the experiences, habits, and ideals of a person and all of these agencies aid in forming the child's character.

The Logan Street School Playground was open for ten weeks between June and September. The grounds were open and supervised under all climatic conditions. During the stormy

(1) William H. Kilpatrick. "How Character Comes." Playground Vol. 23 (July, 1929), p. 222.

days, the basement rooms, which were provided for storing equipment, were used as shelter, and much of such time was spent in finishing handicraft, story telling, and folk dancing.

The playground was supervised every day except Saturday and Sunday. The department called a staff meeting each Saturday morning. At this staff meeting problems which had arisen on any of the playgrounds of the city were discussed, and the coming week's program was planned and explained. The rules governing inter-playground games and contests were decided and plans were made for the playground circus and pageant.

A presentation of a few of the routine duties of the play director will perhaps make the program of the playground clearer to the reader. Attendance was taken on the playground three times each day, morning, afternoon, and evening. When the attendance was at its peak during these periods, the director made the count, and recorded it on the daily reports. The total of these three was considered the daily attendance.

In case of accidents on the playground the directors supplied first aid, and in case of a serious accident the director took the injured child home or called the police. A doctor was called only when so ordered by the parents of the child. This eliminated the claim on the Department of Recreation for doctor bills. All accidents were then recorded on the daily report blanks and in case of a serious accident the office was notified immediately.

It was the duty of the director to inspect all the apparatus every day. This was to avoid accidents from faulty equipment. The director was held responsible for all of the property on the playground and assumed full charge for conduct on the playground.

With all of these points and duties in mind, the playground leaders made programs to fit their respective playgrounds. The department suggested a daily program which was flexible enough to suit any neighborhood condition and which allowed for any inter-playground or city-wide activities. The program follows;

Playground Program Suggested by the Lansing
Recreation Department (1)

- | | |
|----------------|---|
| 9:00 to 9:30 | Opening of playground. Distribution of play material. |
| 9:30 to 10:00 | Free play on apparatus and in sand boxes. Games of low organization. |
| 10:00 to 11:00 | Track and field events and team games for older children. Folk dancing. |
| 11:00 to 12:00 | Badge tests. Story telling. Handicraft. quiet games. |
| 12:00 to 1:30 | Games with those on the playground. Lunch period. |
| 1:30 to 2:30 | Free play on apparatus. Horseshoes. Handicraft. |
| 2:30 to 3:30 | Kindergarden and dramatic games for little children, ball games of low organization. Team games for older children, and tournaments on the playground. |
| 3:00 to 5:30 | Girls team games and rhythms for small children. |
| 5:30 to 6:30 | Twilight games for older boys and girls. |
| 6:30 to 8:30 | Twilight baseball, tennis, horseshoes, volleyball, get together meetings, parent nights, musical groups. These hours to be devoted to adult activities. |

With this program as a basis the play director constructed the following program to fit the Logan Street School Playground. With two directors there was a possibility of more activities than there otherwise had been; and good conduct was more easily assured.

(1) Lansing Playground Directors Manual, 1932.
Lansing Recreation Department.

Daily Program on the Logan Street School Playground,
Summer of 1932

- 9:00 to 9:30 Clerical routing
Distribution of Material
Repair of apparatus
Inspection of apparatus
Enrollment of children
Posting notices on the bulletin board
General preparation for day
- 9:30 to 10:30 Handicraft for boys
Checker boards and checkers
Puzzles
Bean bag boards
Kites
Lanterns
Bird houses
Wooden animals
Doll house
- Midget boys practice and play team games
Diamond ball
- Girls free play
With balls
Checkers
O'Leary
Sand box
Jack stones
- 10:30 to 11:00 Boys and Girls games of low organization
Bull in the ring
Dodge ball
Poison ball
Prisoners base
Freeze out
Horseshoes
Newcomb
Scrub
Spud
- 11:00 to 12:00 Lunch hour
- 12:00 to 2:00 Local playground contests
Checker tournaments
Horseshoe tournament
Jack stones tournament

Athletic Badge tests (Boys)

Dashes
 Standing and running jumps
 Baseball throw (accuracy and distance)
 Chinning
 High jump

Girls free play

2:00 to 3:00 Handicraft for girls and small boys

Bean bags
 Scrap books
 Pocket books
 Lanterns
 Spool dolls
 Doll house furniture
 Paper belts
 Picture frames
 Table mats

Boys Junior team games and practice

Diamond ball
 Horseshoes

3:00 to 4:00 Junior girls team practice and games

Diamond ball
 Volleyball

Midget girls team practice and games

Newcomb

Boys free play

4:00 to 5:00 Lunch hour for man director

Rhythmic games

Brier Rosebud
 Ten Little Indians
 Farmer in the Dell
 London Bridges
 Bow to Your Partner
 Looby Lou
 Jarrousel
 Shoemakers Dance
 Have You Seen My Sheep

5:00 to 6:00 Lunch hour for the woman director

Games of low organization

Horseshoes
 Scrub
 Checkers
 Hop Scotch
 Bean Bag Game

6:00 to 8:00 Twilight games for boys and girls (all ages)
 Team games
 Stunts
 Rhythmic games
 Special activities
 Sand box

8:00 to 8:30 Story telling for younger children
 Jack and the Bean Stalk
 The Greedy Cat
 The Boy Who Wanted the Castle
 The Boy Who Wanted to be a Page
 The Proud Cock
 The Squires Bride
 The Princess and the Pea
 Freddy and His Fiddle

Continuation of Games for boys and girls

Parent nights and special evening functions

The activities which were listed in the daily program were those most frequently participated in by the playground group for the time period mentioned. Some of these activities were repeated only a few times while others were participated in each day of the playground season. Examples of those activities in which interest was continuously manifested were diamond ball, horseshoes, volleyball, newcomb, handicraft, and sand box play for the smaller children. The City Playground Circus and the Dance Pageant formed the two great activities in which all playgrounds combined to sponsor a large entertainment for the parents and the children of the city who do not participate.

In addition to the daily program, there were many special activities which included both local and city-wide participation.

These activities are listed below.

Local Special Activities

Tournaments

- Horseshoes Tournament
- Jack Stones Tournament
- Mumblety Peg Tournament
- Hop Scotch Tournament
- Checker Tournament
- O'Leary Tournament
- Hikes
- Showers (by the City Fire Department)

Parent Nights

- Baby Show
- Pet Show
- Handicraft Exhibit
- Peanut Carnival
- Entertainment of Games

Group Singing

Athletic Badge Tests

City Inter-Playground Activities

Tournaments

- Horseshoes
- Golf
- Tennis
- Jack Stones

Team Games

- Diamond ball (girls and boys)
- Volleyball (Junior girls)
- Newcomb ball (Midget girls)

Special Meets

- Swimming Meet (girls and boys)
- Track Meet (girls and boys)

All-Playground Dramatics

- Playground Circus
- Playground Pageant

Practice and playing of these games and dramatics found their place in the program of the Logan Street School Play-

ground. This program was designed to provide a wholesome environment for recreative activities for the children who lived near the Logan Street School. It was designed to promote leadership, teamwork and cooperation, loyalty, sportsmanship, honesty, responsibility, and to instill into these children proper care of property. It is on the playground that character is built and we can only hope to fully develop the child by developing character qualities which he will need to live a socialized life in a democratic country. "The ethical aim in education is to cultivate the spirit of teamwork, and especially of honorable rivalry, with all that this implies of fair play, courtesy, and generosity both in victory and in defeat." (1) It was hoped that the adults of the community would become interested and would cooperate in the promotion of an adequate neighborhood program.

These qualities which the Logan Street School Playground has attempted to develop through its program seem to be the very heart of true socialization and of a true democracy. C. E. Brewer recognized these qualities when he asked, "what kind of a nation would we have if our citizens lacked ambition, cooperation, courage, honesty, loyalty, leadership, perseverance, self-control, and a sense of responsibility?" (2) How long would this nation last without

(1) Henry Neuman Education for Moral Growth p. 63.

(2) C. E. Brewer Annual Report for 1929, Department of Recreation, Detroit, Michigan. p. 7.

power of leadership and without a cooperative spirit and loyal attitude? "All of the ills of society, all the evil forces of crime and the terrible ravages of disease, far more prevalent in our society today than should be, can be traced to the lack of development of either the social, physical, or mental qualities in our people." (1) These social qualities aid in securing a true democracy and play is one of the great means through which to teach intangible character elements. The child enters into a play situation whole-heartedly and without constraint. When he is extremely interested in the heat of a contest, he does not put on the cold indifference which he frequently exhibits before a parental lecture or a difficult situation with a teacher. The play group is a democratic group while the school group dominated by the teacher is too often autocratic control which does not allow the child the opportunity to express himself whole-heartedly. It does not allow him to participate in the school activities as does the play group control. The play leader, in other words, is in a position to influence the child when he is in a susceptible mood. The large number of conduct situations and the relative receptiveness of the child to guidance under play conditions give the leader a remarkable opportunity for molding the child's character. Through the child's participation he will learn to be a leader and a follower. The writer realizes that these qualities are difficult to measure and that many writers

(1) Ibid. p. 7.

have attempted an objective evaluation of them with little success. However, it may be assumed that if a child experiences a pleasurable result in a conduct situation it will cause him to repeat it and if he experiences annoyance he will tend to avoid it. The director should be alert to these situations and see that the proper results are experienced by the child.

No claim is made that the above qualities are the only qualities that are derived from the playground situation nor that these qualities have been instilled into the children in their entirety, but that situations properly directed to produce these desired results will add to the many experiences that help to make a child a good citizen.

A few typical experiences of children of the Logan Street School Playground will present for the reader concrete examples of leadership, teamwork and cooperation, loyalty, sportsmanship, honesty, and responsibility which have been developed through association in the playground groups. It must be remembered that these qualities seldom develop separately. One experience may actually be developing several social attitudes.

Leadership

Leadership and followership are processes which are particularly necessary to the organization and development of a true democracy. There are many definitions of leadership but Bogardus' definition of democratic leadership is

very clearly stated. "In the fullest and richest sense democratic leadership is personal conduct which seeks to increase the welfare of other persons, which is arrived at by the combined judgment of those concerned, which emanates from a simple mode of living, which is carried out magnetically by example, and which seeks no reward." (1)

The playground movement in the United States has been particularly noted for the emphasis placed on the development of leaders. Some cities promoting playgrounds have encouraged leadership through a point system as has the Recreation Department of Saginaw, Michigan. In addition to giving points for attendance, for participation in athletic games, for identifying flowers, trees, birds, and insects, for handicraft projects and for singing, dancing, or taking part in dramatics, the Saginaw system includes a possible five points a day for leadership in athletic games and for telling a story or reciting a poem.

"The result has been an increased number of boys and girls acting as officials, safety patrols, and leaders in various activities. Gold medals are given the ten highest point winners for the summer, silver medals to the second ten, bronze to the third ten, and ribbons to the next hundred. C. F. Van Dusen, Director of Recreation, considers the system worth the time consumed in bookkeeping from the increased interest taken by the children in obtaining leadership points, as well as increased attendance in the variety of activities." (2)

In Lansing, no such system has been tried as a city-wide

(1) Emory S. Bogardus Fundamentals of Social Psychology p. 439.

(2) "The World at Play: Saginaw's Point System".
Playground Vol. 24 (September, 1930), p. 317.

project. The Recreation department has left such parts of the program to the directors of each playground. Some playgrounds have used such a method to gain cooperation and interest. Michigan Avenue School Playground awarded paper stars for participation on a team when they were to play another playground team. The boys and girls then that had the most number of stars were taken on an over-night hike. The interest in getting points was great but it seemed to take the child's mind off of the activity and from wanting to play, to the gaining of points. This outside motivation lasts for a while but soon the novelty wears off and the child loses interest. The child that is backward may even drop out before his interest is gone but he feels that success is futile. As a result near the end of the summer there are only a few that are left.

Democratic leadership has been given much thought by the directors of the Logan Street School Playground because of the autocratic control so prevalent in the homes of these children. The directors also realized that child-leadership gains an entirely different response from the children than if they were directed by the playground supervisor. Child-leadership on this playground is expressed principally through captaincy of teams. In organizing the playground program the directors decided that the captains of the teams would be appointed by the director at each game rather than having the boys and girls choose one

for the whole season as is the customary method. This would allow more children to be leaders, and it was done under the assumption that if a boy or girl experiences the problems of being a leader, he will have more appreciation for the difficulties of leadership. He thus becomes a better citizen in a democracy and a better follower of leaders if he learns by leadership in a democratic group. Good followers are just as essential as good leaders, and good leaders must have the qualities that will command respect and obedience. These qualities of leadership that the playground attempts to foster are initiative, aggressiveness, ability and skill, courage, perseverance, reliability, self-control and self-restraint. The leader must also command respect and must be determined enough to follow projects to their finish.

By this method of selecting leaders approximately thirty opportunities were open for participation as team captains. Considering the total of 113 children that were registered on the playground in 1932, about 25 percent had some definite training in leadership, and of the total over eight years old or about 37 percent had this opportunity. While if the method of allowing the team to choose a captain had been followed the number of opportunities would have been reduced to six and only 7 percent of the children playing in the teams could have been captain.

This method of appointing captains at each game had its advantages. In the first place each child was given

a trial at leadership. There were no jealousies among team members, every one knew that at some time he would be captain of the team. Leadership qualities were displayed and were developed by each child's performance as a leader or team captain. The director seized this opportunity to commend good qualities of leadership that were displayed and to discourage the qualities which were displayed that did not seem to be commendable.

Another advantage of this method of choosing captains, was that more children had a chance to play in competition. Each time a new captain was chosen his friends would have a chance to play. This might seem to have caused considerable friction among the team members but it was practiced in the substitute group. Usually those substitutes that were special friends of the captain had this opportunity while the next day some other substitute that was a friend of the new captain would have a chance to play.

It was noted that if the children chose their own leaders, they usually chose a boy or girl who was a good player. This placed a high premium on skill and the boy or girl that lacked this skill found it necessary to follow the wishes of the leader who was good in the games but who may not have had good qualities as a leader. There would be no prospects of ever being a leader himself either.

This method of leadership also tends to avoid cliques and gangs which may start with a team as the nucleus. Such

gangs are not always democratic and often they operate to the disadvantage of the neighborhood and to the disadvantage of the boys and girls. However, the disadvantages of this method of choosing leaders hardly seem to overshadow the advantages. The greatest disadvantage was that no boy or girl was captain long enough to develop confidence in his ability as a leader. They merely had a smattering of leadership and if they had done unusually well they felt the satisfaction of group approval, or of group disapproval if they had done badly. Without the motivation of a point system which some other playgrounds had, this method of choosing captains was felt to be the best method of creating and developing leadership as well as followership because it gave more children an opportunity to be leaders, it avoided the high premium which is placed on skill, and it avoided the formation of cliques and gangs. The method necessitated a knowledge on the part of the director of all the players and a knowledge of what to expect from each one when he was the team captain. In this way the director spends all of his time in knowing the children and guiding them rather than so much clerical work as is necessary with the point system.

In general, the children liked this method of choosing leaders, each child knew that at some time during the season he would be able to be the leader. While the boys and girls were leaders they did the best they could to win their games

and they tried hard to be good leaders so that they might be chosen again if the opportunity presented itself.

Teamwork and Cooperation

The next socializing quality to be considered is that of working with other people, as each person must if he lives in a democracy. Teamwork or cooperation are qualities which can be considered together because of their likeness. Both are necessary qualities in play activities and should be fostered in all groups that are encouraging a democratic social life. "Hearty cooperation in matters of moment is indeed a great socializer. Fellow feeling quickly develops among fighters in the same cause." (1) Cooperation is necessary and is being applied more and more to our business and professional life as the activities of each become more and more specialized. It is necessary for men to work together when each has only a small job to do so that in the end-product there is perfection. This working together of the business parts of our business world has made for greater socialization among men. "This is a social world in which co-operative ability and mutual understanding play prominent parts.." (2) The playground is attempting through play activities to instill this necessary element for cooperative living. It is important that every boy and girl should play, and in their games gradually work from simple to extensive

(1) Edward Alsworth Ross. Principles of Sociology p. 406.

(2) Gail Powell "Social Development on the Playground." Playground Vol. 21 (November, 1927), p. 418.

cooperation, for it is a quality needed in every walk of life today. Undoubtedly more hearty cooperation is experienced by children in team games than in many other social groups.

"Cooperation of the highest type is found in games. The team and each of its members are mutually dependent upon one another. The team is a cooperative living whole; it is possible to know each member separately without knowing the team; and conversely, it is possible to know the team without knowing a single individual within the body. The breaking down of one of the parts of a team injures the whole. It is this mutual interdependence that is called cooperation. The more completely organized the team, the more powerful is the need of cooperation, and the greater the demand on the individual player that he preform his part, even though ~~it~~ means personal sacrifice and the giving up of some coveted hope." (1)

On the playground cooperation is principally taught through the organization of teams and the necessity of teamwork should be felt by every member of the team in order to give the child experience in a true cooperative group.

The members of the baseball team of the Logan Street School Playground found a definite need for good cooperation and teamwork when they went to the final game for the west-side championship. The rivalry was keen because the winner of the game would play for the city championship which in itself was quite an honor. The boys of the Logan Street School Playground realized that it was the duty of every one on the team to do his part or the game would be lost. The boys knew they were well organized but that the opponent team had a good chance to win from them. This rivalry and

(1) Wilbur P. Bowen and Elmer D. Mitchell The Theory of Organized Play. p. 351.

intense excitement about winning the game caused the team to see a definite need for organization and cooperation. The year before when the team was only mediocre they demonstrated individual skill and little cohesion, but the year that they were beginning to be noticed by the rest of the playgrounds they began to see the necessity of self-inhibition. This same tendency has been brought out by Bowen and Mitchell in a paragraph on Cooperation. "The more completely organized the team, the more powerful is the need of cooperation, and the greater the demand on the individual player that he perform his part, even though it means personal sacrifice. There is cooperation in the scrub game, but the need for self-inhibition is less intense." (1)

Another example found in baseball on this playground shows the value of cooperation. There was one particular boy on the ball team who was an excellent player. He was respected by the group and was generally considered the best infield man that the team had. During one game this boy was so confident that he could cover the entire infield alone that he continually took opportunities from other boys to make plays for himself. Finally the group disapproval became so strong that at his first mistake the captain grasped the opportunity to remove him from the game. This experience taught the boy that it was necessary

(1) Ibid. p. 350.

to control his own individualism and self-assertion for the good of the team. In baseball the children seemed to learn that each position on the team was important and it was the duty of each member to play his own position and play it well. In unsupervised groups this does not seem true, the child thinks that the only positions that are important are pitcher and catcher. This belief in the importance of these positions causes a great deal of quarreling among the children.

Disapproval of the group often made cooperation and teamwork imperative in other forms of activity than baseball. One example which will make this still clearer follows. It was the rule on the playground when there were others waiting to play horseshoes, that the losers of a game had to relinquish their positions to the next pair of players. At times there were boys or girls that would not abide by the rule and refused to give up their positions. In this case the disapproval of the group waiting to play became so great that the director of the playground was asked to enforce the rule. This is a definite example of the democracy which rules on the playground. The children disapproved the actions of one of their members so they delegated the playground director to carry out their wishes. They knew the director was superior in ability and prestige and asked him to represent them. If this playground had not been supervised or if there had not been some one present who could handle their case, the incident could easily have ended in a fight.

Another example of cooperation was the friendly spirit that existed between the children and the directors. When it was time to open the playground in the morning there was always help to clean up the playground, and help to distribute the equipment; and when it was time to close the playground there was always a group who wanted to take the equipment into the building, and get the smaller children started on their way home.

The directors were always willing and eager to cooperate with the children of the community in any project that seemed desirable. The Syrian Boys' Club was sponsoring a baseball team and they asked if they might challenge the playground team to a game. The playground group was willing to help, and several games were played even though many of the boys who played on the Syrian boys' team were also enrolled on the playground team.

"A lad who learns the difficult art of teamwork and conforms willingly to restrictions growing out of the very nature of associated life is already half socialized and well on his way to becoming a good citizen in a democracy."⁽¹⁾
The playground through these varied activities has attempted to make the child more socialized and to show the child the necessity of cooperation in the life of a democracy.
"The varied practice of mutual aid socializes character and engenders social morality." ⁽²⁾

(1) Edward A. Ross Principles of Sociology p. 402.

(2) Ibid. p. 245.

Sportsmanship

Sportsmanship is probably the next most outstanding characteristic sought by the playground program. Team "sport, moreover imposes the difficult ideal of the 'good sportsman', who is just and magnanimous, who neither gloats in victory nor sulks in defeat." (1) Sportsmanship is a term which includes the concepts of courtesy, friendliness, service, thoughtfulness and many others which the work of play has grown to consider as synonymous with the term fair play. "In play there is continual chance for expression of all the ideals of sportsmanship. The play teacher can bring the lesson home by making use of the actual happenings in the game to illustrate the principle being advocated." (2) A child will not learn the assets of sportsmanship from his play if the teacher does not stress them, and especially so, if no more is made in the way of condemning the acts that are un sportsmanlike.

The Board of Public Recreation of Tampa, Florida has realized the importance of promoting sportsmanship and as a result have devised a merit system for girls which operates through the Girls' Playground Club. Points are awarded to different girls for certain activities in which they participate. One event that was of particular interest was that points were awarded for a paper written on the

(1) Ibid. p. 616.

(2) Wilbur P. Bowen and Elmer D. Mitchell. Op. Cit. p. 344.

subject of sportsmanship. Points were also awarded to any girl who has conducted herself in a sportsmanship like way at certain games; this was to be determined by the director of the playground. (1)

The directors of the Logan Street School Playground have also attempted to stimulate the children to be better players and better sportsmen by encouraging and recognizing good deeds. The following quotation brings out most clearly the general problems which are met in discouraging ~~good~~ sportsmanship.

"In the inculcating of habits of sportsmanship a few practical things should be noted. In the first place, there is the importance of making the players acquainted with the rules of the game, for ignorance of the rules leads to unfair play by one side and the other side tries to retaliate. Secondly, the officials should be competent, for their mistakes arouse ill feeling and the defeated team will not be satisfied that it has been beaten by better play." (2)

The quality of sportsmanship was undoubtedly the most difficult to teach of any of the character qualities of the children of this playground. The directors, in attempting to teach the child the proper way to conduct himself at a game were confronted with the method of adults in showing their disapproval of officiating. Adults quite frequently attended the Logan Street School Playground team-games and they were quite apt to show their disapproval by talking about the officials. Perhaps one reason for this was that adults did not know the rules of the game, and as a result expressed dissatisfaction with the officiates. A clear

(1) Board of Public Recreation of Tampa, Florida. Op. Cit. p. 41.

(2) Wilbur P. Bowen and Elmer D. Mitchell. Op. Cit. p. 349.

example of this occurred, one evening when the Syrian Boys' Club was playing the playground team in a game of diamond ball. The director asked the leader of this boys' club to umpire the game. He gladly accepted and started the game. However, he was so confused about rules that before long he was entangled in a heated argument with the base-umpire. The director of the playground who was responsible for all the conduct on the playground, finished umpiring the game. The playground team refused to play the club team again and the director of the playground provided a set of rules for the Syrian Boys' Club. But the leader of this boys' club was attempting to coach diamond ball to a group of Syrian boys when he did not even know the rules himself. With the official who was uncertain about his rules it is obvious that the crowd of spectators would also be confused.

An attempt that same year was made to instill ideals of good sportsmanship into the children so that other teams would enjoy playing with them. The director realized the reputation that teams from this section of the city had, and was determined to raise the ideals and practices of the playground teams to a place of respect among other teams. So the director talked to the girls about what other groups thought of the Logan Street School Playground teams and attempted to have them see the need of changing their attitude. Before each game the director encouraged good sportsmanship and conduct at the games. The results of several games were

so amazing that the assistant director of playgrounds in Lansing commented on the fine spirit that the girls were displaying.

In boys' diamond ball, poor sportsmanship of team members was controlled by the team captain who could remove a player from a game in which there was a demonstration of qualities which were unsportsmanlike. Group sportsmanship has been demonstrated many times by response of the spectators to the officiating. Powell says, "The acid test of sportsmanship is in yielding to an officials' decision." (1)

The directors realized the handicap in working with these children. They tried first to inculcate a knowledge of the rules of the game, and second a realization that they must abide by the rules of the officials decisions when his parents do not. However, the directors realized that if the child was never subjected to the influences of good sportsmanship he would never experience their effects, and would therefore not know their benefits except as they were told to him. In order to socialize the child he must build socialized habits of action, attitude and thought. If he is well socialized he will find his place more easily in a democracy.

Honesty

Undoubtedly honesty would be considered by some authors as a part of sportsmanship, but it plays such an important

(1) Gail Powell. Op. Cit. p. 418.

part in the discipline of the Logan Street School Playground that it is discussed separately here. Most authors discussing honesty, refer to play situations as they relate to honesty in winning games, or in abiding by the rules of a game. (1) However, the problem on this playground is one of instilling the right ideals in the use of other people's property and of not lying about questioned situations. Honesty is a quality which has so many degrees of perfection or imperfection that it is difficult to say that a person is honest or dishonest. There are many little traits of conduct on the playground that have seemed to show that the children are honest and some that show that they are dishonest. The most striking example which can be given here refers again to the boys' diamond ball team and horseshoes teams. These teams were to play championship games with the Ferris Park team and the Holy Cross team respectively. At the Saturday staff meeting the director learned that there was going to be a check on the ages of the boys who were too old would not be playing out of their age group. The director of the Logan Street School Playground returned to his playground Monday morning and gathered the boys together for a team practice. When they were through playing, he complimented the boys on their work and effort in winning enough games to be able to compete for the

(1) Wilbur P. Bowen and Elmer D. Mitchell. Op. Cit. p. 346. J. B. Nash, The Organization and Administration of Playgrounds and Recreation. p. 49.

west-side championship. He also told them that there was going to be a check on the age of each boy, and if anybody on the team was too old, he would just be hindering the team in claiming the game even though they did win it. He suggested that if there was any boy who was too old that he should let the director know at once so that all of the line-up could be sent in with the daily report to the office. Then the group broke up. Later the director was surprised to have one of his best players come up to him and say that he was too old to play, and that his name should be not sent in with the rest of the group. This was loyalty to the team but it was also honesty on the part of the boy to the group. He had played all season and had not had his age questioned and he might have escaped notice this time, but he was too loyal and honest to his team and playground to see them lose their game because of his failure to do his part.

Not only did this playground and its leaders attempt to teach the boy and girl to be honest with himself and the playground but to be honest about the use of other people's property. The return of any lost equipment should surely be considered as an act of honesty. An illustration of this, one afternoon there was a rain storm threatening and in the hurry of the director to gather in the equipment he failed to notice that one of the soccer balls was missing. After the storm when the balls were distributed again, the dis-

covery was made that one was missing, and immediately a thorough search of the playground began. None of the boys seemed to know where it had gone. About three hours later however, a small boy came to the director and told him where the ball was and that a large boy had kicked it over the fence and had left it there so that he might pick it up for his own use some time after the playground was closed.

Small children are quite apt to carry balls home with them, or to misplace them so that they cannot be found. This might be carelessness on the part of the child but it shows a lack of respect for other peoples property.

Some of the boys of this neighborhood have little conception of honesty in regard to playground equipment. They seem to think that they have a perfect right to take playground things if they are not caught in the act. This was particularly true of the large boys who were antagonistic to the playground because they were not allowed to play there. The smaller boys perhaps had this conception as a result of a desire for play things of their own. However, as the playground season progressed they realized that the playground equipment was for their use and that when they took something they could not play with it or some one would know where it came from and might report it to the playground director, or that they were stopping others from playing because there was no equipment.

The playground can only do its share by offering experiences in which the child may realize that the equipment does not belong to him and that it is put on the playground for his use. If he takes it home with him the rest of the group as well as himself will not have things to play with while they are on the playground. Honesty is a factor which is most important in a democratic life. It is a part of social approval which is so necessary in good society.

Responsibility and Loyalty

Loyalty and responsibility have been discussed together because of their close connection. If a child is loyal to his family, to his school, or to his playground he has developed a responsibility for himself. The social quality, loyalty, has been found in most every type of society of the human race. The following quotation briefly describes the natural progression of loyalty from the most immediate relationship of the human person to more indirect connections.

"Loyalty has played an important part in the progress of the human race. The earliest expression was that of the family to its own immediate relatives. Then the group was enlarged to that of the clan which comprised all persons claiming blood relationship. Later, different clans found it better to combine for purposes of mutual protection and subsistence. In this way the nation developed, as strong tribes reached out through conquest or other means. Today nations are combining into larger units, the purpose of these larger leagues being the prevention of war and the cause of humanity in general.

Just as history show loyalty developing from that of the family to that of the nation, so to-day we find the same progression in the development of loyalty to the team

or gang, then to the school, and later to one's ideals, one's religion, one's associates, and one's country. Play paves the way." (1)

The point system probably has been one of the greatest incentives for responsibility that the playgrounds have used because of the added attraction of a reward which is usually given. The Department of Recreation in Saginaw, Michigan, referred to under the heading of leadership in this chapter, not only attempted to sponsor leadership but also responsibility by the use of the point system. (2)

The Michigan Avenue School Playground referred to previously also used the point system to the extent of delegating the keys of the equipment room to the child for the day, and it was his duty to handle all of the equipment and to be responsible for the care and appearance, responsibility of the room. The children were so delighted with this responsibility that there was always the problem of giving every one an opportunity to share in the position.

The directors of the Logan Street School Playground tried to delegate as much responsibility to the children themselves as seemed possible. In every way they made it the children's own play yard. The children planned their own rules for games, planned their own tournaments, presented new games, made handicraft for themselves, made regulations for conduct, and actually punished offenders.

Probably the boy or the girl who was captain of a team had more responsibility than any other person on the

(1) Wilbur P. Bowen and Elmer D. Mitchell. Op. Cit. p. 350.

(2) "The World at Play; Saginaw's Point System." Op. Cit. p. 317

playground at one time. The boys' junior diamond ball team was to have a ball game at Scott Field. The director of the team did not go with these boys to their ball games so he delegated all of the responsibility to the boy captain. The captain was given the equipment such as balls, bats, and horseshoes, and he was held responsible for them as well as for the team's actions. The director instructed the leader to remove any boy from the game who made any attempt to dispute the official or to question his decision. Failure of the captain to do these things adequately would be reported by the director of the other playground. In this way not only did the captain have the responsibility of the team and the apparatus, but the whole team had a responsibility to the Logan Street School Playground. The team lost its game and returned without telling the opponent team what they thought of the officiating. When the team reached the point of feeling a responsibility to the playground, and to the playground director, the task of developing responsibility was accomplished to a considerable extent. These incidents only tend to give the child more experience in problems of a responsible nature.

The method of teaching these two qualities was as important as the actual doing of them. The first day on a playground the children tested the director to see how he would react to their misdoings. The opening day of the

Logan Street School Playground, the director talked to a few boys and asked if they would like to play ball. They, of course, were delighted and proceeded to get a ball and bat from the playground equipment box. The game was very amusing to them for a while. Then one of the smaller children went to the director and reported the baseball had disappeared and that he thought some one had knocked it over the fence. The remainder of the morning was spent in searching for the ball, and when the boys asked for another, because they could not find the lost one, the director replied that she could not get another until the first was found. The director went home to lunch and the ball still had not been found, but when she returned a boy presented the ball and said that he had found it and wanted to know if he could have a bat to play with too. Probably this was the beginning of a spirit of responsibility and loyalty that was motivated by the desire to play ball, and eventually as a team was organized and as it gained in strength of organization the feeling of loyalty became more powerful. "The more fully organized the team, the more powerful is the feeling of loyalty. Too often loyalty ceases when the team is a losing one. When loyalty is the sterner type which persists in spite of reverses the word 'morale' is often used." (1)

(1) Wilbur P. Bowen and Elmer D. Mitchell. Op. Cit. p. 350.

The second summer, a similar situation to the one above produced a different result. A baseball was missing from the rest of the equipment and no one seemed to know where it was. The director expressed the opinion that they could not play ball without a ball and the children proceeded to look for it. About a half hour later a small boy approached the director and said that he knew where the ball was but he was afraid to tell, and he could not get it himself. The director secured the confidence of the child and learned that the ball had been taken by an older boy as he was passing the playground. The director praised the little boy and did not betray the confidence which had been placed in him by telling who reported the theft. This small boy felt a responsibility to his play group in telling where the ball was. He also felt a loyalty toward the playground and to the group that used the playground; and a disloyalty toward the larger boys who he knew did not deserve the ball.

The playground children were held responsible for the proper signing and filing of their enrollment cards. This places a responsibility on the child in looking out for his own welfare in relation to society. Some children have been sent on responsible errands to other playgrounds and to the Recreation Department office. These small responsibilities encourage the proper activity of the child when larger responsibilities are given to them. Children

have taken the directors' daily reports to the office, others have taken equipment to the office or gotten it from the office. These errands give the child a confidence in himself and his ability to carry out such errands, and it also gives a feeling that the director trusts him and will give him responsibilities. This also encourages a democratic attitude with each individual sharing the feeling of social security and confidence.

Cooperation and Interest of Adults

Cooperation and interest of adults near the playground is one of the most important factors in the success of the playground. Without this cooperation any of the experiences of the playground children would be of little value to the child or to the neighborhood in general. There will always be the relationship with the neighbors - which will be either good or bad. If the playground is a good neighbor, it will be accepted as a good part of the neighborhood. The interest of adults at the Logan Street School Playground has been especially noted in the increase of attendance to playground parent nights. These community programs have been conducted to interest the adults so they may be more cooperative and feel that the playground is their own. This playground has not had room nor facilities to encourage them to come and play at all times so special nights have been set aside and programs have been planned.

for adults because the directors realized the value of having the cooperation of parents. -

"The community program is of value from the point of view of the director because of the response he gets from his group determines the hold on the center; it is valuable to the supervisor because it shows the quality of work being accomplished and it is valuable to community because it definitely demonstrates the place recreation holds in the community." (1)

The daily reports of the Logan Street School Playground show that for the past two years there has been a general increase in the attendance of adults at parent night functions. During the first year, there was only one such nights sponsored and there were about 15 adults who came and they stayed only a short time. During the second year there were four parent nights held. The adult attendance at these events increased from 18 to 45. These figures are shown in the following table.

TABLE XI

Attendance of Adults at Parent Nights of the Logan Street School Playground, in 1932.

Activity	:	Attendance	
		Men	Women
Peanut Carnival	:	6	12
Pet Show	:	15	20
Baby Show	:	20	25
Handicraft Exhibit	:	15	20
Total	:	56	77

(1) J. J. Considine. "Community Night Programs in Detroit."

The results of this interest has been the provision of the children coming to the playground with bits of cloth, needles, thread, and buttons with which to make things in handicraft. The parents of this neighborhood have also been very helpful in preparing costumes that were needed by the children in the playground circus or in the playground pageant. One mother near the playground sewed twenty little jackets together for a boys' dance in the pageant, Hansel and Gretal.

Mothers have cooperated with the playground and with the children when they allowed them to come to the playground dressed in their bathing suits or old clothes so that they might enjoy the shower which comes to the playground on the very warm days.

Several Syrian women acted as judges at the Pet Show, and they were very efficient. There was a large crowd of adults that attended this show and there were many pets displayed to make the program more interesting. One Syrian gentleman even helped the director in directing a few games for the adults, and he was very helpful and cooperative with suggestions.

A Negro adult in the neighborhood, who owns a large truck, for two years has transported the children of the playground to the inter-playground track meet which is held at Oak Park. If parents were antagonistic to the playground they certainly would not be willing to act in these capacities.

This increased interest of adults has helped remarkably in keeping the area a playground for small children. It has also given the foreign-born parent more Americanized experiences by mingling and socializing at a neighborhood center, - the playground. "It may be a more difficult task to attract them; yet enterprising leaders, especially among the foreign-born, have succeeded in arousing interest in folk-games and dances, and in developing programs of Americanization. Thus the playspirit can become a means for neighborhood integration, and hence for the strengthening of the sources of national life." (1)

There seems to be a great need in the vicinity of the Logan Street School, for a place of recreation for adults. The field of adult recreation is new and ingenious leaders are needed to get adults to play. "The field of adult recreation has never until recent years been developed, as has that of play for children, and adults are handicapped by a feeling of self-consciousness, of false dignity and by lack of practice in play. Moreover, adults are inclined to limit their leisure time activities to passive forms of recreation, and leadership is essential in developing the kind of program which will mean active participation and a well-rounded program which will allow freedom of choice and wide range in activities." (2)

(1) Arthur E. Wood Op. Cit. p. 321.

(2) Joseph E. Lee. Op. Cit. p. 117.

To the writers knowledge there has been no intention of making the school building into a neighborhood center for the groups about it, but if the building continues to remain property of the Board of Education and it is not used for school purposes it would make an excellent neighborhood recreation center. However, such action at present does not seem probable for the Board of Education has recently (spring 1933) passed a resolution to withdraw its support to the playground program because of a lack of finances. The Logan Street School Playground was not supervised during the summer of 1933, and in general the same rowdism prevailed as did before the two summers of supervision.

A few incidents of the Logan Street School Playground activities have been related and if we consider socialization as the process of learning to act dependently together and democracy as a mode of associated living, the playground should help to develop these social processes through leadership, teamwork and cooperation, sportsmanship, honesty, responsibility and loyalty, because play is democratic. C. W. Kennedy summarizes well the spirit of socialization and democracy that is found on the playfield.

"The spirit of cooperative behavior grows out of team games. The democracy of sport! There is an aspect that I think very often does not receive enough consideration. Any playing field is a vision of a true and sound democratic spirit. It is a place where boys and girls come together for a special purpose, all other relationships for the moment being suspended. They are there to play a game. One

side will win the game. For the moment, what lies behind is not a matter of discussion. Question of birth, of finance, of social position are completely suspended, and there is the value that comes to youth from being presented from time to time with something to do in which no condition of any kind is imposed upon his ability except that which he, himself, imposes or cannot free himself from in his own person. It is a democracy of the playing field of the country."
(1)

In summarizing this chapter four brief statements may be made: (1) The supervisory leadership on the Logan Street School Playground is one of the most important aspects of the playground promotion for without intelligent direction this playground proved a detriment to the neighborhood because children were rowdy and boisterous and even destroyed nearby property;

(2) a flexible, diversified program was conducted on the playground that included competition in team games, games of low organization, handicraft, playground tournaments, city-wide tournaments, stunts, track events, rhythmic games, parent nights, and special city-wide events such as the pageant and circus;

(3) this program and the methods of direction have presented certain socializing situations to children on the playground, which have added to their experiences, and which were intended to strengthen character traits necessary to life in a democracy. Leadership was especially shown through captaincy of teams, cooperation and team work was noted in connection with membership on teams, and in cooperation of the directors

[1] C. W. Kennedy "Character Values of Play and Recreation." Playground Vol. 24 (January, 1931), p. 536.

with the neighborhood in all events that were possible. Sportsmanship found its place in the playground program through an encouragement of the children to abide by the officials decisions while they were playing ball. Honesty, which is considered usually as a part of sportsmanship, was discussed separately because of its serious import with the children of the Logan Street School Playground. This character quality manifested itself especially in a lack of the concept of other peoples property. Responsibility and loyalty were especially encouraged to give the child a confidence in himself, and a feeling of equality with other children;

(4) The interest and cooperation of adults have increased to the extent of offering excellent cooperation with playground activities and of attending special activities which the playground sponsored for their benefit.

CHAPTER VI

CONCLUSIONS

Although we have always had play, the play movement is comparatively recent, and there are many countries that are just learning the real value of play. The playground movement began in Berlin about 1880, and only five years later the first playground was established in the United States in Boston. This playground was a sand pit where small children came to play. Other cities followed the example of Boston and enthusiasm grew so that by 1906 the National Playground Association was founded. The play movement in the United States since 1885, according to Clarence Rainwater, has assumed seven stages designated as follows with their approximate dates: (1) "Sand-pile" stage, 1885-95; (2) "Model Playground" stage, 1895-1900; (3) "Small Park" stage, 1900-05; (4) "Recreation Center" stage, 1905-12; (5) "Civic-Art-Welfare" stage, 1912-15; (6) "Neighborhood Center" stage, 1915-18; (7) "Community Service" stage, 1918-. The writer adds another stage, the stage of "proof", in which each department of each city is proving how it is performing a necessary function in the community.

The play movement has manifested itself in Lansing, Michigan as well as in many other cities of similar size. It began in Lansing in 1911 under the direction of a voluntary recreation committee that carried on the work for six years when it petitioned the city council to assume the responsibility.

This petition was accepted and from 1916 to 1929, the City Park Board and the Board of Education supervised the playgrounds which were financed by them respectively. The growth during these years was as rapid as the departments of each board could handle new facilities in the expansion program. More stress was laid on summer playgrounds than on any other types of recreation until the burdens became so great that the two boards combined their efforts and organized a City Recreation Department. This department made very rapid progress in playground development and in the organization of athletic leagues and contests. The playground program provided by the City Recreation Department included supervision of seventeen playgrounds in the summer of 1932, which were open from the middle of June to the last of August. Playgrounds were opened every day except Saturday and Sunday.

One particular playground (Logan Street School Playground) of the group of seventeen, serves almost totally negro and Syrian population. This playground is located in the south-west part of the city in an industrial residential section. There are railroads, factories, and a river close to the playground. Of the group that attend the playground 40 percent were Negroes, 49 percent Syrians, and 11 percent white Americans. The boys attending the playground were limited to those under 15 years of age because there was not space enough for both small and large

children. A majority, 75 percent of the children using the playground were between the ages of 8 and 14. It is significant that this playground is reaching the adolescent age. The children travel from one to six blocks to the playground and the average child travels 2.3 blocks. The negro children tend to travel farther than do the Syrian children. The approximate cost to the city per child attending the playground is about \$0.03 per day.

Probably the most important problem of playground development is the provision of wise and intelligent leadership. The Logan Street School Playground, before leadership was provided, proved a place where the gangs of the neighborhood assembled and played. There was little regard for neighboring property or for the school property so that wise leadership on this playground was a necessity to subdue the evil influences.

The leaders of this playground worked principally for three objectives, (1) activity which would be interesting enough to hold the child's interest, (2) activities and programs which were conducive to good health, and (3) activities which would promote character traits necessary in a democratic society.

The program carried on by the children and the supervisor of this playground consisted of competition in team games, games of low organization, handicraft, playground tournaments and contests, stunts, track events, rhythmic

games, parent nights, and special city-wide events such as the annual dance pageant and circus.

Socialization on the Logan Street School Playground has been difficult to measure objectively. However, the writer assumed that if a child experienced and participated in an event and as a result felt satisfaction then he would tend to repeat the act, but if he felt dissatisfaction then he would tend to avoid it. It is with this assumption in view that the diverse program of the Logan Street School Playground has been presented for examination.

Leadership was one of the socializing traits which was given special attention with the promotion of this program. It has not been difficult to get the children of this playground to be leaders, and an attempt was made to give every one a chance to experience the problems of leadership so that he could appreciate the difficulties of being a leader. This playground practiced the policy of appointing the team captain just before each game. This plan had several advantages over the method of electing one captain for the whole season. They are as follows; (1) It allowed about 37 percent of the boys and girls of team age to be captain at some time. (2) It gave everyone experience in leadership. (3) It gave more children an opportunity to play. (4) It avoided a tendency toward cliqueness and gangs. (5) It avoided jealousies on the part of team members. (6) It took the premium off being a good player because good players were always chosen as captains by the

children. This method presented one noticeable disadvantage, each captain was not captain long enough to experience all the difficult problems of being a leader.

A second socializing trait, teamwork and cooperation, was fostered especially in two ways, (1) cooperation among the children on the playground was noted as the baseball team contended for the city championship and the rivalry and excitement seemed to encourage working together. The base ball team also cooperated to the extent of ostracizing one of their players who would not work with the group. Group disapproval showed itself in horseshoe playing also, to the extent of calling upon the director to settle the argument; (2) cooperation as it existed between the children and the director was shown in the willingness to do small errands, to help keep the playground clean, and in caring for the equipment.

Sportsmanship was especially difficult to teach the children of this playground because the directors were confronted with the method in which the adults showed their disapproval of officiating. A large part of this attitude and disapproval was a result of ignorance of the rules of the game. A definite attempt was made to teach sportsmanship by first teaching the rules of the game, by avoiding ways in which persons could show their disapproval of officiating, by teaching ideals and stimulating a desire for recognition and respect through the girls' teams and by encouraging boy-captains to exercise their authority as captain of a team.

Honesty, a quality which by many authors is included under the character trait of sportsmanship, has been dealt with separately in this thesis because of the particular problem which it presents on the Logan Street School Playground. Some of the children of this playground do not seem to sense the idea of right and wrong when it comes to utilizing the school equipment. The only barrier to dishonesty which arises is the authority of others and what the results might be. Some of these children have little conception or consciousness of their own acts concerning other peoples' property. The playground directors attempted to instill honesty through the desire to play and through the spirit of what the child owed to the group rather than himself alone. This was especially noted in the boy who revealed his true age to save the team from possible default at a championship game.

Responsibility and loyalty are qualities with close correlation. The Logan Street School Playground directors delegated responsibilities to the children through the care of equipment, the care of the team when it played on fields other than its own, and through small errands. Responsibility to the playground motivated by the desire to play was displayed by the child who respected the playground director, who returned lost equipment, who became properly enrolled on the playground, and who executed errands with self-confidence.

These socializing and democratic qualities have been made possible only through a definite cooperation and interest of adults. Their cooperation was shown by providing handicraft materials for the children, by making costumes for the children, by acting as judges at Parent Nights, by providing transportation for the playground children to city-wide functions, and by an increase in attendance at Parent Night functions.

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