

ferent topics. In our study of the atmosphere the children showed how dew was formed by experimenting with ice and water. They poured a little water in a glass jar for a few minutes. Soon they discovered that vapor had formed on the outside of the cold jar. Then by mixing ice and salt in another jar and leaving it for a few minutes they found that frost had formed on the outside of the jar, thereby drawing the conclusion that frost was simply frozen dew. During the study of temperature arose the idea of keeping a weather chart. A chart was made and the children recorded the temperature three times a day. They were quite interested in noting the great changes that took place within a few hours.

The children mixed a little water and salt in an open jar to show that water evaporated from the ocean, leaving the salt behind. As a proof that the bottom of the ocean is always cold, the children weighed hot and cold water and found that cold water is quite a bit heavier than warm or hot water. From this fact they drew the conclusion that the cold water sinks or pushes the warm water to the top.

As a review of the whole subject the B class debated against the A class as to whether Maury's contributions were of more benefit to the farmer or to the sailor. This was a splendid review and as every child was very enthusiastic about it the two speakers were well supported by the members of their group.

VERGIE HINEGARDNER

WORKERS COLLEGE OFFERS SUMMER COURSES

Short summer courses are offered this year by the Brookwood Workers College at Katonah, N. Y. A "labor institute" of one week will be held June 23 to 28 especially for delegates to the annual convention of the Women's Trade Union League, although attendance will not be restricted to them. A two-weeks course will be given July 7 to 20, which is designed for officers, organizers, business agents, and members of unions. Current labor problems will be the basis of this course.

PUBLIC RECREATION NOW AND TEN YEARS AGO

PUBLIC recreation leadership, one of the newest of municipal duties, has spread to forty-five states and 680 cities. Originating about 1885 in the "sand gardens" set aside for children's play in Boston, it has received the greatest stimulus since 1906, the year Theodore Roosevelt and others organized the Playground and Recreation Association of America. Only forty-one cities had established public recreation leadership prior to 1906.

In compiling its Year Book statistics from cities' answers to its recent questionnaire, the Association has made an interesting ten years' comparison. The expenditures of cities for public recreation during 1923 totalled \$14,000,000, more than twice as much as was spent during 1913. The amount issued by thirty-three cities in bonds for recreation purposes last year was \$10,399,661, over eight million dollars more than was issued by twenty cities in 1913.

The number of cities reporting public recreation leadership in 1913, was 342; in 1923, 680. An increase of 175 percent is shown in the number of playgrounds and recreation centers under leadership, 2,402 such centers being reported for 1913 and 6,601 for 1923. For every person who attended a summer recreation center during 1913, the Association estimates, three persons attended such a center during 1923.

In spite of the encouraging progress in public recreation, the Playground and Recreation Association of America estimates that more than 400 cities of 8,000 population or above are still without a single playground or recreation leader. As in the past, the Association stands ready to help cities to establish systems of recreation under leadership. It will continue to offer its services to cities having recreation programs and wishing to strengthen them. Last year it helped 450 cities in various ways through the visits of its field workers and answered 16,000 inquiries on recreation subjects. Evidence that cities are awakening to the economy of year-round provision for play is an increase of 150 percent in the number of workers em-

ployed the year round. Seven hundred and seventy-four such leaders were employed by eighty-three cities in 1913, and 1,925 by 281 cities in 1923. The number of workers both year-round and part-time employed last year was reported at 12,282—5,123 of them men and 7,159 women. America's health and citizenship will be of a higher quality because of these workers whose profession is organizing play. Aiding them were 5,252 unpaid workers who vounteer in 229 cities.

Golf For the Lean Purse

A question on municipal golf, appearing for the first time on the 1923 questionnaire, brought from eighty-eight cities reports that they are supporting the sport of country clubmen at fees within reach of the small salaried. Thirty-nine of these cities stated the values of their municipal golf courses, which totalled \$5,925,641. Municipal vacation camps were maintained last summer by forty-five cities and a total investment of \$216,318 in camp property and equipment was reported by 32 cities.

Some cities are keeping cool in the summer and enjoying the exercises and fun of water sports all through the year, as the following statistics show.

| | Cities Rep'ting | Total Estim'd Num'r | Valu'n |
|-------------------------|--------------------|---------------------------|----------------------------|
| Swimming Pools, Indoor | 99 | 200 | \$770,707 (21 cities) |
| Swimming Pools, Outdoor | 149 | 336 | \$3,093,153 (68 cities) |
| Public Bathing Beaches | 134 | 261 | |

A popular addition to the bathing facilities provided by recreation authorities is the street shower, which delights the children on warm days. Sixty-nine communities report 410 of these showers in use.

In reply to the question "How many memorial playgrounds have you in your city?" sixty-one cities reported 136 such living memorials. Through the generosity of their citizens, fifty-one cities received during 1923 gifts of land or property to be used for recreation purposes.

Schools Foster Recreation

The lighted school house is taking a larger place in America's recreational life, as is shown by the report of 196 cities that used

1,127 school buildings as evening recreative centers during 1923. Ten years before, seventy-nine cities reported the use of 368 schools for this purpose. Community buildings used exclusively for recreation are reported by 124 cities, and number 328. One hundred and forty-six cities have community buildings which are used for both civic and recreation purposes.

Safeguarded streets are supplementing playgrounds. The increase in cities reporting streets set aside for play during the ten years' period has been impressive. In 1913, there were fifteen cities; in 1923, ninety-five cities, fifty-two of them reporting leadership for the play streets. Ninety cities reported the use of vacant lots for play under leadership.

Playgrounds Cut Delinquency

One reason cities are increasing their recreation facilities, states the Association, is because they have found that play under leadership will cut juvenile delinquency. Delinquency is an expensive proposition to the taxpayer, the average cost of keeping a child in a reformatory for a year being \$439 to say nothing of other costs. Reports of a falling off in delinquency cases following the establishing of recreation under leadership have come from a number of cities during 1923.

Bluefield, W. Va., which used to send about fifty boys a year to the state reformatory, has sent only two boys a year during the two years the city has had playgrounds and a boys' club.

Attributed to summer playgrounds were Utica's (New York) record of not a single child put on probation during July and Brazil's (Indiana) record of not one case of juvenile delinquency during the summer. Judge C. Penny, of Miami, Florida, gave credit to the supervised play program for the fact that while previously he had had twenty or twenty-five cases of delinquency in his court in a month, in the six months after the playgrounds opened he had had only five cases. Defiance, (Ohio), Centralia (Illinois) and other cities reported the practical elimination of mischief and property destruction by boys at Halloween by reason of the community celebrations organized by their city recreation committees.

Playgrounds' power to prevent delinquency has been easier to measure than their power to build constructive qualities. But the lessons of health, fair play, team work and patriotism being learned through community recreation leadership will show their effects on tomorrow's citizenship.

PUBLIC SCHOOL PEDAGOGY FOR THE SUNDAY SCHOOL

EDUCATORS interested in the teaching work of the church have for some time recognized that no "subject" lends itself so readily to the problem teaching methods as religion. One's religion is his way of life, and as such is the very tissue and fiber of character, inseparable from one's motives, habits, attitudes, and judgments; expressing itself, but also forming and fixing itself, by means of one's daily choices and acts.

In the past two years problem-teaching methods have been tested in intermediate, senior, and adult classes of the Sunday School with very satisfactory results. More recently, experiments on a large scale have been conducted with primary and junior classes, special adaptations being made to each age-group. Four or five thousand primary classes have tried the plan, with results unexpectedly good. The lesson story, based upon the Bible text chosen for the regular course, was prepared so as not only to form an accurate and interesting narrative for the children, but also to follow and develop a lesson theme. Seven thought-provoking problems were worked out, each on the theme chosen. The lesson story was divided into seven parts, each part ending with a question to arouse thought and lead directly up to one of the seven problems. Thus, in each portion of the story the child's interest was piqued, and a minor climax was reached, followed immediately by brief pupil discussion of the problem raised. By interspersing the problems with the story, the natural interest in the latter was utilized to create eagerness to think about the former. The alternation also gave opportunity for obtaining a maximum amount of problem thinking without tiring the young minds, as would have

been the result had all the problems been assembled at the close of the story.

Teachers are furnished with a specially prepared teaching program of simple child-life questions, to help the children recall their own observations and experiences for use in thinking about the problems. Freedom, of course, was given the teachers to substitute child-life questions of their own, when they desired. The teachers were asked to use only enough of the teaching program to stimulate thought, and to obtain pupil discussion on the problems themselves. The latter were of a practical nature, helping the children to discern the lesson teaching in terms of their own world and apply it to their own choices and actions. Mothers of the children were also furnished a home teaching program similar to the one used by the teacher.

Two illustrations were used with each lesson, one to interest the child in the lesson story, and the other to pique his curiosity about the first of the lesson problems, so as to obtain the requisite interest in home preparation and class discussion.

More than 10,000 Junior Sunday-school teachers tried a plan similar in technique to the one just described, but with these changes: Instead of a mother's home teaching program, the child himself was provided with a number of "Thought Starters" to use in his own home thinking. He was encouraged to do his own thinking, but also to propound the problems and Thought Starters to older folks at home, and then weigh their answers for himself. The teacher made use of a class Teaching Program keyed to the Thought Starters. The use of this, however, was more sparing than in the Primary classes, the material provided for the children being so stimulating and well-adapted to them that they needed no coaxing to prepare it at home. Owing to their greater capacity, this home preparation seemed to equip them for thinking and talking on the problems in class without help to a greater extent than was the case with the Primary children. It should be said, however, that an unexpected amount of home preparation was secured from the Primary children, also.

The writer has been in touch with a large proportion of these classes, through questionnaires and correspondence. It is