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THE PROBLEMS OF CONDUCT ON
THE DALLAS PLAYGROUNDS

By

Genevieve Brown Scott

A Thesis in Education in Partial Fulfillment
of the Requirements for the Degree of

BACHELOR OF SCIENCE

in the

DIVISION OF ARTS AND SCIENCES

of the

Prairie View State Normal And Industrial College

Prairie View, Texas

August, 1938

FOREWORD

As I am a constant visitor and very interested in the few playgrounds for Negroes in Dallas, and, as I am to some extent a playground supervisor, more than ever do I realize the many problems of the playground supervisor. She has a big task to perform, and yet I think too little attention is given to these problems by those who could render a great service. Therefore, I have attempted to discuss "Problems of Discipline on the Dallas Playgrounds" as they actually exist in this city.

I am very grateful to my faculty advisor, Miss Clothilde Gurry, Associate Professor of Education, Prairie View State College, who has so kindly helped me in this treatise.

I dedicate this treatise to Pearce Scott (my husband) whose kindness and encouraging words made it possible for me to do this task.

Mrs. Genevieve B. Scott
Prairie View State College
August, 1938

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PLAYGROUND DISCIPLINE; ITS NATURE AND SCOPE

Playground activities with its many problems is comparatively new in our modern day life; however, it is a needed and essential element in the development of children into wholesome manhood and womanhood. This can be verified by the many equipped playgrounds we see at schools and in parks. Since there has been such an interest aroused in this field of activity, one readily wants to know the contributing factors. Educators have learned that wholesome use of leisure time, one of the seven cardinal principles of education, is no little problem to be solved. But, the playgrounds do seemingly give the best answer to this ever-growing question. Again the playground activities under competent supervision proves its worth by offering much needed qualities the children of today must possess. Some of these qualities which I shall consider are:

1. The individualistic qualities, or those pertaining to personal conduct independent of others.
2. Social qualities, or those which are concerned with the individual as a member of the group.

3. The civic qualities or those involving the attitude of the individual toward organized society.

Also, the activities of playgrounds, or the recreation theory is based on a sound principle, which is a certain amount of rest and sleep are necessary, but, beyond that, a change to an active and interesting occupation is more restful and more beneficial than complete idleness.

As I list the assets of the playground, I am considering in each instance that the playgrounds are efficiently directed and supervised by playground teachers. Hence, the playground teacher, although she is directing children how to play, has many problems - the most trying one is discipline. The following are some of the qualities in children that cause daily problems of discipline for the playground teacher:

- | | |
|----------------------|-----------------------------|
| 1. Inconsiderateness | 8. Lack of Self-Control |
| 2. Selfishness | 9. Boastfulness in Victory |
| 3. Intolerance | 10. Lack of Perseverance |
| 4. Unreliability | 11. Cowardliness |
| 5. Unfairness | 12. Tardiness |
| 6. Disobedience | 13. Lack of Self-Confidence |
| 7. Disloyalty | 14. Profanity |

Does this not convince you that playground supervisors

besides being well informed in their field must also, to a certain degree, be psychologists, students of ethics, and very good disciplinarians?

I shall confine my thesis to problems of discipline on the Dallas playgrounds of the following schools:

1. Wheatley School, Myers and Metropolitan Streets
2. Julia C. Frazier, 4600 Spring Avenue
3. N. W. Harllee, Eighth and Denley Drive
4. B. F. Darrell, 3212 Cochran Street
5. Wahoo Park, Spring Avenue
6. J. P. Starks School

DISCIPLINE: A PROBLEM OF CONDUCT

1. Inability To Distinguish Between Right and Wrong

Discipline is a problem of conduct, and conduct is a problem of ethics. Ethics is closely allied with psychology. Hence, discipline has to be looked upon as an ethical, psychological, and philosophical problem. Whether it be in the school, church, playground or in life, human beings must be disciplined. In playground work, discipline is a major problem and each supervisor strives to be a good disciplinarian as well as good instructor in his field of activity.

As little as one thinks, there are many children coming from good homes who do not have the ability to distinguish between right and wrong. Therefore the first task of the playground supervisor is to instill into the children what is bad and good conduct. In other words, the supervisor, along with playground duties, has to teach moral aspects, teaching the moral code and motivating it. Seemingly, there is no objective science of ethics; hence, each adult charged with guidance of children is thrown back upon the responsibility of imparting the ethical problems of life to the children as best he can.

The supervisor must render such instruction implicit, objective, and convincing as well as pointing out fearlessly, frankly and soundly, the social consequences of various types of behavior. Facts are very necessary for the coercion of the intellect in the field of morals as in any other field; and the facts relevant to the moral life are social facts. By presenting them clearly, the ethical understanding of young people can be gradually enlightened. There is no difficulty involved in emotionalizing the attitudes of children toward mad dogs, rattlesnakes, and vicious bulls. One simply makes known to them the facts. Likewise, one can instill the same emotions also toward disobedience, lying, profanity, et cetera; but, the factual consequences of these types of behavior have to be made clear to intelligent children. Nevertheless, supervisors encounter two difficulties in trying to make children fear the consequences of bad behavior. The first comes from trying to frighten them about conduct that is conventionally labelled bad, but of which the bad consequences are mostly fictitious. The second difficulty is that supervisors very often lack the insight to trace out the actual consequences of bad behavior, and the ability to present those consequences vividly to the imagination of those they are trying to teach. True enough the wages of sin are death; and moral education will be much more adequately emotionalized when children understand which kind of death follows which kind of sin and why. It is not hard to teach the child to be loyal to his group, and to

show responsiveness to group ideals. The real difficulty is: Which group is the child going to be loyal to? Will it be the group with destructive ideals and habits or the group with constructive ideals and habits?

No doubt the question arises in the children's minds, Who is able to place valuation on bad and good conduct? Supervisors can readily show that the institutions of society are responsible for the "thou shalt's" and the "thou shalt not's" of the moral code. These institutions include:

1. The Family
2. The Social Community
3. The State
4. The School
5. The Church
6. The Press
7. The Standard of Living
8. The Customary Recreation; i.e., the playgrounds, community centers, et cetera.
9. Health Preserving activities.

Since children's minds are as absorbent as a blotting paper, it is the supervisor's duty to instill into them the fundamentals of good and bad conduct.

2. Conflict Between Duty And Inclination

Another problem the supervisor encounters is the conflict between duty and inclination. Some children realize

what is their duty to their playmates and instructors; yet their inclinations are directly opposite. The two great temptations, the lure of the selfish and the lure of the immediate seem to be obstacles that they cannot overcome. How easy for a child to purchase happiness or victory at the expense of his playmates or purchase satisfaction by an act that brings less good in the end. The root of the trouble seemingly is that human organisms cannot be fully adjusted to individual or combined needs in a dilemma.

Some instincts are over-strong, others under-developed; none is delicately enough attended to the changing possibilities of the situation. Their desires engulf all sorts of acts which would prove disastrous to themselves or others. Many of their faults are committed without realizing it; they follow their impulses blindly, unconscious of the treachery. Other sins they commit knowingly, because in spite of warning voices they cannot resist the momentary desire. Re-adjustment of their impulses always seems painful, markedly so with children.

It is easier and pleasanter to yield than to control. Inclination and passion are destroyers of happiness. The old adage, "Bring up a child in the way he should go, and when he is old he will not depart therefrom" has much truth in it. But no parent or supervisor can ever tell when some submerged innate animal instinct will rise up in the child and stun all of the laboriously acquired morality into activity, and bring results that in sane moments they

would know to avoid. But, by perseverance, the supervisors can make the adjustment between the conflicting natures of duty and inclination by early training of their little charges and skillfully guiding the growing girl and boy.

3. Solution Of Personal Problems As a Factor

Contributing To Discipline

Another general problem constantly demanding the attention of the supervisor is the solution of personal problems. Often there are children who come to the playground whose impulses clash with one another. An impulse is conceived to be a form of adjustment which is a reaction aroused by some inner condition of the body or by some external situation or both. Children have numerous impulses which will run amuck unless they are checked in their infancy; hence the supervisor must be the moderator. Briefly, I shall describe some of the impulses commonly found among children especially in play:

- (1) The impulse to overcome opposition or obstruction. It is characteristic of children to go about their play without interference. Any kind of obstruction tends to arouse vigorous activity directed toward the removal of the obstacle.
- (2) Impulse to dominate his playmates and play-

ground equipment.

(3) Impulse of fighting to overcome interference.

(4) Impulse to excel a rival at any cost.

(5) The alleged impulse to fight for its own sake.

Contrary to the active impulses existing among children who lack impulses which add to the worth of life. The supervisor must develop their latent need, expand their natures, and entice them to like many things that they have not cared for. There are children who frequent the playgrounds who have the "craving for sympathy". To secure consolation, the child eagerly displays his injury; or, as has sometimes been observed, inflicts a cut or bruise in order to reap abundant pity. Again other children have the urge to submit. It is characterized by such behavior as weeping, anger, chagrin, envy, jealousy, shame, or embarrassment. Frequently, however, there appears an impulse to submit when submission seems to be gratifying. The child who exhibits willing submission indicates a lack of confidence and is cowardly.

Another group of children suffer from perverted impulses. They have impulses for stimulants or drugs, sexual perversion, kleptomania, and other manias - bad temper and jealousy. In other words, there is a good deal of old satan in them which is wholly bad, and which supervisors strive seriously to subdue.

In order to direct in the selection of correct impulses, supervisors may resort to adjustment by substitution of activities and rationalization.

Substitution of activities or compensation is divided into two quite distinct types. In one type where one organic drive is thwarted, activity may be switched to satisfy another drive. The sex urge for instance becomes active in adolescence along with other urges to be gratified. There is athletics and its urge of competition. There is school and its urge of curiosity and scholastic success, and business and its urges.

The second type of compensation occurs where the original urge is gratified in a round about way as the sickly boy gets his satisfaction by being studious; the dull boy may get his satisfaction by being athletic. These compensations illustrate the tendency toward selection of response in a baffling situation. In the first case, a selection is made of internal stimuli (drives) and some are neglected (for the time being) in favor of a more energetic endeavor to gratify others. In the second case, that stimulus is selected which gives promise of leading to the success desired. For the dull boy if success does not seem on the way through the avenue of books, then some other means, such as athletics or play must be substituted.

Rationalization or verbal substitution is what we call the "sour grape" type. If we cannot have what we want, we

tend to persuade ourselves that it is not worth having,
and it is below our dignity to persue it further.

EVILS FROM UNDUE SELF-INDULGENCE - AN AID IN DISCIPLINE

1. Portrayal Of Evils Of Self-Indulgence

As A Precautionary Measure

The playground supervisor can meet one of the problems of discipline, undue self-indulgence, by pointing out the evils of such. However, this instruction has to be very positive rather than negative, constructive rather than critical. The supervisor sometimes confuses the children whom she is trying to teach because she is, to tell the truth, confused herself. She no doubt forgets, however, that the minds of the children are fresh and open. Therefore the difficulty is in our pre-conception and confusion; not in their immaturity. Teach children that apart from the undesirable traits of undue self-indulgence, the after-effects are very unpleasant. Self-indulgence if left unbridled leads to pain, disease, and premature death. The results of pain from self-indulgence can be exemplified by the impulse to fight or "show-off". In either case the results are physically or mentally painful. Each is acquainted with the type of child (let us call her Mary in this illustration) who never likes to do anything unless somebody is looking at and admiring her. Mary is at her best when she is in the center of the stage, captain of her team, or leader of all the games.

She pouts herself into a temper and makes everyone miserable when the spotlight is turned from her. Mary, the "show-off", is a snob in the making, and although she may be able to do things better than the other children, she will still be unhappy and unwanted. The other children have a word for it. They call Mary a "show-off". But Mary is not the one to be criticized for this; after all, she learned to be this way. Her parents and her teacher taught her to be a "show-off", because they encouraged her with thoughtless praise. The above illustration shows what endless mental pain this child will suffer because of her training. Supervisors should certainly discourage "show-offs".

Again those children who have that persistent impulse to engage in perverted and distorted habits of body and mind are being lead to disease and premature death. Supervisors must impress forcibly how impossible it is for any one, if he gives himself over to pursuit of personal pleasure to keep to the quiet, refined, healthful pleasure which wholesome living advocates. Instead, one reaps the pain, disease, and death.

Even if one does escape the worst penalties of indulgence, there is another penalty to pay, that penalty of depression of spirit. Keen as the person's anticipation may be at the outset, it is short lived at best, and, with the ensuing emotional fatigue, pleasures pall and life seems empty, robbed of its meaning and glory. Why? Because

his unthwarted impulses urged him to self-indulgence.

Moreover, self-indulgence is always aimless. It makes the individual miss entirely the deepest and most satisfying joys of life, the joy of healthful, unspent forces, and desires, the joy of purpose and achievement, the joy of the pure undisciplined, loyal life.

2. Reconciliation of Egoism And Altruism. As A Disciplinary Problem

Reconciliation of egoism (excessive love and thought of self) and altruism (regard for others) among children asserts itself conspicuously on the playground. This is another disciplinary problem for the supervisor. Although altruism is usually wise from the children's standpoint, it does not seem so to others. There seems to be a moral clash between one child's apparent good and that of another. The conflict appears to be an eternal one. Some reconciling of these opposing interests must be shown. Certainly the altruistic summons cannot be ignored, neither can egoistic impulses be fulfilled. Love and joy in service are not foreign to children; they are as instinctive as self-seeking; the hope of ultimate peace lies in the strengthening of these impulses till they so dominate the children that they no longer care for the selfish and narrow aims. The only possible solution of

this situation lies in the "killing off" of the selfish impulses, and cultivating loyalty, love and tenderness. The supervisor can do this only by instilling the ideal philosophy of life. Instill upon the children the fact that unselfish impulses have double value: it blesseth him that gives. It is more blessed to give than to receive, when the giver has reached the moral level where giving is a great joy. The development of sympathy and the spirit of service of our time gives great hope that the time will come when our children of today will universally find a rich and satisfying life in ways that bring no harm but only good to others.

3. A Clear Distinction Between Selfishness And Unselfishness As A Disciplinary Aid

Many children do not have a clear distinction between selfishness and unselfishness. The playground supervisor must inculcate the principles of each. Strange as it seems, most children are not conscious of their selfishness. Johnny has a certain place where he must stand for the games; Mary likes to monopolize one certain swing; James must always take care of the equipment for all games; Lucy must always lead the games or be the captain. In some instances, should the supervisor reprimand the children for their "must do" daily on the playground, many of them would be unconscious of the selfishness involved. Hence, the

supervisor must stress forcibly facts concerning selfishness and unselfishness to these children.

Some good points to stress are:

- (1) Selfishness is the pursuing of one's own good at the expense of others.
- (2) Selfishness is not a way of feeling about people, it is a way of acting toward them.
- (3) To be wholly free from selfish conduct necessitates insight into the needs and feelings of others as well as a good will toward them.
- (4) Selfishness is putting one's own happiness before others.
- (5) Selfish action puts the welfare of others at the expense of the narrower interests of the individual.

In addition to these points, teach the children that sympathy does not always tend to altruism. To condone another's sin and save him the unpleasantness of rebuke or the inflicting of a penalty is often the worst thing that could be done. To be sympathetic and yield to every child's wish is not for the ultimate good of the person made happy.

LOCATION OF PLAYGROUNDS: A DISCIPLINARY PROBLEM

1. Description Of Dallas Playgrounds

For Negroes

The location of the playgrounds in Dallas for the most part are not desirable so that the children can derive the most good from them. Wheatley playground, located in South Dallas, is situated in a community where most of the citizens are home owners, comfortably situated and law abiding citizens. The people are very progressive and interested in the welfare of their children and the community. For these reasons disciplinary problems are not so many as they are elsewhere in the city; but, on the other hand, the streets are unimproved, and the lighting system is not adequate.

Frazier School playground is adjacent to Wahoo Park and is in South Dallas also. Hence, the children use the same equipment and playground jointly. Wahoo Park is the only Negro municipal park adequately equipped. Here, there are many playground facilities, as compared with other playgrounds, in addition to a club house and a lake (a swimming hazard to the playground supervisor).

Dallas folk appreciated this park very much. Most of the people living in this community are employed away from

home, leaving early and returning late daily. Therefore, the children are left alone and spend most of their time at this park and playground. Again, this park and playground are unimproved and the ground sandy. A city bus passes this location every half hour.

Darrell School playground, located in North Dallas, where about a third of the Negro population lives, is far from being ideal. There are several playground facilities: a swimming pool, a community house, and a small tennis court. Some of the nearby streets are improved, but traffic is very heavy and congested. In addition to that, a railroad runs parallel with the park. When there is a heavy downpour of rain this playground is muddy for several days afterwards because it is not properly gravelled and drained. In this crowded area, some sections are very undesirable and in truth in the slums live many, many children. Their home-life is deplorable. Often they are poorly clad and hungry. The parents are away from home daily. Few of these people are home owners. There is no place for the children to play at home, so they frequent the playground daily. Very few have had any home training; they are not being reared at all but raised; they have no conception of what is right or wrong.

These existing circumstances create a big disciplinary problem for playground instructors. In addition to the above liabilities, this playground seems to be a haven for loafers. This spring I was very much perturbed while walk-

ing through the park. A group of loafers were engaged in a game of dice near the swimming pool on the playground. There were at least fifteen boys all under the age of twelve, watching the game with interest. I need not say what a big disciplinary problem such behavior creates for the supervisors.

Harllee School playground, located in Oak Cliff, a suburb in West Dallas, has a well equipped playground. Seemingly, a great number of these families are renters. They are not interested in their children, and many of these children have no home life. So many children do not appreciate these facilities. They would rather go to North Dallas or elsewhere, rather than stay at Harllee. This fact has been brought about because Harllee is "out of the way", so to speak, and not so many people go there except those who live there. The playground is located on an improved street, and the lighting system is adequate.

There are no playgrounds for children in East Dallas nor in the suburbs of the city. These children must go to various playgrounds; this necessitates street car fare. If the children cannot do this, then they are deprived of the privileges the playground affords.

In the Dallas playgrounds the outstanding disciplinary problems are three-fold for the supervisor:

- (1) Motor car accidents as a factor inhibiting discipline.

(2) Loitering of pedestrians as a factor influencing discipline.

(3) Use of profane language as a disciplinary problem.

2. Motor Car Accidents As A Factor Inhibiting Discipline

Some persons driving in North Dallas seem to be concerned only in driving recklessly and widely about forty-five miles an hour. Such an attitude results in accidents daily. Few pedestrians are hurt, but automobile collisions are prevalent. In every case, when the children hear about or see these accidents, their one desire is to visit the scene. Before the supervisor can realize what is happening or get the attention of the children, the children have hurried away to the accident, intermingling with the onlookers there, the police squad, and the ambulance attendants. Unfortunately, not only does such a practice upset the children's nervous system, but also is bad influence upon their morals. Often these participants involved in the accidents are in a state of inebriety. Such a condition is most unfortunate for any child to witness, for one knows "aping" adults is the favorite hobby of some children. A person in a drunken state is not a pattern to be copied; yet our children are exposed to these conditions. Witnessing these

accidents is not all of the evils attached. Each child likes to give his version of the accident; some go so far as to voluntarily give their information to the policeman. If they persistently tell the same story, they are sometimes summoned to court as witnesses of the accident. An experience in the court-room is a bad influence for a child. First, he is exposed to ruthless lawyers who, according to the court, ask leading questions which are erroneous and distorted. Such a practice is not in keeping with the wishes of the parents who in turn commence to criticize the playground supervisors for their poor disciplinary rules.

3. Loitering Of Pedestrians As A Factor In- fluencing Discipline

Beside the motor car accident problem, the loitering of uninterested and undesirable pedestrians on the playground is a great one. The first problem this practice brings is that of children who have the desire to "show-off" before an audience. In "showing off", figuratively speaking, they do so at the expense of being intolerant, unfair, lacking in self-control, disloyal, and boastful toward their playmates and supervisor. What could be more unpleasant for the supervisor? Yet such a problem must be tolerated and corrected too. Persons in charge must study the problem from a psychological viewpoint and arrive at some practical solution. To do this, the remedy must be

very discreet and yet effective for the wrong-doers. It must discourage others who have the desire and yet be effective for the wrong-doers. Supervisors must discourage others who have the desire and yet they must not intimidate the child. They must let the pedestrians know they are a liability to the playground; though they must not arouse the pedestrian's ire because the pedestrian himself may create a big problem for the supervisor.

Often children who are well trained at home have that desire and do put into action unnecessary rivalry to show adult onlookers who is the best in the game or what not. Unnecessary rivalry is to be discouraged for it brings in to practice other undesirable traits such as dishonesty, cowardliness, the "get even when I get a chance" attitude, and violation of the golden rule. None of these principles is in keeping with the theory of playground supervision. Keen competition is desired but not so at the expense of qualities which the supervisors are striving to instill in the children. Sometimes unnecessary rivalry does not end at the playground, but is carried home where the child tells his version of the story. Then, in turn, quite often the parents attempt to solve the problem which frequently culminates in a major disturbance for the community.

The third problem pedestrians create on the playground is dissension among the children by their ill-timed advice and attitudes. These visitors sometime cause the children to lose interest in the playground activities, and they be-

come unwilling to participate in any activities. Nothing is so trying as to try to interest children who are unwilling to engage in any activities on the playground. But it is known that one must have cooperation one hundred per cent to have successful results in this work. Where there is an undesirable undercurrent among the children, the results are not satisfactory. Again, it is very annoying to the supervisors to have visitors who cause dissension on the playground, by commenting adversely on each activity. Such an ignorant practice causes the child to adopt this method of approval and disapproval. Children are not always capable of deciding justly, what should be done in playground disciplinary problems.

4. Use Of Profane Language As a Disciplinary Problem

The third problem constantly appearing in the program of the supervisor is the use of profane language. One can hardly chastise children effectively for such a bad practice when nine times out of ten, children who use profane language hear it constantly at home. The crusade against profane language needs to begin at home for the supervision cannot curve this practice if the child is exposed to it at home.

It is surprising how children use profanity on playgrounds. I attribute this practice to the theory which is involved in spontaneous play. One knows that when children

meet in spontaneous play, they throw off restraint and are shown in their true personalities. When the child's activities do not end as he wishes, he immediately resorts to using profane language which voices loudly his disapproval and his disgust with being defeated. Very often when children are slightly injured, such as, falling, or receiving a scratch from playground facilities, the first thing they do is to swear.

It is very helpful for the supervisor to explain to those children who are habitual users of profanity that they are incapable of controlling their baser impulses. No child wants to think he has no more control over his emotions than animals. Since this problem of profanity is so prevalent and contagious among children, the supervisor has to use the psychological approach to discourage this practice.

The method of compensating those children who do not curse is effective. The child, no matter how poorly he does in his playground activities, merits compensation if he is never guilty of using profane language. He should be complimented on his couth manners and respect for his playmates and supervisor. As a result, the child who is very good in the activities, obedient, but yet a habitual curser, will try to refrain from cursing. Every child wants to be complimented.

Despite the various punishments the supervisors may

put into action, many children who use profane language frequent the playground and persist in continuing this practice. Furthermore, they think nothing of it; they use it in the presence of their playmates, teachers, and visitors. Such an attitude is very distasteful to all who come in direct contact with those who use profanity. In time every one will consider such uncouth children as undesirable associates for other children who come from respectable homes. On the other hand, the children who are undesirable resent the fact that they are so. They try to regain their momentum, attract the attention of other children and annoy the teacher, by continuing to curse in a more brazen fashion. Behavior of this type makes these uncouth children undesirable from every other viewpoint: social, individualistic, and civic. Of these three outstanding hindrances: visiting accidents, being influenced by loitering, and using profanity, it is difficult to say which problem creates the most trying disciplinary problem for the supervisor. Each of them is most undesirable.

STEPS IN SOLVING THE PROBLEM OF DISCIPLINE

1. Qualities Necessary For Good Supervision

Since there are many problems in playground discipline, there must be definite steps to solve these problems. The first and most important step is for the supervisor to take inventory of herself. Is she fitted for the task she is undertaking? Supervisors are leaders, instructors, disciplinarians, and ideals for children.

Competent leadership means sympathetic, cooperative and independent direction of group activities. In its best form, it is a phase of cooperation in which the leader is able to coordinate and unify the efforts of the participating group. Too, successful leadership depends to a large extent upon such personal traits as the following: tact, dependability, industry, thoroughness, forcefulness, good judgment, honesty, openmindedness, courage, adaptability, self-confidence, magnetism, a student of human nature, et cetera. In addition to the above qualities frequently should the supervisor answer these questions about herself:

- (1) Is my personal appearance as good as I can make it?
- (2) Am I careful to keep myself in as good physical health as possible?

- (3) Is my manner natural and sincere rather than affected or assumed?
- (4) What mannerisms have I that can be overcome?
- (5) Is my voice well modulated?
- (6) Is my speech so well enunciated that I am easily understood by the pupils?
- (7) What are the traits in my disposition which I should hold in check?

The second factor of importance to supervisors is to question their ability as playground instructors:

- (1) Do I have games that meet the needs of and corrective measures for every type of child?
 - a. The poorly developed and under-nourished child.
 - b. The child who is bashful in the presence of other children.
 - c. The child who lacks coordination of movements.
 - d. The child who is egoistic, selfish and spoiled.
 - e. The dull child who is apparently interested in nothing.
- (2) Are the playground activities carried on in such a way as to give these children the proper opportunities and responsibilities as well as the needed stimulation and guidance to provide the growth in cooperation, leader-

ship, and wholesome living?

- (3) What methods do I employ to make playground work interesting?

The third point of interest is the supervisors' abilities as disciplinarians. Playground supervisors fail most often in their aims because of discipline. Good discipline improves the interest in playground activities; this in turn is an effective means of lessening discipline problems. Probably the following suggestions will prove beneficial for supervisors in considering the management of the playground:

- (1) How do I know that my ideal of order is a worthy one?
- (2) Do I secure good order by the best methods?
- (3) Am I leading or commanding the children in maintaining proper order?
- (4) Have I evidences that the children are acquiring habits of good physical bearing?
- (5) In what ways is a responsive and cooperative spirit among the children shown?
- (6) Are the children learning self-control?

Lastly, do the children look upon the supervisors as ideals? Careful parents are very sensitive about the examples which teachers set for their children. Again only supervisors whom the pupils like and admire can have such influence over their ideals. Supervisors in charge of youths have in their hands a holy mission, for they cannot tell at what unexpected moment the divine fire may flame

forth producing a hero, a martyr, or a prophetic genius - if only they knew how to touch their soul.

2. Director's Explanation Of What Is Con- sidered Right And Wrong

Granting that supervisors possess the major characteristics necessary for successful playground supervision, they must have some method of solving problems of discipline. Group discussions of directors are effective ways of alleviating these problems which create unpleasantness on the playground. In the following pages I shall discuss the problems and their solutions which I think most of all playground supervisors would agree upon in their round-table discussions.

What is right and what is wrong cannot be decided at a moment's notice unless one is acquainted with the fundamental principles involving each. From an ethical standpoint there are at least five steps in the development of moral guidance: guidance by instinct, by custom, by law and precept, by conscience, and by insight. Ofcourse, no supervisor can instill all these principles into the growing child, but certainly guidance by custom, by law and precept can be encouraged. Yet childish experiences quickly teach children that certain acts to which they feel a strong impulse will lead to an aftermath of pain or unhappiness, or

will stand in the way of good which they more lastingly desire or more deeply need. The memory of these consequences of acts remains as a guide for future conduct, not so often in the form of a clearly recognized memory as in a dim realization that the dangerous act must be avoided. This reminder is nothing more than the child's conscience; his conscience will act as his moderator, if he is properly trained.

Another manner in which supervisors can impress upon children what is right and wrong is by giving examples that illustrate each principle:

- (1) It is wrong for Johnny to always want to be captain of his team, and if he is not, to sulk; because Johnny shows that he is selfish and intolerant towards his play mates. Such behavior is not in keeping with the golden rule, and it lessens Johnny's chances of becoming an ideal person.
- (2) It is wrong for Mary to say her rivals in competition games did not win fairly or criticize them because in so doing Mary is unfair and disloyal. She is acquiring the habit of becoming a dissentious person.
- (3) Ann should not give way to her impulses because she cannot monopolize some playground equipment nor do as she wishes, for she is developing a lack of self-control.

From the above illustrations, the supervisors not only are seeking to teach which of two immediate types of behavior is the better, but also are considering all the near and remote consequences of the acts and are directing the children to that conduct which will produce the most good in the end.

3. Concrete Reasons Why Inclination Should Be Subordinated To Duty

When the supervisors are in charge on the playgrounds, they should give concrete reasons why inclination should be subordinated to duty. If Johnny is inclined to be quick to surrender in all games of competition he participates in, duty says he must develop sticking ability and perseverance. This can be accomplished by tack on the part of the supervisors. First the child must be complimented for what he has done and what he can do. Frankly ask the child to prove to his playmates that he can persevere as long as any one else. Nine times out of ten, the results will be pleasing.

If Mary is inclined to be boastful over her accomplishments, impress upon Mary that duty says all persons must be modest in order to be desirable to the institutions of society.

If Harry is inclined to be domineering in his conduct with other children, duty demands that this inclination be thwarted. And soon with other examples, for inclinations must be subordinated to duty.

Duty is justice and without justice life is robbed of one of its most important assets. Injustice causes much harm, not only to the victim but also to each individual because a sense of insecurity is felt by each individual by the realization that he too may someday be an innocent victim. But even in view of the cases where no apparent compensation comes to the individual, the ideals of justice and chivalry, like the more general concept of duty are among the most valuable possession of individuals. Nothing expresses the significance of duty so beautifully as Emerson's stanza:

"So nigh is grandeur to our dust
 So near is God to man
 When duty whispers low, thou must
 The youth replies, I can."

4. Provisions To Restrain Children From Attending The Scenes Of Accidents

Provisions to restrain children from attending the scenes of accidents are comparatively easy to formulate. Supervisors can arrive at some uniformity in punishing the offenders. Following are some corrective methods for this demeanor:

- (1) Do not allow the children to leave the playground with-out permission from the supervisor.

- (2) Have them understand that going to the scenes of accidents will be reported to their parents. They will not be permitted to participate in the games they like best. Their names will be placed in some conspicuous place showing that they are disobedient.
- (3) Have the policemen to severely reprimand children for visiting accident scenes, or even have them take the children home.
- (4) Organize a safety-first group among the children.
- (5) Show them the danger involved in flocking to an accident - they may be accidentally injured during the excitement.
- (6) Remind them that good citizenship teaches us to steer away from accidents rather than go to them.
- (7) Caution them that the emotional strain of visiting accidents may cause illness.

5. Forbidding Children From Association With Pedestrians And Loiterers

Lastly, the last disciplinary problem meriting group discussion among supervisors is forbidding children from association with pedestrians and loiterers. A group of rules religiously observed may solve the problem. Stress the following:

- (1) Children must participate in all playground activities unless the supervisor instructs them otherwise. If this practice is strictly adhered to, the child will not be idle and have a chance to be attracted to the pedestrians.
- (2) The supervisors should make the activities so interesting that the children will not have the desire to stray away from play.
- (3) Instill upon the children's minds that it is unsafe to associate with anyone whom they do not know.
- (4) Unless the loiterers are relatives or worthwhile visitors, the supervisors, if they can discreetly do so, should kindly ask them to go away for they intimidate and interfere with the children's progress.

SUMMARY

From the above discussion, we see the various problems with which the Dallas playground supervisors are confronted, namely,

1. The inability to choose between right and wrong.
2. Selfishness.
3. Self-indulgence.
4. Egotism.
5. Location of playgrounds.
6. Loitering of pedestrians on the playground.
7. The use of profane language.

These place the supervisor in a state of dilemma.

As I have stated in the foregoing discourse, these problems arise from the wrong types of impulses and attitudes.

Although these problems place the playground supervisor in a state of dilemma, she might cope with them or remedy them by direction and selection of correct impulses, portrayals of evils of self-indulgence, group discussions of moral conduct augmented by the playground director's explanation of what is right and wrong, restraint of children from visiting the scene of accidents, and forbidding children's association with pedestrians and loiterers.

CONCLUSION

In conclusion may I say, play is an important part of life for adults as well as children; there is an increasing need of organizing a system of recreation according to the dictates of reason. Again, playgrounds and all means of recreation are so important as agencies for the inculcation of ideals and attitudes that they ought really to be regarded as a part of the public educational system and socialized accordingly.

Lastly, mental growth goes hand in hand with bodily growth; character is at its best when allied with a healthy body and a clear mind.

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