



MCGILL UNIVERSITY

THE MONTREAL PARKS AND PLAYGROUNDS ASSOCIATION INC.

A historical study of the above Association  
from the year of its founding in 1896 to 1949.

A Thesis Submitted to  
The Faculty of Graduate Studies and Research  
In Partial Fulfillment of the Requirements  
for  
The Master's Degree in Social Work.

by

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## PREFACE.

The author wished to express his appreciation to all those who in any way, have helped with this study.

His thanks are also extended to the Montreal Library, for the use of its files, pertaining to this thesis, of the Montreal Star, Gazette, The Herald, and La Presse.

The author's special thanks are due to Professor A. Zaloha, Professor E.R. Younge, both of the Mc Gill School of Social Work, and to Capt. W. Bowie, of the Montreal Parks and Playgrounds, without whose guidance and unfailing help, this study would not have been completed.

## CHAPTER I

### INTRODUCTION.

The purpose of this thesis is to trace the history of the Montreal Parks and Playgrounds from its beginnings in the year 1896 down to the present. This naturally will be a story of change, of shifting populations, of social conditions affecting the young people of this city and lastly, the attempts of the Montreal Parks and Playgrounds to meet recreational needs through the changing periods with which this thesis deals.

From investigations made by the writer it was discovered that no histories of similar organizations have been written in Canada. Therefore, in order to get at the beginnings of the playground movement the writer resorted to histories about its development in the United States.

In order to get some background on the general subject of parks and playgrounds, the writer reviewed the following books, the most important of which was "The Play Movement in the United States," by C.E. Rainwater. In this first part of his book Dr. Rainwater traces the early history of the play movement and then goes on to explain the significance of what he terms the stages of the play movement. Then in order to arrive at what one American city did the writer read "The Chicago Recreation Survey" in which Vol. I, Part I deals with the history of recreation in that city. Lastly the question of



the relationship between social group work and recreation occurred to the writer. Here he read a book called "The Development of Public Recreation in Chicago," by Elizabeth Halsey who deals with the part group work agencies played in the early recreation movement in Chicago.

The subject of this investigation is The Montreal Parks and Playgrounds Incorporated, a Red Feather Organization. To the writer the purpose of this thesis is to bring together under one cover the growth of this Agency and how the Agency changed to meet the changing conditions with which it was faced.

Throughout the thesis the following questions will be answered:

- (1) What are the aims of the Agency?  
How these aims have changed during the period which is the study of the thesis.
- (2) What are the functions of the Agency and how these functions have developed through the years.
- (3) What part do trained workers play in the development of the Agency?
- (4) What is the place of group work in recreation on the grounds?

Before proceeding further there are a few terms which will be used throughout this thesis and, therefore need explanation. The first is the word "playground" which can be described as an area, large or small, with facilities for supervised play activities. Programmes can be organized and promoted in this area. The next is the term "group play".

This is the play of children which is characterized by social interaction. It is sometimes thought of as an intermediate stage between the play of small children and the play of the older pre-adolescents. The third term which will be used, especially in Ch. II. is the term "play movement." Here Rainwater says that play movement is a series of events which takes place in widely separated places, yet when collected together and viewed objectively can be called a movement. Between the first two concepts there is a direct relationship because whenever children play together on the playground there is group play accompanied by resulting social interaction.

To the casual observer there are two organizations doing the same work in the City of Montreal. One is the Montreal Parks and Playgrounds, Inc. and the other is the Montreal Parks and Playgrounds sponsored by the City Council. The latter organization will be dealt with only as it affects the former. No attempt will be made to study the latter agency as stated above.

The plan and presentation of the following chapters will be as follows:

- (a) Early history of the playground movement in the United States and its relation to the Montreal movement.
- (b) The history of the Agency from the year 1896 to the year 1924, and from 1924 to the present.

- (c) As leadership is emphasised all through the annual reports, the writer deems it very important that a chapter on leadership be included.
- (d) Trained leadership will be considered and the part that trained group workers are able to play in this leadership will be shown. Here also the connection between social work and recreation could be shown.
- (e) Group work and recreation and the place group work can play in recreation today.

The following are the sources of data for the thesis:-

- (1) Annual reports of the Agency. These reports have been continuous since the year 1902 but the reports for the years 1905, 1909, and 1912 are not available to the writer.
- (2) Newspaper articles and editorials. These give the reaction of the people of Montreal to what the Montreal Parks and Playgrounds did and are doing.
- (3) Interviews with the Executive Director of the Agency, also with many citizens of Montreal who are living in the areas in which the Agency operated. The objective here was to get the ordinary man's opinion of the work the Agency was and is doing.

As one reads this thesis certain unavoidable gaps in the actual history of the association will be observed. These gaps occur because the information was not available in the files of the association.

## CHAPTER II

### EARLY HISTORY OF PLAYGROUND MOVEMENT IN UNITED STATES

The following is a brief outline for the present chapter:-

- (a) First the author discusses the influence of Europe on the United States. Here will be mentioned the influence of Play Commons on the early New England States and then later in the same area the great influence of the German political refugees.
- (b) Next in line will be mentioned the influence of the First Church Boston had on the play movement in the United States.
- (c) Still later in the 19th century the City of Brookline Mass. set aside some land to be used as a playground.
- (d) Next in what may be termed chronological order is the influence of the City of Chicago in establishing a public park for recreation purposes.
- (e) The coming of the sand garden from Germany will be discussed rather fully as this had a very direct bearing on the Montreal Parks and Playgrounds.

- (f) Lastly but still very important is the establishing of a Model playground in the United States. This again had a very important effect on the Montreal Parks and Playground as this organization established a model playground in the early 1900's.

In order to understand the origin of parks and playgrounds in Montreal it is necessary to go to the United States. Early events took place in widely separated places, each event being an isolated occurrence, which, when viewed objectively from a distance as it were, seems to make up the early beginning of playgrounds in the United States. These events are as follows:-

- (a) In the New England States, the town common, a copy of the English Town Common, served as a place for the people to gather for sports. These sports were games such as football and cricket, along with races<sup>1</sup>

1820 - 1840

Another step in the direction of the establishment of open areas as playgrounds came in the years 1820 - 1840 when open air gymnasiums were established by German political refugees.

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<sup>1</sup>C.E.Rainwater. Playmovement in the United States  
Op. cit Ch. II

This idea gradually died out and by the year 1840 there were barely any left.<sup>2</sup> But, during this same period many schools in the United States began to copy English Schools in establishing games and athletics on their grounds.<sup>3</sup> Many people, during this same period 1820-1840, started to be interested in athletics, and therefore many sports clubs began to be organized. All these organizations had their influence on the establishment of playgrounds as such, for these organizations had to have some place to play and practice their sports.<sup>4</sup>

1853

In 1853, the city of New York purchased a large tract of land which later became known as Central Park. Many cities followed New York's example, but for many years these large tracts of land were not used for recreation as we now know it although horseback riding, boating, and picnicking were generally provided for.<sup>5 & 6</sup>

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<sup>2</sup> Rainwater. Op.cit Ch.II.

<sup>3</sup> Butler- Introduction to Community Recreation. Op.cit Ch.V.

<sup>4</sup> Ibid. Op. cit Ch. V.

<sup>5</sup> Rainwater- Op.cit Ch. II.

<sup>6</sup> Butler- Op. cit Ch. V.

1865-1868

- (b) Between the years 1865 and 1868 (the exact date is unknown, but Rainwater states it was 1865, Butler 1866 and Encyclopedia of Social Sciences 1868) the First Church Boston established the first vacation school on record. This school was established in the yard of a public school near the church. While this event was a definite provision for play, Rainwater says that the citizens of Boston, for reasons unknown, did not support it.<sup>(7), (8)</sup> (It should be noted here that this playground was established by a religious organization, and since in those days all social welfare work in Boston was done by the Church, this playground could be said to be established by a welfare agency. Thus the need for playgrounds was first recognized by a welfare agency, working for the good of mankind. )

1871

- (c) In 1871, in the city of Brookline, Massachusetts, voters authorized the purchase of land for a playground, but nothing was done to develop it.

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<sup>7</sup> Rainwater- Op. cit Ch. II.

<sup>8</sup> Butler - Op. cit Ch. V.

1876

- (d) Another important step forward occurred in the city of Chicago, where in 1876 Washington Park was opened. The authorities specified that team games such as football were to be played, but it was not until 1886 that any of these were played at all. Then two tennis courts were provided and permission was granted for baseball to be played in the park.<sup>9</sup>

In Chicago, the idea of providing playgrounds did not come from the city authorities. It came from various charitable agencies which were primarily concerned with the welfare of young children in the centre of the city who did not have any play space and who had to travel far in order to get into the country.<sup>10</sup> (1876).

1885

- (e) In the early days of the establishment of playgrounds the most important single event as far as the United States is concerned, was the establishment of sand gardens. This idea was brought from Germany by a Dr. Marie

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<sup>9</sup> Rainwater - Op. cit Ch. II.

<sup>10</sup> Chicago Survey, The Chicago Recreation Survey-  
Op. cit Ch. II.



Zakrewski who, while on a visit to Berlin, observed children under the supervision of the police playing in heaps of sand in the public parks. She reported this in a letter to the chairman of the Massachusetts Emergency and Hygiene Association who lived in Boston and, as a result of this, sand heaps were put in yards on Perimeter Street, Chapeland and the West End Nursery. The latter one ( West End Nursery) was unsuccessful, but the former<sup>11</sup> (Perimeter Street) proved a huge success.

As a result of this success we find in 1887<sup>12</sup> ten sand heaps were established in Boston.

During the 1885-1894 period the sand piles were located in mission yards but in 1894 all sand gardens were to be found on school property. Funds for operating the gardens were supplied by the Massachusetts Emergency and Hygiene Association until 1899 when the city council appropriated a sum of money for their operation.

Much of the early success of the sand gardens was due to a Miss Ellen Tower who was chairman

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<sup>11</sup> Rainwater- Op. cit Ch.II. Butler- Op.cit Ch.V.

<sup>12</sup> Butler - Op. cit Ch. V.

of the Massachusetts Emergency and Hygiene Association in 1885. This same woman had a direct connection with the establishment of playgrounds and sand gardens in Montreal when in 1902 she came to this city and gave a lecture on the Play Movement in the United States.<sup>13</sup> (See Chapter III for a full report of this lecture)

At first these sand gardens were not under supervision and any help that was given was generally given by a woman who lived in the neighbourhood on a purely voluntary basis. In the year 1887, as a result of the increasing number of gardens in Boston, matrons were employed to supervise them. This continued until 1893 when a supervisor was appointed to supervise all gardens with assistants and kindergarten leaders employed on each ground consisted of games, digging in the sand and occupation work.<sup>14</sup>

The sand gardens proved so popular that perhaps a description of one as conducted in the city of Boston is pertinent here.<sup>15</sup>

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<sup>13</sup> Rainwater- Op.cit Ch.II. Butler- Op. cit Ch.V.

<sup>14</sup> Butler- Op.cit Ch.V Rainwater- Op. cit Ch II.

<sup>15</sup> Rainwater - pages 47-48.

The place is the shady side of a school yard. It must be shaded, as it is impossible to play on the hot bricks in the summer with the burning sun overhead. The time, therefore, is regulated by the falling of the shadows.

In the shadow stands a wooden box with a heavy cover, padlocked tightly at either end. In the box is the sand, and in the basement of the school building are the toys and the materials for work or play. If the shadows fall in the morning the gate is swung open at nine and long before the hour a crowd of little boys and girls has gathered on the sidewalk, or if in the afternoon the children do not assemble before two o'clock.

At fifteen minutes before the hour of opening, the matrons enter the yard and admit some of the larger children who, under their direction, must sweep and gather up the litter in the yard, consign it to the waste barrels, bring out from the basement of the building the seats, pails, and shovels, lift the cover of the sand box, and arrange the toys in different parts of the yard that the children may go to the spot, where for instance the blocks are placed, if they wish to play with blocks. This done, the key is turned and the waiting crowd let in as the clock strikes. To open and close punctually lends an air of seriousness and importance, and the children enjoy and respect a certain amount of discipline.

When once in the yard, the babies flock to the sand box, their elders seek for toys and books, one monitor distributes horse reins, another skipping ropes or toy brooms, and there is a rush for seats. Nothing adds so much to the comfort of the children and mothers as plenty of movable benches. Sometimes there is marching to the sound of the drum, and the waving of numberless flags. On two days of the week sewing cards and bright worsted are the chief attraction, on two other days brilliantly colored soldiers, animals, and rough riders, or hospital nurses are distributed to be cut out. There are perhaps seven or eight pairs of scissors in a yard, each pair hung on a red string to pass over the head of the urchin using it. This fortunate youngster sits comfortably and

and prolongs his pleasure as opposite him against the wall stands a wriggling line of his comrades awaiting their turn.

They are much more excited and interested than they would be if there were scissors enough for all. The express carts run continually, two boys pulling, two babies riding inside. Fifteen minutes is the usual time allowed for a trip.

Kindergarten songs and games form an important part of every day's amusement, and under the guise of play an effort is made to teach the brief creed..... "to play fair, keep clean, and speak the truth." As the closing hour approaches the children gather the toys together, bring them to the matrons, aid in putting them away, and then form a line or a ring and file out of the gate one by one."

1895 - 1900

In the year 1899 two sand garden playgrounds were established in the city of New York.

Here again, two women interested in the welfare of children in the crowded areas of the city were instrumental in having these grounds established. ( In the 1895-1896 period the Settlements House of New York took a hand in establishing sand garden playgrounds.) Rainwater points out that sand gardens established in the cities of Chicago, Boston and New York had the following eight characteristics:<sup>16</sup>

- (1) They operated only during a portion of the day.
- (2) They made provision only for children of pre-adolescent age.

- (3) The sand gardens of this early period were open during the months of July and August only.
- (4) The equipment was meant for outdoor use only, thus the gardens could not be used in the winter time.
- (5) They were generally located on school grounds, parks in one city as mentioned above, on tenement courts, or on settlement yards.
- (6) The projects were supported by philanthropic efforts.
- (7) The activities of the sand garden included both free and directed play, the latter being chiefly singing games and folk games.
- (8) The object of these gardens was primarily to keep the children off the streets and then to bring activities to them which, in turn, would induce certain forms of behaviour.

(f) Also these were the years of the establishment of so-called model playgrounds in the United States. Rainwater analyzes the model playgrounds and comes to the following six conclusions:<sup>17</sup>-

- (1) "It catered to the spirit of city youth by providing a place for the immediate neighbourhood to play. The games played were generally indoor baseball, quoits, and handball.
- (2) The model playground was essentially an experiment so it attempted to determine what kind of equipment was best suited to the playground.
- (3) The model playground also attempted to group the games played in the grounds according to the age groups using the ground.

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<sup>17</sup> Rainwater - pages 60-61.

- (4) The model playground made use of the rivalry between students of different schools in the neighbourhood of the ground, and it gave prizes to the successful competitors. These prizes were generally given to the schools and not to the competitors who won them.
- (5) Constructive work was generally included in the model playground but this was generally limited to gardening.
- (6) It was also noted that great encouragement was given to the users of the playground to use the gymnastic equipment in the grounds."

With the development of the model playground the basic concept of how a playground can be used changed in that while a sand garden was used for little children, in the model ground children of older age groups were also admitted and could participate in various activities. Another change involved the use of trained instructors for the teen-agers and kindergarten teachers for the younger children. To the present writer it seems that results of the early model grounds indicate a recognition of the following **principles**:-

- (1) That all play has an educational value as an amusement value to the participant
- (2) That recreation facilities should be provided for youth as well as for small children.

- (3) That provision for play should be provided throughout the whole year although the idea of indoor play was not yet developed.

Lastly it was noted by the writer that the initial movement to establish playgrounds was provided and sponsored by different group work bodies such as Settlement, and religious bodies, both of whom generally provided the leaders.

The next step in tracing the history of the Montreal Parks and Playgrounds, takes us to Montreal for it was in 1896 that the movement started there.

### CHAPTER III

#### STEPS AND STAGES IN THE DEVELOPMENT OF THE MONTREAL PARKS AND PLAYGROUNDS.

In dealing with the history of the Montreal Parks and Playgrounds the author has subdivided the contents of the present chapter under the following headings:-

- (a) Early History, 1896-1905
- (b) The period of Gradual Expansion, 1905-1924
- (c) Modern History, 1925-1949
- (d) General features of the programme, 1905-1949
- (e) Handicraft programme as carried on under the Executive Director.

#### (a) EARLY HISTORY, 1896-1905

In 1896, the Montreal Tramways Company wanted to build a line across the mountain but a group of public spirited ladies formed themselves into an unofficial committee and circulated a petition in order to prevent the company from doing this. They succeeded in this their first attempt. Then these ladies met with the city council and prevailed upon it to amend the city charter so that the mountain playground would be preserved in its natural beauty.<sup>1</sup>

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<sup>1</sup> Annual Report, Montreal Parks & Playgrounds 1901.



It will be observed that the mountain is still a subject of controversy in the city, one of concern to many Montrealers. This strife recently attracted attention when the city wanted to build a road to the Chalet on the top, and the Federal Government wanted to build a radio television tower.<sup>2</sup>

In the year 1901, the above mentioned committee, seeing that the number of playgrounds was increasing in the U.S.A. but a city of the size of Montreal could not boast of one, decided to organize themselves into the Montreal Parks & Playgrounds Association.<sup>3</sup> The objectives of this new Association were four in number.

- (1) To preserve the titles of all existing parks and playgrounds from being transferred to private ownership.
- (2) To create where possible more open spaces to be used as Parks and Playgrounds.
- (3) To establish where possible Parks & Playgrounds for the older boys and girls.<sup>4</sup>

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<sup>2</sup> Various News Items, Letters to the Editor -Montreal Daily Star Issues for 1949-51.

<sup>3</sup> Annual Report Montreal Parks & Playgrounds 1901.

<sup>4</sup> Annual Report Montreal Parks & Playgrounds 1901.

- (4) The above were primary objectives of the organization but as one reads the early annual reports of the Association, other supplementary goals begin to appear. The first one (1904) was the idea that a playground should be established in the crowded areas of the city,<sup>5</sup> in order to keep the children of these slum areas off the streets where they might be hurt. The second was to get the child out into the sunshine so that his health would improve.<sup>6</sup> As time goes on still another objective appeared, and this one deals with the idea of training young boys and girls to be better citizens<sup>7</sup>. This idea came as a result of the patriotic feeling which the first World War (1914-18) brought about. In the early 1920's the supervisors employed by the Association carried out this idea of training for citizenship one step further by letting the older ones on the ground, lead groups of their own. This leadership was carried out in a democratic way.<sup>8</sup>

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<sup>5</sup> Districts around Bleury Street, near the centre of the city, and the Atwater district.

<sup>6</sup> Annual Reports Montreal Parks & Playgrounds 1904-1915.

<sup>7</sup> Annual Reports Montreal Parks & Playgrounds 1915.

<sup>8</sup> " " " " " " 1921.

Just how the objectives were carried out by the Supervisors on the grounds will be shown later in the chapter under the heading "Programme."

(b) Expansion of the work of the Organization-1905-1924.

In order to carry out its objectives it was necessary for the Association to acquire land. According to law an association cannot acquire land unless it is incorporated. So in 1903-1904, the Agency<sup>9</sup> took steps to have the necessary Act of Incorporation passed by the legislature at Quebec.<sup>10</sup>

The first step in this direction occurred in 1902 when the Association, by suggestion attempted to get the city council to carry out the following three ideas:<sup>11</sup>

- (1) To convert a piece of ground in St. Gabriel's Ward, that is in Point St. Charles into a ball field under the jurisdiction of the Parks & Ferries Committee of the city council.<sup>12</sup>

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<sup>9</sup> Hereinafter referred to as the Agency (or as the Association.)

<sup>10</sup> See Appendix one attached

<sup>11</sup> Annual Report Montreal Parks & Playgrounds 1902.

<sup>12</sup> As far as the writer can find out, the location of this ground is unknown today.

- (2) Made a suggestion for the re-arrangement of several squares in the city.
- (3) Suggested that the South East corner of Fletcher's Field<sup>13</sup> be made into a baseball park for the older ones and that a sand garden be provided for the little ones there.

As the city Council was very apathetic towards these suggestions the Association appealed to the public by petition with the result that a public ball park and sand garden were established in Fletcher's Field.<sup>14</sup>

In 1903 the Association persuaded the Protestant School Board to give it permission to use the school yards of Berthelet School on Ontario Street near St. Lawrence Main and the Royal Arthur School near Atwater as playgrounds.<sup>15</sup> These two grounds were in areas which are very crowded. The population in the area

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<sup>13</sup> Situated between Pine and Mt. Royal Avenues on both sides of Park Ave.

<sup>14</sup> Annual Report Montreal Parks & Playgrounds 1902.

<sup>15</sup> " " " " " " 1903.

around Royal School was at that time and still is both coloured and white.

After incorporation the Association saw that Berthelet School playground was not near the extremely crowded East End of the city, therefore in 1904 it tried to secure, for a playground, a piece of land further east but was unsuccessful at this time.<sup>16</sup> In this year there was a further increase in the number of playgrounds established when the Grand Trunk Literary Society asked the Association to supervise a ground ( later called Dyke Ground) in the Point St. Charles Area located at the foot of Ash Street.<sup>17</sup> & <sup>18</sup> Another piece of ground on Charlevoix Street was given to the Association in order that a playground would be established, but according to the Annual Report of 1904 the ground was leased to the Association in 1902 but it was not developed as a playground at that time.

By 1904, the members of the Association noted with alarm that the city was expanding, that new

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<sup>16</sup> Annual Report Montreal Parks & Playgrounds 1904.

<sup>17</sup> The land is now part of the Point St. Charles, C.N.R yard.

<sup>18</sup> Annual Report Montreal Parks & Playgrounds 1904.

industrial areas were being laid out, that workmen's homes were being established but that no areas were being preserved for playgrounds. This was brought to the attention of the city but no action was taken in that year.<sup>19</sup> A new small playground was opened by the Association in the East End of the city but the location is today unknown.

The Association thought that it would be a very good idea to establish a model playground on the single piece of land which it owns. This was done, but by 1908 this ground was not large enough and the Association petitioned the city to acquire ground behind the Fire Station on Hibernia Road. The Agency was given a 25 year lease on this site.<sup>20</sup>

The size of Fletcher's Field irked some of the citizens of Montreal who, in 1908, petitioned the city council to cut down the size of the field by giving them a grant of land, running parallel to Pine Avenue so that a row of houses could be built. The Association was again able to raise public opinion against the move

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<sup>19</sup> Annual Report: Montreal Parks & Playgrounds 1906.

<sup>20</sup> Annual " " " " " 1908.

and it was dropped.

In 1909<sup>21</sup> a new playground was opened in a very crowded part of the city namely the section between Bleury and St. Lawrence South of Ontario and North of Craig Streets. The spot chosen was located on the grounds of the old Sheltering Home on Dorchester Street near the University Settlement.

Sometime during the years from 1909 to 1913 the Royal Arthur School Playground was closed. As far as can be discovered, the reason for closing was that the school was being remodelled.<sup>22</sup>

So far the Association had only one piece of land which it could call its own. This was located on Hibernia Road. All the other playgrounds were located on school grounds.

In 1913,<sup>23</sup> two daily papers took an active interest in playgrounds. These papers were "The Daily Herald" and "La Presse, the former opening a ground, at

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<sup>21</sup> Annual Report Montreal Parks & Playgrounds 1909.

<sup>22</sup> " " " " " " 1909 & 1913.

<sup>23</sup> " " " " " " 1913.

the corner of Brewster and St. Antoine and the latter, choosing a site on an old farm at the corner of St. Lawrence Boulevard and Sherbrooke. Each paper contributed the sum of \$200.00 towards the operation of the grounds. According to the editorials published the reason for this action was the vast numbers of children running in the streets. The papers wanted to demonstrate as well as they could that perhaps playgrounds were the answer to the problem. Besides that it would cut down the mischief that the children, who had nothing else to do, carried out. The writer of the editorials used the word "delinquency", but the children were not delinquent, all they wanted was some fun which was denied them.

A very great advance was also made in Montreal in 1913, when the city of Montreal decided to follow other American cities and take some municipal responsibility for establishing playgrounds. These grounds were established in La Fontaine Park and Fletcher's Field. The Association took an active part in getting the city to take this step as it is given prominent mention in the Annual Report of that year.<sup>24</sup> To establish these grounds and equip them the city voted a sum of \$10,000.00 and also added a rider

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<sup>24</sup> Annual Report Montreal Parks & Playgrounds 1913.



to its original motion saying that it was in favour of establishing more playgrounds in the crowded sections of the city. This rider spurred the Association to further action, in that it made a survey of the city with a view of establishing grounds on land already owned by the city, such as city squares, etc. The results of the survey were presented to the city council in the form of a petition and the members of the council stated that they were in full accord with the petition requesting the city commissioners to submit a definite advance for the coming year.<sup>25</sup>

The Association assumed responsibility for the care and supervision of the city owned grounds.

In May 1914 the city voted \$39,500 to equip and supervise the following grounds the Association being responsible for the supervision only. The location of the grounds were La Fontaine at Papineau, Drury Square, St. Lawrence Boulevard at the corner of Atlantic Street, Dufferin Square, Fletcher's Field, St. Helen's Island, Haymarket, Gallery Square, St. Patrick's and Richmond Square.

Because the city opened a playground on

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<sup>25</sup> Annual Report Montreal Parks & Playgrounds 1913.

Dufferin Square the Association closed its own playgrounds located on the grounds of the Sheltering Home and Berthelet School. Also, on account of change of management, the "Herald" could not find the funds to operate its ground, and the Association was compelled to close it.<sup>26</sup>

Before proceeding further it should be noted that by 1914 both private concerns (the Association) and public authorities (the city) were interested in establishing parks, and by this time there was an increase in the numbers established although many were abandoned for various reasons. From now on this pattern of opening new grounds and closing of some others continues.

In spite of the First World War, and the economies enforced by it two new grounds were opened in 1916 by the Association. One was in the East End of the city (location unknown) and the other in the North End, again location unknown, but probably Greenshields Park in the Park Extension District.

In this same year Dyke Ground, established in 1904, was closed because the river was polluted. Swimming had been the major activity carried on here as the ground

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<sup>26</sup> Annual Report Montreal Parks and Playgrounds 1914.

itself was far too rough for the playing of Group or Team games.

In 1918,<sup>27</sup> the last year of the war, the Association opened two new grounds, one was the old Herald ground on Brewster Street, and the other a new ground in the new Snowdon Area, now called McDonald Park.

In 1922, still another bit of expansion took place, with the establishment of a playground in a section of the city slums called Victoria Town.

(c) Captain Bowie, 1925-1949

With the acceptance by Captain Bowie of the Executive-Secretaryship of the Association in 1924 a new era of life dawned for the Association for it was and still is his belief that the city should establish playgrounds for the young people. It is the city which can obtain sufficient funds and the land to establish needed playgrounds while a private organization such as the Association can raise only a limited amount.<sup>28</sup> Therefore with that in mind, Captain Bowie set about establishing a new policy and aim<sup>29</sup> for the Association.

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<sup>27</sup>Annual Report Montreal Parks & Playgrounds 1916.

<sup>28</sup>Conversation with Capt. Bowie, Dec. 5th. 1951.

<sup>29</sup>Appendix C.

Although it is not mentioned in the annual reports of 1924 the Association hired a trained leader for its playgrounds, for the new executive director was trained by the Y.M.C.A. and knew the value of trained leadership on the grounds. This, decidedly, was one of the greatest steps forward taken by the Association. The new executive director came to the Association from Kingston Y.M.C.A.

Briefly stated, the policy of the Association as formulated by the new executive director was and still is to demonstrate that playgrounds and supervised recreation are necessary. To carry out this policy the Association would establish a playground in a certain ward of the city to demonstrate the value and need of supervised recreation in that district. The aim of the Association was not to establish permanent playgrounds but by illustration, propaganda and practical help show that a playground should be established in a given area. This aim is still the aim of the Association today.

With the above in mind, the expansion of the Association with regard to the number of playgrounds established ceased, and from then on the Association established playgrounds in different wards of the city for demonstration purposes only. Most of these playgrounds

were established on private property or on property surveyed and designated for a park or playground but in sections of the city where nothing further had been done. These grounds were operated by the Association, for one, two, or three years, or just as long as the Association deemed it advisable to accomplish its aim and purpose as a demonstration.

Meanwhile the Association expanded its service in many other ways. It helped many other organisations in the city to open new playgrounds. As an example of this type of service is the help given the St. Lawrence Kiwanis Club to establish a ground in the East End of the city, corner of Gascon and Rainer Streets in Delorimier Ward.

Having dealt with the growth of the Montreal Parks and Playgrounds let us now take a look at the programme as it was carried out on the grounds, for it is by the programme that the children are kept interested and so the attendance is expanded.

(d) General features of the programme, 1905-1949.

In order to accomplish the aims mentioned in the previous section of this chapter,<sup>30</sup> the Association had to be concerned with a programme. A programme may be defined as the ways and means by which the objectives are to be carried out.

At first the Association concentrated in its programme on the provision of play facilities for the very young children. It should be remembered that the older children of working people were employed long hours in the early part of this century and had little free time for play.<sup>31</sup> The first mention of any kind of a programme was in 1901 when the Association, taking as their example the playgrounds in the cities across the border, established sand gardens in its playgrounds. These sand gardens consisted of a box of moist sand, in which the young children could play, for two or three hours of an afternoon. Those coming to the garden were taught three things, namely: (1) To play fair, (2) To keep clean and (3) To speak the truth.

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<sup>30</sup> See page 18.

<sup>31</sup> Writer's interview with Capt. Bowie who discussed articles in the Montreal daily papers in 1901 and now on file in Public Library, Montreal.

In 1902 the Association established in Fletcher's Field one sand garden for the little ones and one ball park for the older ones. This ball park was established as a result of public demand for some place for the older ones to play.<sup>32</sup>

In 1903 the Association experimented with another type of programme on its grounds and introduced the type known as kindergarten work, which proved very popular.<sup>33</sup>

The Association recognized in the same year that in the district surrounding Royal Arthur School playground, something had to be done for the teen-agers, consequently it decided to open, under supervision, this Day ground in the evenings. The evening programme offered various group games such as Croquet, Quoits, Baseball, etc. The older children were supplied with books from the Fraser Institute.

That winter the Association tried an experiment<sup>34</sup> on Fletcher's Field by establishing a skating rink and a toboggan slide, both were very popular.

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<sup>32</sup> Annual Report Montreal Parks & Playgrounds 1902.

<sup>33</sup> Annual " " " " " 1903.

<sup>34</sup> Annual " " " " " 1903.

Miss Towers<sup>35</sup> was brought to Montreal by the Association at this time and in her lecture on the History of American Playgrounds, she stressed the objectives of the Playground programme. These were:-

- (1) "It gives pleasure to **thousands** of children who, otherwise would have played on the streets.
- (2) It teaches them that there is enjoyment in what was regarded as goody, goody stuff.
- (3) Most important, it teaches them in the guise of play how to use their hands and brains.
- (4) They are taught, lastly, to respect property not their own." (36)

In 1904,<sup>37</sup> the Association's supervisors taught the children on the playgrounds how to read and emphasized sewing among the girls. The first mention of equipment such as trestle tables and swings being used on the grounds was made in the annual reports for 1904.

In 1906<sup>38</sup> teen-agers were mentioned in the Annual Report as being present on various grounds. Their pres-

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<sup>35</sup> See Chapter II.

<sup>36</sup> Annual Report Montreal Parks & Playgrounds 1903.

<sup>37</sup> Annual " " " " " 1904.

<sup>38</sup> Annual " " " " " 1906.



ence was discouraged as provision was made for them on two grounds namely Royal Arthur School Ground and Fletcher's Field. The objectives of the evening programme were two in number: (1) To keep the teen-agers off the streets and (2) Out of Saloons. The general behaviour of the teen-agers was, at first rough but later this improved.

In 1906, while the programme for the teen-ager remained as stated above, the programme for the younger children consisted of organized games (Baseball, Football, etc.), sewing, reading, swimming (Dyke), sand modelling, checkers, dominoes, cork work and swinging.

During the next few years the programme was essentially the same as in previous years namely: Games, both group and team games, sand boxes for the "little ones", sewing, bead work, swimming (Dyke) and books supplied by the Fraser Institute. As yet there were no carpentry classes or hobby classes for the boys. These came later. At Hibernia the ground was kept open all year, with a slide and a rink forming the winter programme. The apparatus on the grounds began to look very much like present day sites with swings, see-saws, wading pools.

<sup>39</sup>  
In 1910 the instructor for the older boys was a Gym

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<sup>39</sup>Annual Report Montreal Parks & Playgrounds 1910.

enthusiast and this the boys liked very much.

The attendance at some of the grounds such as Berthelet, Dufferin Square was limited to boys and girls under the ages of eight and ten years respectively. This was done because the grounds were not big enough to permit their use by the older boys and girls and because the regulations of the Protestant School Board prevented the older boys from attending.

In 1911,<sup>40</sup> a Miss Helm, who during the year was a worker at the University Settlement was employed by the Association as chief monitor, for the summer months. It was Miss Helm who said that she always believed in suiting the game to the child, so the programme of the Association made another step forward. Of all the group games, the singing ones proved the most popular. The boys, however, did not join in the group singing games but liked to play such games as baseball, cricket, etc. Needle-work (handicraft) proved very popular. In the winter of 1911 another experiment was tried on Fletcher's Field, when a toboggan slide was erected on the East side of the field. This proved a great success.<sup>41</sup>

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<sup>40</sup> Annual Report Montreal Parks & playgrounds 1911.

<sup>41</sup> First one see above year 1903.

Miss Helm instituted another experiment in the year 1911,<sup>42</sup> when she began weekly instructional conferences for the staff on the grounds. At these conferences, difficulties were taken up, new games explained and played and the monitors' and monitresses' questions were answered. These conferences were expanded and carried on every year down to the present day. They proved a medium through which a new monitor could learn how to carry on the playground programme.

In the year 1913,<sup>43</sup> another new experiment was tried by the Association, when it started showing motion pictures on the grounds, with equipment lent by the University Settlement. The experiment again proved very popular and even today there is a constant demand for motion pictures.<sup>44</sup>

Let us again mention the objectives of the Association.<sup>45</sup>

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<sup>42</sup>Annual Report 1911.

<sup>43</sup>Annual Report Montreal Parks & Playgrounds 1913.

<sup>44</sup>Personal experience, having been a monitor for both the city and the Association.

<sup>45</sup>See page 33.

- (1) " To take the boys and girls off the streets."
- (2) By using the play method to make better citizens out of the boys and girls on the park.

The mothers around Hibernia were brought in closer touch with the above mentioned objective of the grounds when the monitor decided to do neighbourhood visiting. She found out that the parents had no idea whatsoever of what the grounds were trying to accomplish. The monitor outlined the value of directed play as against undirected play.<sup>46</sup>

This is the first mention of the educational character of the work carried on by the playgrounds for as mentioned above the mothers had no idea whatever of what the grounds were trying to carry out. It is also the first mention of the public relations that the monitors were carrying out for by the visiting the monitor really brought the objectives of the grounds before the general public.

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<sup>46</sup> Annual Report Montreal Parks & Playgrounds 1914.

In 1914<sup>47</sup> the Association decided to hold training courses during the winter months for the young people, who intended to be monitors during the summer in the parks. The first courses were held at McGill University and at Ecole Jacques Cartier, and they consisted of Play, First Aid, Games ( Singing, Group and Competitive) Athletics for boys, Dancing for girls, simple crafts and story telling.

In 1914<sup>48</sup>, the first mention of interground activities appeared in the Annual Reports of the Association. More than likely interground activity had appeared before this, but this was the first mention of organised games between playgrounds, the games played were baseball, and dodgeball. According to the report this competition developed a ground loyalty, and also helped the competitors to play the game for the game's sake, and not for the sake of winning.

With the coming of First World War funds<sup>49</sup> diminished.

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<sup>47</sup> Annual Report Montreal Parks & Playgrounds 1914.  
<sup>48</sup> " " " " " " 1914.  
<sup>49</sup> " " " " " " 1915.

The most rigid economy had to be practised by the Association and as a result some of the programme suffered. At Royal Arthur, the ground is very suitable for small children, however the older ones could not be accommodated as ball games were not allowed, the windows being too close.

At Hibernia another new idea was introduced, in that the monitors tried a system of self-government<sup>50</sup> with the older girls. This consisted of small committees in each class ( 6 in number) who were given responsibility for such things as giving out work, criticizing work done by the smaller ones, cleaning up, etc. The various group committee formed themselves into a grounds committee in order to keep the grounds clean. Otherwise the actual programme of activities was the same as in previous years.<sup>51</sup>

Another innovation was tried by the Association in 1917,<sup>52</sup> when it organized the first carpentry classes for the older boys. This was the first carpentry

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<sup>50</sup> See above.

<sup>51</sup> See above 1914, etc.

<sup>52</sup> Annual Report 1918.

class organized on the playgrounds. Many articles were made by the girls for the Red Cross. It was noted that the ages of the boys and girls were down as the factories took all available teen-agers for the making of munitions. It will be noted by the reader that this is in the time of the First World War and all available man power was pressed into service. The factories had to use teen-agers as the man power was conscripted into the army. The factories paid good salaries for the period(1917) and people thought it was in the national interest for teen-agers to work there.

In 1918,<sup>53</sup> it was noticed that neighbouring motion pictures and a vacation school at the Negro Community Centre cut down attendance at the parks. This motion picture problem was to keep hindering the attendance at the parks for quite some time. There was no law against children attending motion pictures from 1918 - 1927, because the law restraining children and teen-agers from attending pictures was passed in 1927.

Again in 1918, the lack of funds was plaguing the Association so that the services of the male staff members had to be dispensed with and Hibernia ground

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<sup>53</sup>  
Annual Report 1918.

was closed in the winter.<sup>54</sup>

In 1918,<sup>55</sup> a new aim was introduced in the programme in that the children on the grounds were being trained to be better citizens of the country when they grew up. This was the time when everybody connected with the bringing up of children wanted to instill in them the "Love of Country", the flag etc". This patriotic fever was a direct result of the tribulations the nation was going through as a result of the war. On every ground the children were required to salute the flag in the morning and evening. Every ground had a flag generally flying from a tall post in the centre of the ground.

In 1919,<sup>56</sup> the Dyke ground where swimming alone was practised was abandoned on account of the water becoming too polluted. The Association opened one in Cote St. Paul instead.<sup>57</sup> The boys and girls were taken to the nearest public bath for a swim. This practice is still continued today.

From 1919 to 1924 the programme continued along already established lines as lack of funds pre-

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<sup>54</sup> Annual Report Montreal Parks & Playgrounds. 1918.

<sup>55</sup> " " " " " " 1919.

<sup>56</sup> " " " " " " 1919.

<sup>57</sup> Located on the site of the present Cote St. Paul Car Barns.



vented any radical change and expansion.

With the coming of Capt. Bowie in 1924, the programme began to change as the aims of the Association changed.

First and foremost the new executive director believed in trained leadership and that all personnel on the grounds, who were employed as "monitors" and "monitresses" must be trained. Therefore he tried and generally succeeded in getting the playleaders from McGill University School of Physical Education and still later students who had group work training of McGill School of Social Work.<sup>58</sup>

Another point in the programme, and one which the monitors and monitresses must carry out is the one of propaganda. In order to get a city such as Montreal to take any action with regard to establishing playgrounds in a given area public opinion must be raised in support of the idea or the city will not act. This is common knowledge in the city. In order to secure this support the monitors and monitresses must mix during duty hours with the mothers and fathers of the children and through them needed publicity in favour of

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<sup>58</sup> Annual Report Montreal Parks & Playgrounds 1927.

the project would spread. If the reaction is against the establishing of a ground, such as it was in Cartierville in 1947,<sup>59</sup> then the Association pulls out.

Still another point in the policy and aim of the Association as formed by the executive director is that of practical help to other Associations and individuals interested in establishing grounds. Therefore the Association lent paid monitresses and monitors to organizations like the St. Lawrence Kiwanis Club who established a ground in the East End of the city.

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<sup>59</sup> See Appendix II.

Programme of the New Executive Director in detail.<sup>60</sup>

The programme as carried out by Capt. Bowie and his assistants on the playground have consisted of the following activities: (1) games of various types, singing, group and team were played. The type of game played depends on and is geared to the age of the group participating. During the years 1924 to 1930, new group games were introduced each summer. (2) Arts and crafts and (3) Interest trips were also introduced at this time.

Each year from 1925, onwards, the Association selected trained personnel, first from McGill University School of Physical Education and more recently group workers from The School of Social Work. Every person selected was given a three-day course on the aims and policies of the Association. They were also taught games which were to be introduced on the grounds that year. For example, here are a few features introduced in 1925.<sup>61</sup> Cage ball, Tether Tennis, Street showers, hours to neighbouring factories, etc. Another item that was impressed on the monitors and monitresses as these young people are called, is the idea of spreading propaganda

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<sup>60</sup> Annual Reports 1925-1948.

<sup>61</sup> Annual Reports 1925-1948.

in favour of the ground in which they are working. At first they had to spread propaganda in favour of trained supervision too, but in 1942 the city finally saw the benefits of trained supervision and so after 1942 the phrase "trained supervision" was taken out of the aim.

One method the Association believes in is that the city should take over all grounds, where the attendance record, Appendix G, taken three times a day, morning, noon and evening, is suitable for the district concerned. The attendance is the record of the average number of people on the ground during the three periods.

The following table is a condensation of the list given in the Appendix G.<sup>62</sup> It gives the total attendance in five year periods and it shows that the children must have liked the programme as the statistics illustrate that the children always came in increasing numbers. The author thinks that these figures speak for themselves and show emphatically the result of trained leadership on the grounds.

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<sup>62</sup> See page 94.

FIVE YEAR STATISTICAL SUMMARY 1925-1949.<sup>(a)</sup>

Period	Total Number of parks Operated.	Total Attendance for Five Year Period.	Increase over preceding five Year Period.
1925-1929 (b), (c)	56	1,058,366	-----
1930-1934	57	1,318,769	3,047,142
1935-1939	46	1,689,713	356,747
1940-1944	42	1,111,394	-236,200
1945-1949	30	375,595	103,698

(a) For complete information see appendix G.

(b) No figures for the year 1933- Report consisted of a ten year summary.

(c) There are some years left out. These the reader can see by examining Appendix G.

Yet another point is insisted on by the Association. This is the very important point of giving leadership by mixing and playing with the children. It is a known fact that the more the monitor plays with the children, the more children will come to the grounds.

The Association puts great emphasis on handicrafts in its programme, so much so that special assistants are hired to do handicrafts on the different grounds. Here is a description taken from the 1926-1927 Annual Reports, which illustrates the Philosophy of the Association, in relation to Handicraft.

(e) Handicraft Programme.

The general purpose of the Handicraft Work is to develop habits of correct observation, clear thinking and accurate workmanship, through the discipline of hand and eye. It is especially useful in developing self-reliance and the will to persevere; since these qualities are essential for and are rewarded by the production of tangible and permanent results.

"Making humble things well and fit for their purpose; using good material honestly, will lead us nearer to beauty than the application of acres of decoration."

The 1925 Handicraft Program was revised early in the season by an enlarged Handicraft Committee under the energetic Chairmanship of Miss E.I.Watt.

New Models were arranged for the younger children in card sewing and simpler card weaving models (needle cases, pencil cases, and purses etc.)

Sewing, knitting, raffia winding and basketry were as popular as ever.

Great credit is due to both the Supervisors and children for the volume of finished work accomplished. A total of 708 different articles were exhibited at the Closing Demonstration.

When it is realized that all the ornamental card sewing was ruled out of the exhibition and that owing to severe illness our Handicraft Instructor was only able to be on duty during part of July, the results of the Handicraft program are all the more creditable.

A total of 40 children won diplomas and 50 articles were exhibited in the Canadian Handicrafts Guild Exhibition, winning prizes and Honorable Mentions.

The Something-Out-Of-Nothing models were popular; stuffed toys were made on 2 playgrounds.

A varied assortment of traveller's samples resulted in many useful articles ranging all the way from pot holders to children's dresses and shopping bags.

The Handicraft Committee wishes to place on record its appreciation and thanks to the I.O.D.E., Montreal Women's Club and many friends of our children, who helped with raw materials and volunteer work, and without whose aid so much could not have been accomplished with so small an expenditure of money.

Handicraft.

The Handicraft work, which is recognised playground activity, this year attained an even greater degree of popularity. A total of 850 completed articles were made by the children and were put on exhibition at the Closing Demonstration in McGill Stadium, this represents approximately an increase of 100 articles over the previous year. An average of 85 completed articles, including over 20 varieties of Handicraft Work were made on each ground.

The following is quoted from the Handicraft Supervisor's report.

"Some playgrounds like sewing best, others weaving, while basketry is certainly the favourite everywhere. The season was a very warm one, and on hot days, having nomshade, except the supervisor's hut, we were forced to do what we could inside. It would be a great comfort if each playground had a shelter. On very hot days handiwork is about all that can be done and even it cannot be done in the hot sun."

The Supervisor's task on handicraft days is not an easy one. Fifty girls anxious to work and at least fifty different articles that can be done. It is impossible to see that all are well begun let alone well finished. Everyone does the best work possible under the circumstances and were all very happy. Frobel says

" The things a child can make  
May crude and worthless be,  
It is his impulse to create  
Should gladden thee."

"The organization of the handicraft activities is cheerfully undertaken each year by Miss E.I.Watt, our vice-President, and the success of the work is largely due to her energy and faithful service."

The Handicraft Committee wish to place on record its appreciation and thanks to the I.O.D.E., Montreal Women's Club and many other friends of the children who helped with raw materials and volunteer work, and without whose aide so much could not have been accomplished at low cost."(63)

In addition to the work carried on on the playgrounds, other specialized activities were carried on by the Association, as follows:-



- (1) Play Streets - The Association received permission to shut off certain streets surrounding the ground, to traffic so that children can play on them. This is still (1949) carried out at Victoria-town Playground. Games such as football, street hockey and street tennis are played.
- (2) Street Showers are a shower device attached to a neighbouring fire hydrant. These still are very popular in some places like Victoriatown. On very hot days it helps keep children cool.
- (3) Folk Dancing, in groups, supervised by special instructors, is a part of the program every year.
- (4) Educational Tours to factories such as the Coca - Cola factory are arranged by the central office of the Association for all playgrounds. These have proved and still do prove a great joy to the boys and girls.

- (5) Picnics generally take place on St.Helen's Island or the Mountain and are well attended. Each individual ground arranges its own.
- (6) Horseshoe tournaments are generally participated in by everybody from the age of 10 to 80 years, both sexes.
- (7) Baseball, volleyball and track meets are participated by both the teen-age and adult groups in the evening with the adults from the community acting as referees or spectators.
- (8) Another event which proved very popular in the poorer districts was library book distribution, under the auspices of the Montreal Council of Social Agencies. This activity was stopped in 1924.
- (9) Portable Wading Pools was an activity arranged for the small children by the St. Lawrence Kiwanis Club, who supplied a competent supervisor. Generally there were four large canvas pools erected at four different locations daily. This

activity ceased in 1940.

(10) "Learn to Swim" campaigns were started in the early 1930's and carried on every year up to the present. It is vigorously supported by the Association. Every year the play leaders take all the non-swimmers to the nearest city swimming pool once a week so that they could learn to swim. The city pools undertake to furnish competent instructors.

(11) Demonstrations of the activities of the playground were and still are carried out on each ground near the end of the season. Fathers and mothers visit the playground and see what the children have accomplished in the handicrafts, folk dancing, etc. and how they, the children, spend their time at the playground.

The accompanying lengthy table shows the names of park operated, years of operation, and reason why it was opened or closed. It will be noted that in many cases that the reason for closing is not stated, but it may be that a park was closed because the attendance was not sufficient and the city took over.

<u>Name of Park</u>	<u>Location</u>	<u>Years of Operation</u>	<u>Reasons for Closing.</u>
Hibernia	Charlevoix St. corner Hibernia	1925,26 32,33	Not operated in 1934 Stopped operation in 1927 on account of excessive damage to property. To City 1934.
Cote St. Paul	On grounds of present car barns.	1925,26	Because of building of Campbell Playground by City 1927.
Rosemount	Corner of Iberville & Mason St. 1927- 1928. Rosemount School 3001 Rosemount Blvd. - 1931	1925,34	Operated by Herald 1929 1935 became Drummond Park. To City 1935.
Baldwin Park		1925	To City in 1926.
Riverside	Corner Fortune & Favard Sts. Pt. St. Charles	1925,34	To City in 1935.
Stephens Estate		1925	Not operated 1926 Reason unknown.
Fletchers Field	Corner Park, Pine & Mt. Royal	1925	To City in 1926.
Dufferin Sq.	Centre of City	1925	To City in 1926.
Haymarket Square	Pt. St. Charles	1925	To City in 1926.
Richmond Square	St. Antoine Ward	1925	To City in 1926.
Verdun	Along river bank	1925-26-28 1929-1930	To City Verdun 1931.
Lewis Evans	Richelieu	1926	In 1927 called St. Henri North. To City in 1928.

<u>Name of Park</u>	<u>Location</u>	<u>Years of Operation</u>	<u>Reasons for Closing.</u>
Royal Albert	On Western below Minto & Addington	1926	Not operated in 1927. Reason unknown. 1930 might be Western. To City in 1930.
Morgan	On Morgan Blvd. between Papineau and Lanaudiere.	1926-27	Not operated 1928 because Maisonneuve opened.
Victoriatown	Brittania & Bridge St.	1925-26-27 28-29-31-45	To City in 1932. 1945 opened by request of City. Supervised by City after 1945.
St. Henri South	Decourcelles & Ambrose	1927-30	Not opened 1931. Reason unknown, but probably St. Ambrose street eliminated.
St. Henri North	College & Richelieu	1927-30	Not opened after 1930. Reason unknown.
Gilson School	Wilson Ave.	1927-29	In 1929 opened through courtesy of Herald.
Amherst	6757 Cartier Ave. 1931. Reason unknown for move 3011 Cartier Ave.	1927-32 1937	Not opened 1934. Given up 1938. Reason unknown.
Griffintown	Smith St.	1927-33 1934	Operated in conjunction with Griffintown Club. Closed in 1934. Reason unknown but probably summer camp.
Negro Community Centre	On St. James St. corner Greene Ave.	1927, 1932-34	Closed 12th July 1934 because too close to railroad.
St. Lambert	Corner Riverside Drive & Lorne Ave. St. Lambert.	1927-30	Not operated in 1931. To City of St. Lambert in 1932.

<u>Name of Park</u>	<u>Location</u>	<u>Years of Operation</u>	<u>Reasons for Closing.</u>
Maisonneuve	Corner St. Clement & Viau on Notre Dame E.- Notre Dame E. & Sicord later.	1928-31-32 1937, 1944	Not operated 1939. Reason unknown. 1944 association again operated ground here. 1945 land sold to private interests.
Delorimier	1935, corner Parthenais & Masson St. 1895 Gilford St.	1929-30, 1936-41	Not opened 1931, 1936-37 operated by St. Lawrence Kiwanis Club. 1939 operated by association.
St. Antoine	1935, near C.P.R. tracks below Atwater.	1929-35, 1947,48	Not operated 1930, Reason unknown. 1935 became St. Antoine district park 1947 operated by association.
Oxford Park 1932. N.D.G. Western	1932 Oxford Park Western Ave.	1930-32. 1939-42.	1939 operated by association for city. 1940 same, 1941 same, 1942 operated by association alone.
St. Lawrence Kiwanis	Gascon & Ramme	1930-37.	Ground sold in 1937.
Westward A.A.A.	Royal & Monkland	1930	Not operated in 1931.
N.D.G. Park	Girouard & Sherbrooke	1930-32	To City in 1932.
Trenholme Park	King Edward & Sherbrooke	1930-32 1939	1939 operated for association for City 1940 same.
Wilvard	Harvard Ave.	1930	Not operated 1931 Reason unknown.
McDonald Park	Earlscliffe Ave.	1931, 1939-42	1939-41 operated by association for City. 1942 operated by association alone.

<u>Name of Park</u>	<u>Location</u>	<u>Years of Operation</u>	<u>Reasons for closing</u>
Selby St.	Selby St. above Greene Avenue.	1931-32 1934	1934 replaced Negro community centre ground.
Charlevoix St. Play- ground.	On Bank of Canal near Charlevoix St.	1931-32	Not operated after 1932.
Butler	Butler Street	1932	To City 1932.
Campbell	Chatham St.	1932-38 1940	Campbell bequest ground to City in 1940
St. Andrews	Sherbrooke St. West, corner St. Mark.	1934-35 1938-45	1939-40 operated for City. 1941 operated by Association.
St. Michaels		1933-34	
Shamrocks		1935-37	
Rosemount Drummond Park		1935-39 1943	1938, moved back again to 3001 Rosemount Blvd.
Fletchers Field	Between Duluth and Pine.	1935-38 1941	Association se- cured permission from City to use area of field be- tween Duluth and Pine below Park.
St. John	DeGaspe below Bellechasse St. Johns Ward	1937-41	Operated for City 1941.
Campbell North	12th Ave. and Bellechasse St. Rosemount	1937-42	Another Campbell bequest Ground 1939- 1941 operated by association for City.

<u>Name of Park</u>	<u>Location</u>	<u>Years of Operation</u>	<u>Reasons for Closing</u>
Parkhill	Park Extension Durocher and St. Roch Street	1938-44	To City 1944.
Marcil	Marcil Street N.D.G.	1939-41	1939-41 operated by Association for City. 1942 operated by Association.
Lions Boys Club	N.D.G. Upper Lachine Rd.	1940-42	In co-operation with Lions Boys Club.
Rosemount Gardens Play Lot	Rosemount	1940	Not operated 1941.
Cote	Delorimier and Craig Street	1941	Closed in 1941. Reason unknown
Berthelet	427 Ontario St. West	1942	Closed after 1942. Reason unknown.
Ponsard	Ponsard and Circle Road	1942-45	Demonstration. To city in 1945.
Windsor Park	N.D.G. near Grand Blvd.	1943-45	Demonstration area. To city 1945.
Day Nursery	Richmond Square near St. Antoine Street	1944-47	Operated by Day Nursery. Still operated.
Norvic War Time Housing	St. Laurent Ward near DeCarie Blvd	1944-47	To city of St. Laurent 1947.
Westhill N.D.G.	N.D.G.	1946	Demonstration. Closed 1947.
Cartierville	Cartierville Ward	1946-47	Demonstration.



<u>Name of Park</u>	<u>Location</u>	<u>Years of Operation</u>	<u>Reasons for Closing</u>
Atwater Park	Between Wood and Atwater along St. Catherine St.	1946	Demonstration. Became Ball Diamond in 1947.
Dixie	54th. to 55th. Ave. Lachine.	1946-48	Used as a demonstration ground for City of Lachine. Still operated.
Darlington	Cote St. Catherine.	1947-48	Demonstration. To city of Montreal 1948.
McGill Campus	McGill University	1947-48	Demonstration. Closed 1948.
Fairmount	5217 Esplanade Avenue.	1947-48	Demonstration.
Western Lachine	36th. Avenue Lachine	1947-48	Used as a demonstration ground for City of Lachine.
Coolbrook	Near Coolbrook Avenue	1948	Demonstration.
St. Laurent	Descelles Ave. near St. Laurent	1948	Demonstration.
Dorval	Dorval	1948	Demonstration. In co-operation with Dorval Parks and Playgrounds Association.

Note: After 1942 City supervised its own grounds therefore Association Grounds called Demonstration Centres for its purposes now were to demonstrate the need for grounds.

Having discussed the expansion and the programme of the Montreal Parks and Playgrounds, the author now proposes to discuss another topic that has been mentioned over and over again in the preceding chapter, namely leadership.

## CHAPTER. IV.

### LEADERSHIP.

Leadership has been an essential in the work of the playgrounds. From the very early beginnings it was recognized that the purpose of the playground would not be fulfilled unless direction of activities was provided. It was understood that not only supervision of the grounds was needed but more important that trained leadership was necessary, if the opportunity for growth and development of the individuals for whom the playgrounds were provided, was to be utilized. Furthermore it was realized that the process of socialization which comes through group play and activity could only be assured under leadership and guidance.

In the following chapter the author discusses the following points relative to leadership.

- (a) Definition of Leadership.
- (b) Characteristics of Leadership.
- (c) Leadership and Maturity of Personality.
- (d) Functions of Leadership.
- (e) How the Montreal Parks and Playgrounds has endeavoured to carry out some of the theoretical points mentioned in the chapter.

In Chapters II and III above, the reader no doubt noticed that the Montreal Parks and Playgrounds have put great emphasis on leadership. It has been a policy of this organization to employ trained leaders where possible and where not possible, volunteer leaders. Before looking at the qualifications that the Montreal Parks and Playgrounds requires of its workers, let us look at the meaning of trained leadership.

Recreation leadership is defined as the direction, supervision, organization, and the promotion of play and other activities pursued during leisure. It also includes guidance during a person's free time.

<sup>64</sup>  
The next question that arose in this author's mind is, "What constitutes a good leader?" In examining the written literature on the subject the author found that, although much has been written on the subject, all seem to agree on one idea and that is that leadership is very hard to define.

<sup>65</sup> <sup>66</sup>  
S. R. Slavson states that there was a time

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<sup>64</sup> Dictionary of Sociology - Fairchild, New York. Philosophical Library P.

<sup>65</sup> Recreation & Total Personality - Chapter III.

<sup>66</sup> In his book Recreation and Total Personality.

when the leader's duties consisted of supervision, initiating activities and directing these activities. In order to do this he had to have a knowledge of specialized skills plus the ability to carry through a program. But to-day much more is expected and demanded of the leader. He has a number of symbolic roles, such as a parental role and a role as the representative of adult society.<sup>67</sup>

Another duty of the leader is the development of a democratic group so that the individual in the group can develop independence and maturity. In the autocratic group where the leader dictates his wishes and the membership has no say, the leader shows much character dominance and submission. The leader in a democratic group has to employ different techniques,<sup>68</sup> and in order to do this he must have (1) inner freedom, (2) security, and (3) pliability.

Slavson also lists in the above mentioned book fourteen characteristics of adequate leadership.<sup>69</sup> These are as follows:

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<sup>67</sup>S.R. Slavson - Recreation & Total Personality.

<sup>68</sup>S.R. Slavson- Recreation & Total Personality, Ch. III.

<sup>69</sup>Ibid. Ch. II, P. 24.

- (a) Psychological insight.
- (b) A socialized personality.
- (c) Intellectual hospitality.
- (d) Respect for the personalities and views of others.
- (e) Broad social interests and an evolved social philosophy.
- (f) The capacity to allow others to grow intellectually at their own pace.
- (g) Emotional maturity.
- (h) Co-operativeness
- (i) Resourcefulness.
- (j) Creativity and respect for the creativity of other people.
- (k) Cheerfulness and evenness of temper
- (l) Knowledge.
- (m) Humour.

One requirement of a leader is that he must have a mature personality. It is recognized today that no matter how well intentioned a leader may be, conflicts and immaturities in his personality may have an adverse effect on the personality of the child. It has been discovered that some persons have, however, taken on leadership of groups in order to meet their own inner needs and desires. This affects the leader's relation to the group<sup>a</sup> and generally speaking the groups may suffer. To avoid this possibility it is the policy adopted by some organizations to hire only leaders who are far older, hoping to avoid immaturity.

Dimock and Trecker<sup>70</sup> have listed some of the

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<sup>70</sup> H.F.Dimock & H.B. Trecker. Supervision of Group Work & Recreation. Page 49

more readily detected signs of immaturity in leaders. These are: "(a) being sulky, (b) "basking" in the admiration of the child or adolescent, (c) being over-critical. (d) using authoritative methods of control, (e) bidding for attention and recognition, (f) being full of self-pity, (g) offering alibis and excuses, (h) being emotionally attached to boys and girls, (i) putting personal desires and interests ahead of those of children".

Grace L. Elliott has made a statement on the maturity of leaders and coupled this statement with a list of indices of maturity that should be looked for in leaders. Some of the more forceful points of her statement are:-

"A leader should have a life of his own other than that of the group to which he is related. To be called to a job is often less wholesome than to have chosen it. A condition of emotional maturity is an ability to nourish rather than absorb life in others. To live a life of one's own is to have achieved for one's self freedom of thought, conviction and emotion. A leader's interests should not be forced upon a group but can serve as a touchstone for the group's becoming conscious of its own potential interests or as a springboard for its launching related ones. Above all, a leader should have goals, standards, ideals which are tested and which function in her own life. The leader should be able to live by and act according to these convictions, yet give the group members the opportunity

to act differently. The mature leader should have lived long enough to be aware of the difference between the symptom and the cause of any behaviour difficulty, and should be courageous enough to refuse to alleviate a condition that needs radical reformation. The leader needs also to distinguish an individual from a culture problem. The mature leader in an interacting, co-operative, growing group should have outgrown her own childish or individual patterns of reaction. She should have learned that she cannot do all the good things that need to be done. It means recognizing the significance and living in it, yet not attempting to transform people of the world overnight."<sup>(71)</sup>

Now let us analyse the functions of a leader as he works on the ground. ( This could also be called a Job Analysis.) The first function of a leader employed on a playground as listed by Newmeyer,<sup>72</sup> is supervision and direction of all activities carried on on the ground. In order to do this the leader must know how to do all the activities on his ground and be able to give a type of direction which enables the boys, girls and adults to perform for themselves. Sometimes, this involves the maintenance of order and

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<sup>71</sup> Grace L. Elliott, " The Importance of Maturity and Social Philosophy". P. 266 ff.

<sup>72</sup> Newmeyer- Leisure & Recreation, Revised Edition, 1952.

discipline, not given in the home, but above all the leader should be able to create the play spirit and encourage everybody of all ages to participate enthusiastically in all activities according to age.

The second function of a leader is that of a teacher, for he must teach people how to play and carry on certain activities. This requires that the leader help the participants not only learn the activity but to help them enjoy the activities and so taste the benefits of leisure time. The leader must also teach certain types of games which engage the mental capacities such as checkers, chess, monopoly and other table games as well as the more active type of games played on the field. He must always remember that knowledge and proficiency in certain activities increase the value of the activity to the participant and makes sure that these are offered frequently enough to allow such growth.

A third function of the leader is the guiding of children, young people and adults, in the selection of recreation activities which at their different stages of development are most suited to them. A leader must also look into the personal



problems of individuals which are revealed during participation in the activities. He, the leader, needs to discover just why a child, for example, will not participate constructively in the activities on the ground. He must study the limitations of the children so that not too high a standard is imposed. This means that the leader must carry on a certain amount of counselling. Counselling, discovering shortcomings and abilities are among the functions of a leader, to which a group worker by his training is especially adapted.

It has been noted that the apparatus on the grounds are not extensively used unless stimuli in the shape of organized activities, and the reduction of conflicts, are provided by the leader. Conflicts occur, generally when many individuals try to use the same facilities all at once. It is known that the best method of control is through activity and here the leader must be informed as to how to use the available facilities to the fullest. Without a leader the ground actually becomes a nuisance and liability to the neighbourhood where it is located for it tends to deteriorate into a hang-out monopolized by the most aggressive children.

From experience on the playgrounds, the author of this thesis believes that there is still another function of the playground leader. This is the development of well rounded characters among the members. It is a fact if the ground is not run properly, the children will vacate the ground for the street and the Leader's opportunity to play his part in the development of their characters has gone forever.

In the appendices Numbers H and I the Montreal Parks and Playgrounds has endeavoured to enumerate the qualifications of its leaders and in so doing incorporate the above mentioned ideas on leadership. It will be noticed that the Association has set a high standard for its playgrounds to attain and in attempting this it has always been able to secure very good play-leaders.

In Appendix I the Montreal Parks and Playgrounds has listed the Characteristics of leaders that it considers important. The author here wishes to draw the reader's attention to the following points, which are in accordance with the theoretical principles stated above.

The leader (a) is always actively participating in games, organizing games, prepares an active child centred programme, then carries it out faithfully

(b) He also maintains an active public relations programme thus increasing his usefulness on the playground and also helps improve the community in which the ground is located. (c) He intelligently adapts the general rules of the Association to his own ground thus proving that a good leader is adaptable to various situations that arise. (d) He is always ready to act as a team with the other leaders thereby helping to increase greatly the effectiveness of the Association.

In Appendix H the Association shows what it considers the important points in rating its summer staff on the grounds. The author considers all the points mentioned very good as they follow the accepted modern idea of effective leadership.

Another document found in the offices of the Montreal Parks and Playgrounds emphasizes the philosophy of the Association on leadership. This document called the "Great Mistake"<sup>73</sup> emphasises the following points:-

(a) He must be able to get along with all types of people, children as well as adults.

(b) He must understand clearly the aims of the agency and have the ability to fulfill them.

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<sup>73</sup> "Great Mistake"- a document found in the offices of Montreal Parks & Playgrounds, the author is unknown. For complete document see Appendix J.

(c) He must have an "all around" ability, as it were, and must not for example just emphasize skills but must know about the skills the Association requires. He must also be an "all around" good sport.

(d) The fourth point in this article mentions that the leader must be interested in the personal problems of the boys and girls and be able to solve them.

If the reader, in reading Appendix H of this chapter he will notice that point number seven deals with Social Work. Let us now proceed to the next chapter and see how exactly Group Work can effectively be applied to recreation.

## CHAPTER V.

### GROUP WORK AND RECREATION.

In presenting the following chapter the author has in mind the following points:-

- (a) What Group Work is? A definition.
- (b) Four assumptions of group work as seen by two famous Group Workers, namely Professor N. Boyd and Professor G.L. Coyle.
- (c) How the trained group worker can be of great assistance on a playground.
- (d) Actual examples of how the group worker can be of great assistance.

The Montreal Parks and Playgrounds Association is a Red Feather Agency. As such it is committed to consider the welfare of the group whom it serves. Since it is concerned with the growth and development of the participants, promoting the recreational and group life through which the above is attained, the Association is therefore concerned with the practice of group work concepts as an area of social work.

The first question that arises, then is:

What is Group Work? Professor Boyd defines Group Work as,  
" The promotion and leadership of mutual participating groups in which members participate collectively in the feeling, thinking, and action involved in the carrying out of communal interests."

Professor Boyd discusses in the same pamphlet four assumptions of group work. These are:-

(1) Shared experience in a highly integrated group, other than the family, is basic to the development of (a) the individual and (b) to the treatment of problem children. (2) the individual is held to be the dynamic centre of social inter-action, that is, he is both the product and the cause of social inter-action. (3) The Group Worker holds that in the treatment of problem children, intensive group experience is emphasized. (4) The group worker does not treat the individual on the behaviour manifested in the immediate situation but he treats the individual in what may be termed the complete knowledge of that individual psychological and physiological.

Professor G.L. Coyle maintains that there

are four basic assumptions in the practising of group work:-

- (a) In dealing with groups such as are found on a ground the group worker needs a firm conviction of the value of recreation both to the individual and to society as a whole. He must see that recreation can enrich the personal life of the individual through group participation, and also through group participation our democratic background can be expanded.
- (b) The group worker must also see that there are always two currents running through a group simultaneously. These are the programme of activity, be it a game, meeting, hobby class etc. The other current is the social relationships that go to make up the group. These relationships must also include the impersonal reactions between members of the group and the group as a whole. The group worker must recognise affection, and hostility, rivalry, submission. He must encourage some and discourage others of these relationships.

(c) Another basic assumption of the group worker is that he must see the program on the ground in terms of its effect on the individuals who frequent the ground and not in terms of games won, hobbies produced, etc. This means that the person and not the activity is the centre of the group worker's attention.

(d) The last basic assumption of the group worker is that he must see the individual as a whole, not in his various parts. This coincides with the modern view taken by educators. That is the group worker must understand behaviour and the underlying causes of behaviour.

On a playground which, in Canada, is generally open for ten weeks ( last week in June, July, and August) a group worker can be of assistance and make a contribution to the program in three areas. First because of his training he can contribute so as to increase the enjoyment of the participants, by making the relationships between the groups and within the groups more enjoyable. Secondly he can help those participants who cannot enjoy playing with other children because of personal difficulties of some kind.<sup>76</sup> Thirdly he can help widen the

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<sup>76</sup> Here it should be remembered that the game etc. for the worker is only a means to an end and not an end in itself.



experiences of the participants on the ground. In addition the boys and girls can get experience in democracy. By getting the feel of the democratic experience on the ground, by living democracy on the playground, it becomes a part of him and the participant then carries it over into his everyday life.

Desire for fun and pleasure can be satisfied most easily in the company of others. Young people and probably everybody come to the grounds because they want to participate in the programme there. They want to have fun, they want to make new friends, and they want to do things. Some groups come into the ground for one reason only - to meet each other, talk, and perhaps play horse-shoes.

The group worker, because of his training, makes the most of the opportunities for the creating of friendships that activities provide and for "the creative expression powers that come from accepting the group."<sup>77</sup> This participation of the individual in the group of his own choice, whether it is on the grounds or somewhere else, expands the individual's ego or his estimation of

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<sup>77</sup> G.L. Coyle- Group Work with American Youth-1948.

himself. It is with this that the group worker is especially concerned whether on a ground or in a recreational building.

Another contribution the group worker can make concerns the giving of aid or assistance to these who have some personal maladjustment, which prevents them from associating with other boys and girls, or becoming a member of a group.<sup>78</sup> The group worker, again because of his training, should be able to distinguish those who cannot enjoy themselves, though they try hard enough, and help them develop this ability. These include such persons as isolates who wander about the ground by themselves and not a person on the ground pays any attention to them, the bullies, who if allowed to continue their activities, could ruin the ground, and lastly, the child who feels he cannot compete with the others, and therefore is always hanging onto the coat-tails of the leader.

The personal problems behind the above types of behaviour, which generally are encountered on any ground, require skilful diagnosis as to the causes. Causes are gen-

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<sup>78</sup> The Menninger Clinic observes that those children with which it deals lack the ability to absorb recreational interests.

generally to be found in the home, and this requires rather skilful handling in order to get the mother and father to accept outside help in order to better conditions causing the difficulty. As soon as home conditions are improved, the child gradually begins to improve and behave better.

Such situations arose on the Montreal playgrounds, for example, case one,<sup>79</sup> Location of ground:- Veterans establishment located at the north end of Coolbrook Ave. Playground called Atholl Place and run by the Montreal Parks and Playgrounds. Here the author noticed a little boy aged 8 who would not make friends and was always quarrelling with the other children on the ground. Nearly every Monday the shack was broken into, the lock smashed, but nothing taken. The author also noticed that the child stayed out very late at night for a child of his age. It was also noticed that if one parent disciplined the child, the other would pity him and vice-versa. Talking to the mother one evening the author found out that the parents did not agree, that the mother was seriously thinking

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<sup>79</sup> Cases taken from actual experience of the worker.

about seeing a lawyer to get a divorce. The author, after several little talks in the evening on the ground, finally persuaded the mother to see a family welfare social worker.<sup>80</sup> Result: One year later the little boy was behaving normally and seemed to have many friends. The child in reality was projecting his home situation onto the ground.

Then, of course, there is the problem of the child who, because of severe personal maladjustment, just cannot make friends on the playground. He needs what may be called an adjustment of the whole being to the conditions of existence. He is the one who picks fights, who cannot get along with a single person, who cannot play a game without cheating. He generally exhibits many other examples of anti-social behaviour.

For example: Victoria Town Playground located in Point St. Charles below the canal near Victoria Bridge of the C.N.R. Here the author found one whole family who were notorious for their fights in their own home as well as on the playground. On investigation it was found that the family was living

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<sup>80</sup> The initial interview was arranged by the author.

in a third floor apartment which was dirty and untidy. The children were always in an untidy condition. The husband of the family had left, the mother was busily occupied quarrelling with the neighbours or with the children. The eldest child, as a result of this bad home life, could not make an adjustment on the playground. The net result of this situation was that the author referred the case as quickly as he could to the Family Welfare Association, who promised to do what they could. The author did this as the case had gone too far and the mother took offence at the mention of any one of her children.

For those who are not so severely afflicted with personal problems as the two cases mentioned above, recreation can be of great help.

Clinics such as the Allan in Montreal reveal the healing powers of recreation. Here the group worker can be of great help as he can advise, counsel and guide the person and so assist him to assume his rightful place in society.

Now the author comes to what may be called the world aspect of Group Work. By World aspect the author means the carry-over from what is learnt on the ground to the actual living of the individual. It is what the educationalists call lessons on citizenship.

As we look at groups coming onto the ground, they come from many different sections of the surrounding neighbourhood. They may be coloured, Jewish, rich or poor. The group worker, if he is not careful in handling these different groups can, unconsciously, build up many hatreds, such as racial hatred, social hatred, class hatred, etc. If, on the other hand, he seizes upon the opportunities presented by these groups, and on the right situation, created or otherwise, he can bring these groups together in one united fellowship. Recreation facilities of various kinds and the careful use of recreation resources can help bridge our social chasms. The methods here used are very complex, but it involves primarily the grouping of people.

Still another far-reaching effect of group work on the playground, this author believes, is the way the worker handles the different groups. Remember we live in a Western democracy. The leader has on the ground many opportunities in which he can put into practice our democratic way of life. The groups coming onto the ground from neighbouring streets are generally under the control of one person. The group generally speaking does what this person wants them to do. Here the playground leader has to watch his step if he is going to accomplish any-

thing with this kind of a group. The present writer knows from practical experience on the playground that this kind of a group can be changed from a dictatorial leadership to a **democratic** leadership, but the leader must remember that the group has to be encouraged to accept the democratic way gradually.

The above chapter, having dealt with the part a trained group worker can play in any recreational programme, the author now desires to summarize the whole study and focus attention of the reader on certain conclusions which can be drawn from it.

## CHAPTER VI.

### SUMMARY AND CONCLUSIONS.

Here, set forth above, is the study of an organization, in Montreal, which, since the year of its inception as the Parks Protective Association, in 1896, has been actively connected with recreation.

After showing how the local agency was connected with the Recreational movement across the border.<sup>81</sup> The author traces its history, from the beginning in 1896 until the year 1949. At first the progress was slow, as the association had to operate, for the most part on private grounds, vacant lots, or land given to the Association. During the first twenty-five years no reliable statistical summaries were kept, but progress was made as evidenced by the gradual increasing number of playgrounds in operation.

Commencing with the year 1913 the City started developing certain areas for recreational purposes but, there was no supervision on these grounds.

With the coming of the present director the Association experienced a sudden growth. Being a trained man himself, he saw the advantage of keeping accurate statistical records, and, by examining these one can see the progress the Association has made since the year 1925.

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<sup>81</sup> Supra Ch. II.



Every year, up to year 1942, the Association located playgrounds wherever one was deemed necessary.

The Agency also used trained leadership on the grounds. Even today the Agency carries on a training program for its leaders before they are allowed to take over a playground. Later, the Association had to carry on an educational program to show the City why trained leadership was necessary on the grounds.

The programme was at first, just something to keep the children busy, with the coming of the present executive Director it began to be an instrument to attract the children to the playground. It did this because it was suited to the age of the child.

In the year 1942 the city recognised that trained leaders were a necessity and so, its educational role being completed the Agency took on a new role, an explorative one. It established playgrounds in the new residential areas of the city, ( principally in the West and North sections of the city) to see whether a playground was necessary or not. If the attendance proved the areas was interested in establishing a ground the city put in a permanent one.

Next the author deemed it advisable to include a chapter on Trained Leadership stressing the

basic principles and advantages of such leadership applying it to the playground.

Lastly the author has set forth the advantages and the contributions that group work has to offer the field of recreation. Here it should be remembered by the reader that group work is a method of dealing with people. He, the worker, deals with people in groups and can often spot, because of his training, the beginning of anti-social behaviour, or, a home that is not functioning properly, etc. If the case is serious, he knows how to get help for the parties concerned. As the children naturally are in groups on the ground and come there in these groups the worker then by various methods outlined<sup>82</sup> above, lead these children to be better citizens of tomorrow. The worker never breaks up a natural group, as was the idea so prevalent a few years ago, but he tries instead to keep the group together.

The Group Worker also can spot the isolate, the person who is all by himself, and can, by his training lead the person out of his isolation, if this is possible. If it is not possible to do this because the

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<sup>82</sup>Supra Ch. V.

cause is too deeply seated, he knows where he can get professional help.

#### RECOMMENDATIONS.

1. An active programme should be followed on the playground because the greater the number of activities that the child can engage in the greater the attendance.

2. Accurate statistical records should be kept so as to see (a) if progress is being made and (b) see if the children of the neighbourhood are really coming to the ground for play.

3. Trained leadership should be used on all grounds because as is shown in the thesis and statistical summary the use of trained leadership greatly increases the attendance.

4. There should be at least one trained group worker on each ground as the use of such a person greatly increases the usefulness of the ground.

## APPENDIX A

### AN ACT TO INCORPORATE THE PARKS AND PLAYGROUNDS OF MONTREAL - 1904.

Whereas it has been represented by the petition of Honorable George A. Drummond, Sir William Macdonald, Sir William Hingston, Sir Alexandre Lacoste, Honorable R. Dandurand, Honorable F. L. Beique, E. S. Cluston, Dr. William Peterson, Dr. E. P. Lachapelle, His Worship Hormisdas Laporte, Charles M. Hayes, H. Vincent Meredith, William R. Miller, George R. Hooper, Aime Geoffrion, Bartlett McLennon, Charles Barnard, Farquar Robertson, Dr. R. Stanley Weir, Rev. J. Edgar Hill, F. S. Lyman, A. Racine, George Deserres, A. T. Taylor, A. E. Ogilvie, Dr. H. T. Bovey, A. Gagnon, C. Wotherspoon, S. Surveyor, S. Carmichael, A. Robert, Lady Hingston, Lady Lacoste, Mrs. G. A. Drummond, Mme. Thibaudeau, Mrs. William Peterson, Mrs. John Cox, Mrs. Frank Redpath, Mrs. Charles Moyse, Mrs. W. R. Miller, Mrs. Learmont, Mrs. Hugh Graham, Mrs. Logan, Mrs. H. C. Scott, Mrs. F. McLennon, Mrs. R. Reid, Mrs. John A. Hutchison, Miss Blackader, Mrs. Desola, Mme. Gagnon, Eugene Lafleur K.C. and Charles M. Holt, all of the city and district of Montreal that and divers others have been for several years past associated together under the name of "The Montreal Parks and Playgrounds Association of Montreal", for the purpose of promoting the preservation and extension of the parks and the open spaces in and about the city of Montreal, the provision of children's playgrounds, the improvement of the city, the acquisition of land and other property to be used for the benefit of the citizens of Montreal, for the purposes of recreation and other purposes in and about Montreal and other parts of the Province of Quebec.

Whereas the incorporation of the said association would assure and greatly increase the advantages resulting therefrom; and it has through its members hereinbefore mentioned, prayed to be incorporated in accordance with the provisions hereinafter mentioned, and it is expedient to grant its prayer;

Therefore, His Majesty, with the advice and consent of the Legislative Council and of the Legislative Assembly of Quebec, enacts as follows:

(1) Honorable George A. Drummond, Sir William Macdonald, Sir William Hingston, Sir Alexandre Lacoste, Honorable R. Dandurand, Honorable F. L. Beique, E. S. Cluston, Dr. William Peterson, Dr. E. P. Lachapelle, His Worship Hormisdas Laporte, Charles M. Hayes, H. Vincent Heredith, William R. Miller, George R. Hooper, Aime Geoffrion, Bartlett McLennon, Charles Barnard, Farquar Robertson, Dr. R. Stanley Weir, Rev. J. Edgar Hill, F. S. Lyman, A. Racine, George Deserres, A. T. Taylor, A. E. Ogilvie, Dr. H. T. Bovey, A. Gagnon, C. Wotherspoon, E. Surveyor, S. Carmichael, A. Robert, Lady Hingston, Lady Lacoste, Mrs. G. A. Drummond, Mme. Thibaudeau, Mrs. William Peterson, Mrs. John Cox, Mrs. F. Redpath, Mrs. Charles Moyse, Mrs. W. R. Miller, Mrs. Learmont, Mrs. Hugh Graham, Mrs. Logan, Mrs. H. C. Scott, Mrs. F. McLennon, Mrs. R. Reid, Mrs. John A. Hutchison, Miss Blackader, Mrs. Desola, Mme. Gagnon, Eugene Lafleur, K.C., and Charles M. Holt K.C. all present members of the said association and all other persons who are now or may hereafter become members of the said association are incorporated under the name of "The Parks and Playgrounds Association of Montreal".

(2) The Corporation hereby constituted shall have power to make and adopt a constitution and by-laws, rules and regulations for the admission, suspension and expulsion of its members and their government; for the election of its officers and for the defining their duties; for the safe-keeping and the protection of its property and funds; and for all other purposes consistent with this act.

APPENDIX B

MONTREAL PARKS AND PLAYGROUNDS ASSOCIATION INCORPORATED  
CONSTITUTION AND BY-LAWS - 1924

MEMBERSHIP

- (1) The Association shall (in addition to those mentioned in the Act of Incorporation) consist of the following persons:
  - (a) Each person contributing annually one dollar or more to the funds of the Association.
  - (b) Such Honorary members as may be selected from time to time on account of their interest in the aims of the society.

MEETING

- (2) The Annual Meeting of the Association shall be held on the second Thursday of February of each year, and the fiscal year shall close on the 31st of December of each year.

BOARD OF DIRECTORS

- (3) The Board of Directors shall consist of thirty (30) Directors; ten (10) to retire each year.

They shall at the time of election be divided into three (3) classes of ten (10) members, whose term of office shall be respectively, one (1), two (2), three (3) years, and thereafter at each annual meeting ten (10) members shall be elected as Directors (to replace the outgoing class) whose terms of office shall be three years. Any director may be re-elected.

- (4) The Board of Directors thus elected shall appoint annually two committees.
  - (a) Committee for Parks, for the purpose of protecting, preserving, and developing existing Parks and Playgrounds, and where opportunity arises for the securing of desirable park-

land within or near the city.

- (b) Committee for Play-grounds, for the purpose of acquiring, holding, preparing and superintending playgrounds for the city children. Raising funds for the same and the appointing of officials for the carrying on of the work.

These committees shall exercise the executive power of the Board in their several departments.

- (5) The Board of Directors shall have power to fill vacancies occurring among its members.
- (6) The Board of Directors shall elect annually (from amongst its own members) a President, Two (2) Vice-Presidents, an Honorary Treasurer and Honorary Secretary.
- (7) The Board shall fix by resolution the date of its regular meetings. Special meetings may be called at the request of the President, or of the officers of either of the two Executive Committees, especially to meet cases of emergency.
- (8) At any meeting of the Board five members shall constitute a Quorum.

#### **EXECUTIVE COMMITTEES**

- (9) The Executive Committees for the Parks and Playgrounds shall appoint their own secretaries, and treasurers, or such other officers as they deem necessary.
- (10) These committees shall hold regular meetings at dates to be fixed by their own resolutions, and shall have power to fill vacancies
- (11) The Honorary Secretaries of the Executive Committees shall annually present reports to the Board of Directors, which shall be read at the Annual meeting of the Association.

The Honorary Treasurers of the Executive Committees shall have power to expend such monies as may be necessary for the running expenses of their several departments.

- (12) The Constitution and By-Laws may be altered or amended at the Annual Meeting, specially called for the purpose by a two-thirds vote of the members present, notice having been given in writing two (2) weeks previously.



APPENDIX C.

Aim and Object.

The Policy of the Montreal Parks and Playgrounds Association Incorporated is to demonstrate the value of an all-year round program of supervised recreation in a limited number of summer play centres, community skating centres, and evening recreation in the gymnasias of the public schools. The Aim is not to provide a city-wide program of community recreation, but in co-operation with the City Recreation and Parks Departments and other agencies, to urge the maintenance of play and park spaces now available, to secure more space if possible, and to develop and extend facilities for community recreation by demonstration, propaganda, publicity and practical help where possible, in order to serve adequately the needs of a rapidly growing population.

APPENDIX C.

THE COMMUNITY

THE ASSOCIATION

PLAYGROUNDS COMMITTEE

PARKS COMMITTEE

EXECUTIVE SECRETARY

SUPERVISED  
PLAYGROUNDS

WINTER  
RECREATION  
CLASSES

HOCKEY  
AND  
SKATING RINKS

SUPERVISED  
RECREATION  
POLICY

RECEPTION  
PARKS AND  
PLAY SPACES

T. of  
Volunteers

COMMUNITY  
COOPERATION

Service to  
Soc. Agencies

Service to  
Municipality

Service to  
Neighbourhood  
Organizations

Service to  
Churches  
Church  
Organizations

Service to  
Women's  
Organizations

Service to  
Men's  
Organizations  
& Other  
Comm. Groups.

APPENDIX E

In Appendix B it will be noticed by the reader that there are two divisions of work. One is the playgrounds and the other is the parks. The former is by far the more important, while the latter is recognized as the watchdog of the city parks. It has been organized as long as the playgrounds division but until very recently hardly anything has been mentioned about it in the annual reports. From what this writer can find out the prime function of this division of the M.P.P. is to see that existing parks in the city of Montreal and district are not taken over for private enterprise. That is, the existing parks are not sold as housing estates etc. This was recently illustrated when the city tried to invade Mount Royal Park and establish parking facilities and let the autos proceed right up the look-out on the side of the mountain. By various means such as writing letters to the editors of local papers, the ire of the public at large was roused and the city was forced to drop its scheme. In the opinion of this author the Mountain would not be kept in its present semi-wild state if it were not for the actions of this division. Another bit of work this division does is to recommend to the city places in new housing areas, where suitable parks could be established. This latter function, although mentioned in several of the Annual Reports, no specific mention has ever been made where a particular site has been recommended to the city.

## APPENDIX F

### THE COMMUNITY GARDEN LEAGUE

This section of the M.P.P. was first organized by the Council of Social Agencies as a relief project in the year 1932. At that time there were 42,000 families on relief in the city of Montreal and this project was organized as a sort of recreational project for these families. These gardens were located on vacant land in various parts of the city. Gradually, however, they became located in the western part of the city known as N.D.G. This writer noticed that there has been no mention of the activities of this section in the annual reports of the M.P.P.

APPENDIX G

STATISTICAL SUMMARY 1925 - 1948

Year	No. of Parks Oper- ated	Daily average atten- dance	Total Attend- ance	Increase Over Previous Year	Remarks.
1925	11	7,500	467,737	102,650	
1926	10	'	325,299	142,438	
1927	12	5,106	183,440	141,859	
1928	11	3,572	178,574	4,866	
1929	12	'	203,336	24,762	Discrepan- cies in 1929 figures 176,867.
1930	13	'	225,650	22,314	
1931	12	6,486	356,701	131,051	
1932	13	8,900	507,350	150,649	
1933	-	-	-	-	No figures for 1933 Report consisted of 10 Year History
1934	11	-	229,068	700	
1935	8	5,856	411,748	182,680	Great increase in number of activities
1936	-	-	-	-	No figures given.
1937	7	7,340	367,154	-	

<u>Year</u>	<u>No. of Parks Oper- ated</u>	<u>Daily Average Atten- dance</u>	<u>Total Attend- ance.</u>	<u>Increase Over Previous Year</u>	<u>Remarks.</u>
1938	8	7,378	369,590	2,436	Increase in number of activities accounts for increase of attendance.
1939	13	-	541,221	171,631	
1940	12	-	351,463	189,758	
1941	10	-	330,119	21,334	From 1942 on the associa- tion went into an area to demonstrate that a play- ground was necessary. The City in 1942 acknow- ledged that training in leadership was necessary.
1942	8	-	232,041	98,078	
1943	5	-	100,924	131,117	
1944	7	-	96,847	4,077	
1945	6	-	123,606	26,606	
1946	6	-	71,704	51,902	
1947	9	-	92,393	20,689	
1948	9	-	87,892	4,501	

! Figures not available.

APPENDIX H

MONTREAL PARKS AND PLAYGROUNDS ASSOCIATION INCORPORATED

A RECREATION LEADER RATES HIGH IF HE

1. Is always on the job according to his schedule.
2. Is seen about the playground stimulating play, observing conduct and acting in a timely manner when encouragement, admonition or firm action is indicated.
3. Is active in participating as a leader in the games and events.
4. Displays interest and enthusiasm in helping children and youth to derive the greatest value from the playground.
5. Is forward looking and imaginative in preparation of a programme that encourages participation by children and youth.
6. Is faithful in carrying out schedules and programmes as announced.
7. Exhibits a zeal for social service that encourages his desire to serve in neighbourhoods where his service is needed most and not necessarily where it is most convenient and pleasant to serve.
8. Exhibits understanding of the community of which the playground is the centre and joins with other agencies in improving the quality of community living.
9. Maintains an attitude of helpful and courteous service toward the public.
10. Uses fully and unselfishly any special talents he may have that can be used to enrich the programme or increase the director's service.
11. Multiplies himself by recruiting training and inspiring volunteer leaders.

12. Is attentive to the "housekeeping" needs and conditions of his playground and building.
13. Shows ingenuity in making the most out of limited resources.
14. Adheres intelligently to Association rules and regulations, follows instructions and performs necessary clerical duties, such as filing reports and requisitions, promptly and completely.
15. Joins with other staff members in "team work" to render the playground service as effective as possible.



APPENDIX I

MONTREAL PARKS AND PLAYGROUNDS ASSOCIATION INCORPORATED

Rating Chart - Summer Staff - 19

NAME \_\_\_\_\_

DATE \_\_\_\_\_ PLAYTOWN \_\_\_\_\_

1. PERSONALITY

Consider: Desire and capacity for work, keen sense of justice, dress, posture, speech and personal habits, kindness and interest in people.

\_\_\_\_\_

2. LEADERSHIP

Consider: Desire and ability to develop and control subordinates and patrons by imparting information, creating opportunities for self-expression, discovering leadership in others and arousing ambition, acting as a "starter".

\_\_\_\_\_

3. ADMINISTRATION ABILITY

Consider: Success in rendering consistent service to all groups in the district - children, teen-agers, parents - various racial and religious groups, etc. Ability to maintain an effective working relationship with supervisor, fellow workers and community organizations. Ability to safe-guard and maintain in an attractive and useful condition equipment and facilities.

\_\_\_\_\_

4. ORGANIZING ABILITY

Consider: Ability to plan intelligently and carry out a programme with due regard to values and for the needs of the district - to multiply his own efforts by the effective use of individuals and groups with whom he comes in contact.

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5. RELIABILITY

Consider: Punctuality in submitting reports, fidelity in observing schedules, accuracy in statements, dependability in carrying out instructions.

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6. PROFESSIONAL ATTITUDE

Consider: Knowledge of the ideals and purpose of the Association and attempting to interpret them to children and public - willingness to give time to self-improvement.

---

7. PHYSICAL AND EMOTIONAL CONDITIONS

Consider: Endurance, freedom from physical defect and ailments and from temperamental handicaps, appreciation of own ability and weaknesses.

---

TOTAL

(SIGNED) \_\_\_\_\_

PERFECT SCORE / 70 Points  
(10 points for each)

\_\_\_\_\_  
Position

GENERAL COMMENTS:

APPENDIX J.

The Great Mistake

All over America in all types of youth work, in public and private agencies of all sorts, executives hire all sorts of skilful instructors, trainers, coaches, and counsellors in the firm belief that they have added to their staff. In altogether too many cases the executive soon finds out that he has made something of a mistake, and the leaders that he thought he hired were not leaders at all, that many of them did not understand children, and do not influence them for good.

To those executives who are concerned with this all important personnel problem, we suggest that there are ways to help avoid this common error. The following formula is not perfect, it is not foolproof, but it is helpful. Through its use your chances of adding better leadership to your staff are vastly increased.

FIRST: Basic to an adequate approach to this hiring problem is the need to understand what leadership is. It has no relationship to skill in any kind of work except one - the ability to influence people. A leader has certain leadership qualities and uses special techniques, methods of work with youth, that help the boys and the girls to become better men and women. Among many other qualifications he is first of all a person worthy of emulation by the children, a good citizen, a fine character, and a worthy example and a model for growing youth.

SECOND: The individual you hire must understand clearly the aims of your organization, and he must have the inclination, the desire and the ability to fulfil them.

THIRD: Try to avoid the leader who emphasizes skills in any program at the expense of character values. Every activity that is generally used in the normal youth program has basic values - and it is these character-building values that must at all times be kept in mind. Learning to play fair according to rules, to be a good sport, and to cooperate, to submerge self for the good of the team, and many other fundamental values underlying each and every activity program - this has more life-making carryover value than winning points on a scoreboard at any price can ever have. Attitudes must be improved as well as aptitudes.

FOURTH: It would be well to seek leaders who are concerned with boys and girls as individuals, as persons, not only as potential members of a team or a drama group or a craft class. A leader would be interested in the personal problems of individuals and would have some ability to help the children solve them.

FIFTH: It is a gross error to hire leaders only because they are skilled in working at some craft. These program skills are needed, of course, but what is also needed is a leader's skill in understanding and dealing with children. The character improvement of the boys and girls is the major reason for the whole program. The skills are but tools to help us do that kind of a job. It is a great mistake to glorify the means (the program) while forgetting the ends (character-building and personality improvement). A leader is first of all child-centered and so, too, must be the program.

The Great Mistake Pamphlet found in M.P.P. Office - the origin of which remains unknown.

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