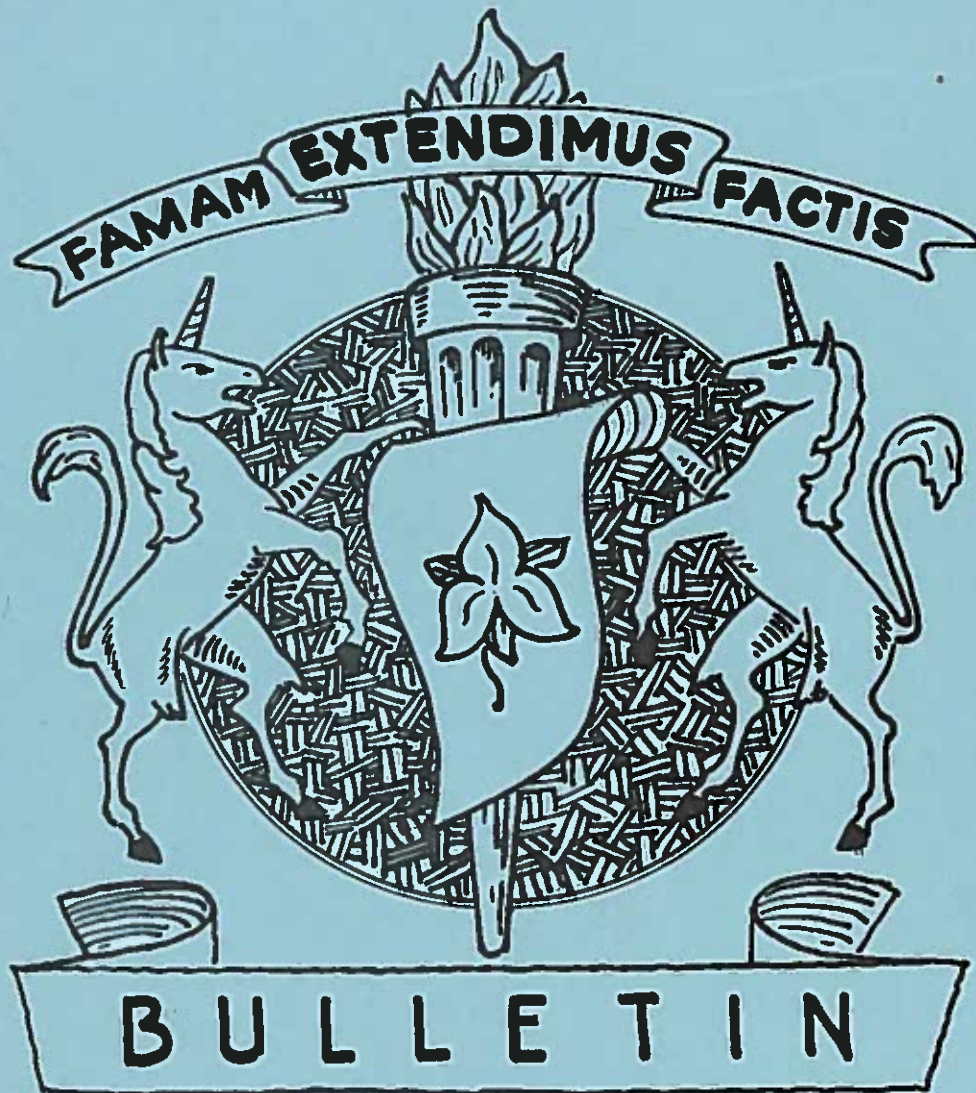


Summer 64.



The
SOCIETY OF DIRECTORS OF MUNICIPAL RECREATION OF
ONTARIO

ELECTRICAL ACCOUNTING
MACHINERY... A NEW CONCEPT
FOR PROGRAMME STATISTICAL
INFORMATION

It is not often that a new approach to old problems comes along. Certainly the maintenance of registration forms and the gleaning of statistical information on mass participation programmes, is a tedious and time consuming task for almost all recreation departments.

The Author of our lead article is well qualified to deal with the subject of Electrical Accounting for Recreation Programmes. Ray Hermiston has worked in the Recreation field as a Waterfront Director with the Sudbury Recreation Department. He has also taught High School in the Physical Education departments at Sudbury and Port Arthur.

During the past two years, Mr. Hermiston has been a student at Ann Arbor, Michigan, receiving from that University his M.A. He is presently involved in studies toward his Ph.D. in Physical Education.

It is of particular interest that Mr. Hermiston's work has involved the extensive use of Electronic Brain equipment at Ann Arbor, in arriving at some new and rather startling methods for Physical Educationists.

At the Editor's request, Mr. Hermiston prepared this article on an Electrical Accounting Machinery application for Recreation. We feel that this could be a partial means of breakthrough required to catch up in at least one area of the leisure menace. Most important, it can release some of our trained staff people from the tedium of record-keeping.

Editor.

ELECTRICAL ACCOUNTING MACHINERY
AND RECREATION... by
Ray T. Hermiston

The complexities of civic administration has created the need for, and acquisition of electrical accounting machinery (E.A.M.) in many municipalities. Recreationists would be well advised to look into the applications for their programmes as well, of this fast, efficient equipment. The one area alone of registering programme participants and grouping them could justify its use in most departments.

This article is submitted to provide Recreation Directors merely with a starting place and a reasonable amount of direction in the use of the data centre at City Hall. The following equipment is considered standard in most E.A.M. installations: 1. key punch; 2. verifier; 3. tabulator; 4.. reproducing punch; 5. card sorter; 6. collator. The content of this article could be modified so that the sorter and the tabulator could do the work if the other equipment is not available at the data center.

Registration and eligibility of players is usually a time consuming "headache" for recreation officials. The use of E.A.M. equipment could alleviate this problem. I will not quote costs in this article because most cities will have their own regulations regarding departmental use of the data center. Further, I have chosen to leave the computer out of this article because very few cities have this facility available.

Firstly, a formulation of the problem. A city is confronted with a number of playgrounds or clubs participating in a number of sports activities in which the ages of all the players must be kept on file and must be checked

from time to time. This problem is the basis of this article. A department could use this file for participation records, and for statistical reports for council, or committee meetings.

Now, let us describe the intricacies of the file system. Let us look at the data card and the code sheet. The former is the card that is keypunched from the data that has been manually recorded on the code sheet. From present records, if they exist, or from individual playground enrollments, the following code sheet could be set up.

This will leave 12 columns on the punch card blank and these columns can be used for department statistics which will be mentioned later. Now let us study this code sheet in detail. The upper portion of the sheet can be filled in, at the playground. Do not let the playground officials attempt to fill in the bottom part of the sheet. The lower part of the code sheet is the most important piece of data that you have. If this part of the sheet is wrong, the entire system of filing is wrong. Only the most competent staff members should be allowed to work on this section. The individual's name should be put

PLAYGROUND _____

Surname First Middle

BIRTH DATE _____
Month Day Year

MALE _____ FEMALE _____

Is this person a transfer: Yes _____ No _____

From Playground _____

DO NOT WRITE BELOW THIS LINE _____ FOR OFFICE USE ONLY

NAME / / / / / / / /

/ / /

ADDRESS / / / / / / / /

AGE _____

Month Day Year

SEX /

PLAYGROUND CODE / /

AREA CODE / /

IDENTIFICATION NUMBER / / / / /

in the boxes one letter in each box, surname first allowing a fixed number of boxes for the surname: that is Smith and Slivinskiski both fit into the surname section and that their first names start at box 15 or thereabouts. The address should allow a certain number of boxes for the numeric part of the address also. The age divisions are self explanatory. The column for the sex identification should be a "1" for a male and a "2" for a female. This differentiation will save a lot of sorting when only boys are involved and vice versa. The playground code is a numeric representation of the playground. If you use double numbers for all of the playgrounds, it will be easier for the keypuncher. The area code is put in because often a team is in the north league and they play only teams in the north league. If this differentiation is made, again sorting is simplified. Now comes the most important figure. The identification number must be assigned to an individual and it must not be used by any other individual in the system. I suggest that you keep a separate record of the ID numbers that are in use, because one duplicate can throw the entire system into an uproar. If the identification numbers are set up so that they can also be used in sorting the individuals, it will facilitate sorting and ordering of the data cards. If the E.A.M. equipment is required to list the people alphabetically, it takes twice as many sorts to do this as it takes to list people numerically. Usually groups of "A's, B's, etc" are sufficient if this is the case then the following identification set up would be useful.

A	100000000	N	050000000
B	200000000	O	060000000
C	300000000	P	070000000
D	400000000	Q	080000000
E	500000000	R	090000000
F	600000000	S	001000000
G	700000000	T	002000000
H	800000000	U	003000000
I	900000000	V	004000000
J	010000000	W	005000000
K	020000000	X	006000000
L	030000000	Y	007000000
M	040000000	Z	008000000

Each alphabetic character could then have a file starting at 000001. For example: A 100000001; 100000002; etc. B 2000000001; Z 008000001.

Now suppose you have 6500 children register at the city playgrounds in 1964. Each child's data would be coded manually the first time, then punched on data cards and these cards stored in the "current" file. By use of the reproducing punch, a master file of data cards could be punched with each individual's name, age, address, and identification number. This would be your permanent file of all people registered in the system. A tabulator print out could be run for all the registered children in the system. This listing could be ordered alphabetically for the entire city, or it could be ordered by playgrounds, by age, or in a great variety of other combinations, such as playground and age groups, areas and playgrounds, participation totals at each, etc.

If a separate tabulator listing of all participants in each age group were sent to each playground at the start of a sports season, the coaches could circle the desired team members and return the sheets to the recreation office. The office

could then punch the appropriate identification numbers on new cards and by use of the collator, reproducing punch and tabulator, the data center could produce a listing of each team. This would be sent to all of the coaches in that division. Also at this time, a "1" punch could be put in a designated column (to represent the current sport - eg. "1" Hockey) of the cards in the current file. This one punch will be explained later.

The team listings would be kept on hand in the recreation office as well as a copy being sent to the playground coaches. The print out would show the name, address, age, playground and the sports played this season by each individual.

It would be the coaches' responsibility to check the opposing teams' line-up to see that only registered players were being used. Rules concerning protests could be set up.

If a boy moves from one playground to another, the new coach fills out a code sheet and also fills in the transfer section. The recreation office can then find the boy's identification number in their master file, and fill in this number on the code sheet. The code sheet is then sent to the data center and a new card is punched with all of the boy's previous information and the new playground affiliation. This new card then replaces the child's old card and also the new card is put in the appropriate section of the current file.

If this occurs during a season, a new print out could be sent to all playgrounds involved or an add slip could be sent in place of a print out.

If when the first enrollment sheet for the season is sent out, a child's name is not on file, then the playground official fills out a code sheet for the child not on file and sends this to the recreation office. Of course, the transfer section is filled in if it is applicable. Then the appropriate action will be taken by the data center.

At the end of the year, the data center can, with the use of the tabulator, produce from the "1's" punched for each sport a count of the total enrolled, the total in hockey, swimming etc. Also at the end of the year, each individual's card could be summed and a total of sports participated in could be punched in his card for further statistical use in years to come.

Actually, there is no limit to the amount of data that could be punched on the cards or information that can be gleaned from the punched data.

At the start of a new year, a new card would be set up for each child and the entire process would be duplicated on the new current file.

The following rules should be followed if your system is to be successful:

1. The "office only" part of the code sheet MUST be filled out by a competent and very careful staff member.
2. The maintenance of a system for assigning identification numbers must be foolproof. Duplications are fatal.
3. The permanent file must be added to as new people are enrolled.
4. The current file must be added to as new people enroll but the transfers must be removed and put in the new section before the next official print out is run.

5. The data center operators must understand your catalogue system. If they suggest an alternate way USE IT. After all, they are the ones who keep this system in operation.
6. Verify all punched cards.

It may sound as if a lot of cards are used in this system. One cost that I will quote is that punch cards are worth less than \$2.00 per 1000. If the majority of your punching is done by the reproducing punch, after the original file has been keypunched, your expenses will be kept to a minimum. The reproducing punch can be used for all repetitive punching.

In conclusion, may I add that one need not stop at a file for sports registration. Land areas, equipment inventory, and many other types of files may be maintained this way. If a data center is available to you, use it, it can save you a great deal of time and expense.

THE PROBLEMS OF CHILD BEHAVIOR ON PLAYGROUNDS...

Editor's Note: Each year, we are faced with the question, "What do we tell our young playground supervisors about dealing with discipline problems on playgrounds". Well, we have all used many pat answers and endless variations in presenting the information. Here are some specific answers to the problem.

The following is excerpted from an excellent paper prepared in her graduating year by Miss Mel Baldassi, B.P.E. Miss Baldassi has had experience both as a playground supervisor and as a director of playgrounds in a large system.

THE PROBLEMS OF CHILD BEHAVIOR ON PLAYGROUNDS... by Miss Mel Baldassi

There are only a certain number of ways for a leader to react to behavior problems. As a thoughtful and considerate person placed in charge of children to provide them with a worthwhile recreational experience, the leader should be selective in the methods he uses to interfere. Interfere he must, however, he should never make the mistake of always reacting the same way to every child and every problem situation. That is the easy way, the lazy way ie. the leader who is forever sending children home for the day, regardless of what the problem is. The leader should be thoughtful, sensitive, and try to pick out the technique which will help the child learn from the situation.

Some of the techniques used in handling behavior problems in the past are exposed as follows:

1. Ignoring on Purpose

A good deal of misbehavior particularly with five to seven year olds, has a limited charge. It is a firecracker, not a hydrogen bomb. It will exhaust itself shortly -- the youngster loses interest in his known misbehavior quickly. Here one needs the skill of a keen observer to judge if one should see but ignore, or if one should interfere. For example, two children are bumping each other out of the line-up to get equipment. One really cannot blame them as there is not much else to do in a line-up. The playground leader notices this but goes on with his job, gets the equipment and starts giving it out. The two children stop the bumping, get their equipment and go on to their play. The leader did not make an issue out of it; he ignored on purpose.

2. Sending Signals of Disapproval

Some wild behavior occurs because children do not always have good judgment. Thus the child who suddenly decides he is going to climb up the fence around the playground will usually respond if the playground leader makes a clear gesture of disapproval such as nodding his head, waving a finger or saying "uh uh" or some other signal. When misbehavior is not serious, it is best to try sending a firm but unhostile signal.

3. Proximity and Touch Control

Every leader knows the technique of moving in closer to the source of trouble, not in a punitive way to pull his ears, but just to lessen the distance between the child and the adult. If he sends a group off to one corner of the playground by themselves for a baseball game, chances are before long there will be bickering, arguments, and worse. The mere presence of an adult in or near the game will lessen conflict. They will turn to the leader as judge and umpire. This is true regardless of the age of the child.

However, with some youngsters proximity is not enough. Direct physical contact which Fritz Redl calls "touch control" seems to be required. Sometimes children, even of older ages, respond to the leader who puts his arm around the youngster's shoulder or who pats him on the back in a friendly way while making a demand on him to "snap out of it" or "take it easy".

4. Sharing Interest in Child's Activity

Some children get bored, or tense or frustrated with an activity and react by spilling

the paint all over the next person's drawing or in another misbehavior. After the leader gets to know his children, he will know which ones are not going to last out through the whole activity without causing some mischief. A tested technique for prolonging his interest span and avoiding upsets is for the leader to show a particular interest in his efforts before the blow-up. Sometimes he will perk up even if the adult just asks a few questions about what he is doing or shows some interest in the task he has started.

5. Showing Affection

Older children can work or play for long stretches without signs of affection from surrounding adults. Younger children particularly those who get in trouble, need constant reinforcement of the fact that you like them whether you like what they did or not. For example, a child obviously unhappy for he has a lot of hostility, swears at the playground leader. If the leader becomes mad, the battle is on and tempers will rise, and chances are the child will learn nothing. But if the leader controls himself and says "I'm surprised to hear you call me that because I like you very much. I don't like to hear you call me names, but I like you." This extra dose of affection may be just the item needed to make the child learn and remember he has a friend in his leader.

6. Using Humour to Relieve Tension

Sometimes one might run into a behavior problem where one can "kid the youngster out of it". One child is always getting into fights. The leader asks him why he hit the other child; he says he didn't; the leader says, "but I saw you with my own hazel brown eyes and yesterday my hazel brown eyes saw you

hit Bobby. Now as long as you are on the playground my brown eyes don't want to see this happen again." The leader has established a working relationship with this tough lad through using humour.

7. Direct Help

Some youngsters become most vicious or uncontrollable not out of a clear blue sky, but when they are blocked on the way to reaching an attempted goal ie. the hostility seen in some boys when they are losing the game or striking out at softball or goofing their plays. The leader should be sensitive to these frustrations and have helpful comments to place the disappointment in a broader context, comments such as "we did our best boys, but we lost. It's not the end of the world. We'll do better next time. Now, let's get a hamburger."

8. Interpretation

Sometimes the leader has to take time to explain the meaning of a situation to a youngster who has misinterpreted the issue. One day a lad who was normally well behaved was being particularly ornery. Finally the leader called him aside and asked him what was bothering him. The boy said, "you lied to us". When asked to explain it turned out that the previous day the leader had said they would be making kites tomorrow if the supplies arrived. He took the child to the supply cupboard and showed him the supplies had not arrived. The ornery child was satisfied with this interpretation. The leader learned that he should have explained the change of plans to the whole group.

9. Re-Grouping

Sometimes a particular child in a certain group just does not work out and the leader has to re-group, putting the child with a different

group of children. For example, it is not uncommon for a child to be scapegoated or picked on by everyone else. Everything he does is wrong and "the kids" blame him for everything. This may be due to his own social clumsiness, but this child should be re-grouped. The child who gets his attention by clowning all the time should be put in a group where he can get recognition for legitimate pursuits. The shy child who cannot keep up with an aggressive group should be in a situation where he can compete at his level.

10. Direct Appeal

It is a common mistake to feel that problem behavior has to be stopped by threats and punishments. Most youngsters have well developed controls. The trick is for the leader to hit on the right appeal to bring these controls into effect. Appeal to a sense of reality, "Hey, you can't do that. That's dangerous you know." Appeal to group reaction, "You can't expect the other boys to like you if you do that."

There are many other appeals based on proper behavior in public, feeling of shame, embarrassment, decent language and so on.

11. Taking Away

Taking something away from a child may be a very wise and worthwhile way of adult action under certain circumstances. The pea shooter or water pistol aimed at another child should be remanded only after the child has been warned not to bring it to the playground. This is true of knives and guns also.

It is the misuse of these items that calls for their removal. My own feeling is they should later be returned with the understanding they cannot bring them on the playground. Since the

whole idea of "taking away" is used by the child as evidence that we do not like them, it should be handled firmly but not meanly.

12. Bouncing

This does not mean an angry adult throwing out a child with hostility and anger, but under certain circumstances sending the child home for the rest of the day is the only way to cope with some problem behavior. This will probably be used only rarely in situations such as the following:

- (a) when the child is so excited or destructive that he is completely out of control and the safety of others is being risked.
- (b) the child who gets so overstimulated that he cannot calm down and upsets the whole group.
- (c) taking a youngster out of a group may be needed, not because his behavior is so extreme, but because the issue demands a clear cut demonstration that the adult is in charge.
- (d) when one has tried everything else and failed -- a last resort.

13. Authoritative "No"

Sometimes a problem is best handled by a clear, unmistakable term "NO" -- not if, maybe, or but. It implies "this has got to stop -- we cannot have it -- that's all there is to it." This can be said free of hostility or anger by the adult but firmly and irrevocably.

14. Punishments and Threats

This is by no means "physical punishment" which has no place whatsoever in working with children on the playground. Punishments and threats; like promises and rewards, are appeals to the pleasure-pain principle. The hope is that it will help the

child control impulses which otherwise would be uncontrolled. It is a well known observation that punishment is used by children as an excuse and an alibi for all, subsequent behavior which they justify as revenge for the unpleasant experience. Punishments and threats should be used sparingly.

15. Discipline through the Other Children

One of the most effective methods of disciplining any playground is by public opinion. If the other children applaud a piece of mischief, it is difficult to quell it, but if they frown upon it, if the offender becomes unpopular by doing it, it soon ceases to amuse him. This condition depends largely upon the popularity of the leader. If the children regard him as their friend, and the playground as their property, they soon make the disorderly and destructive child feel so uncomfortable that he desists.

Special attention must be given to "special cases". The problem of minority ethnic group, economic groups, and the handicapped mentioned earlier can be dealt with in various ways.

Ed. note -- Copies of the complete paper which is as basic a document as we have seen on the subject are available in limited quantities from the Bulletin Editor.

TRAINING INSTITUTE

Ranking high as an indication of the good growth of a profession would be its members' ability to maintain self-education procedures after minimum standards have been achieved. The device which we have chosen to achieve this

elevating process for our members has been our Training Committee. Thanks to two outstanding Directors of Training - Jack Dane R.D.M.R. and Bob Davidson R.D.M.R., the Society has been blessed each year for the past several with Training Institutes of uncommon high standards.

It behooves every Society member to participate wholeheartedly in the Annual Training Institute and assist, where possible, with it. This year, we will be back to an "old home" in Prudhommes'. Their excellent facilities for groups such as ours should make this Institute as memorable as any in the past.

The dates of the Institute are November 12th and 13th. If you have not registered, do so NOW!!

PROGRESS REPORTS

1. Membership Memorandum

The 1965 membership fees will be due in October. A statement requesting payment will be sent to all members during the last week of September. Fees remain the same---

Fellow graduates and qualifying categories at \$25.00, associates at \$10.00 and students at \$2.00.

Our roster is growing and must continue to do so. This can only be achieved by the efforts of every member. Your membership committee is now embarking on a promotion to gain new members, but success can only be gained if YOU encourage the eligible non-members to join.

There should be no "gimmicks" or "brainwashing", but simply an honest and sincere outline of Society endeavours that are enabling "Recreation" to make more great strides forward.

Are you doing your part?? - I hope you are!

L. G. Branch
Membership Chairman.

2. Amalgamation Study Committee

Committee Members: Messrs. Watts (Chairman), Branch, Hare, Strickland;
Advisors: Messrs. Secord, Weir.

A brief was submitted to the Minister of Education on March 12, 1964. Our basic proposal is as follows:

We propose that permissive legislation be included in the Municipal Act and the Public Parks Act which would enable a municipal council:

1. (Where no Board of Park Management has been established under the Public Parks Act)

to pass a by-law under the Municipal Act creating a single authority to manage parks and recreation services with all powers and benefits available under the Public Parks Act, Community Centres Act and Regulations under the Department of Education Act.

2. (Where a Board of Park Management exists under the Public Parks Act)

to pass a by-law under the Public Parks Act empowering a Board of Park Management to manage parks and recreation services with all powers and benefits available under the Public Parks Act, Community Centres Act, and Regulations under the Department of Education Act; and

to re-name the Board of Park Management to include words appropriate to its new functions.

* * * *

On May 29, Mr. T.A. Leishman wrote as follows:

"You and your committee members are to be commended for their efforts in preparing the intelligent paper which you submitted with the letter. It indicates that considerable study was required before you prepared your suggested revisions for the amalgamation of parks and recreation.

"As you are aware, a Select Committee of the Ontario Legislature has been studying the various Acts of the Ontario Government offering assistance to municipalities for the development of parks and recreation areas and spaces. The Select Committee has made its report, with which you are familiar, to the Ontario Legislature.

"I understand that the Select Committee has been reconstituted with additional members to continue their investigations. Your paper will be submitted to the proper authorities for their information and consideration."

* * * *

The Select Committee is now conducting hearings in various centres in Ontario. The recommendation re. parks and recreation from its previous report is as follows:

- * That the Public Parks Act, the Community Centres Act and the Parks Assistance Act be integrated with the appropriate provisions of the Municipal Act (Section 377, para. 69).
- * That a parks and recreation branch be established under the direction of the Deputy Minister or a Branch Director of the Department of Municipal Affairs.
- * That all programs and services afforded to municipalities by the various statutes

in regard to parks and recreation be administered by a parks and recreation branch of the Department of Municipal Affairs.

* * * *

On Wednesday, August 19th, the S.D.M.R.O. committee on amalgamation, reinforced by Bill Pillsworth, met the Select Committee in London and presented the following:

1. We support your recommendation to integrate existing parks and recreation legislation, but we recommend that the following be included in para. 1:

Regulations under the Department of Education Act

- i) Programmes of Recreation
- ii) Municipal Recreation Directors Certificates.

2. We support your recommendation to establish a single branch of government to coordinate municipal parks and recreation.

3. A field service, such as that now offered by the Community Programmes Branch of the Department of Education, is necessary for coordination and dissemination of information. A field service should be continued.

4. If a parks and recreation branch were formed in the Department of Municipal Affairs, the existence of the Ontario Council of Arts and the projected Youth Branch, both connected with the Department of Education, would tend to disintegrate municipal services in the same way as they have been disintegrated by the present parks and recreation legislation.

5. Recreation comprises enjoyments of a physical, social and artistic nature; parks are only one means of providing facilities

for these activities. The creation of a single government branch to coordinate municipal parks and recreation must be based on a very broad concept of the meaning and values of recreation; parks are for people; and recreation is for people of all ages and all interests.

* * * *

The S.D.M.R.O. committee was well received and I hope we brought favour on the recreation field with our presentation.

Dick Watts.

NEW PLAYGROUND MANUAL

Bill Hare advises us of an excellent Playground Manual available to Society members through the kindness of his Department (Twp. of Toronto).

This manual was prepared by Dr. John who for nine years was a summer staff member in Toronto Township and for four more as Director of Playgrounds. Bill notes that this manual could be applied with value to any playground system. Copies may be borrowed by contacting:

W. J. Hare,
Twp. of Toronto
Municipal Offices,
Cooksville, Ontario.

ERROR PROVES INTERESTING

Through an error in preparing mailing lists, your Editor requested an article for this issue from all members of the Board of Regents rather than just the Chairman. One reply we feel is a study in giving a very political answer to an involved subject and at the same time, skating over all the cracks in the ice without getting his feet wet.

We quote in full (with the permission of the Chairman of the Board of Regents):

Re: Progress Report
Board of Regents

"Some members, at least those who have given thought to the matter, and who may personally be involved, are possibly concerned over what may appear to be an undue delay in the re-classification of members' certificates.

"Their impatience, to some extent, is possibly justified but we question whether even the members of the Board of Regents appreciated what a monumental task they were facing. In setting a criteria for the conversion of our certificates it soon became evident that many factors had to be considered. Objective fairness was possibly the prime target; it had to be related, however, to a tightening of standards. As a result, the greater proportion of our earlier meetings was aimed at agreeing upon acceptable proposals for the conversion of Municipal Recreation Directors' Certificates. What must be kept in mind, also, was that our proposals must meet the exacting yard-stick of the Branch and, eventually, that of the Minister. To this end, a Branch committee and our Board worked on proposals separately before joining as a composite committee to agree upon the final details.

It is perhaps appropriate to point out that certification, in the past, was geared to education, experience and the type of position held. The first two standards mentioned are still basic, but rather than now view the type of position held emphasis must now be placed upon the individual's competence to

perform the job of a municipal recreation director.

Acceptance of this principle provided the most difficulty in establishing a "Competence to Perform" criteria.

The educational and experience information, concerning members, for applying to the criteria, are a matter of record. The board is now at the stage of consolidating the "Competence to Perform" criteria.

It may be of interest to members to know the four areas this criteria will deal with and the Board members assigned to draft these sections of the Competence Examination.

Ethics - Cropley and Hare
Philosophy - Kormos and McLaren

Social Concepts - Watts
Practical Knowledge - Leishman and Robinson.

Full agreement has almost been reached on the Methods of Judgement and the Procedure for Re-Classification and our Chairman has indicated that a meeting in the very near future will deal with the commencement of the re-classification of members' certificates.

At the moment, it is expected that the Recreation Certification Board will be composed of ten members and such matter as the right-of-appeal, etc. have all been taken into consideration.

There is a recommendation being considered that no application for the Competence Examination will be considered after October 31st, 1965.

Finally, it is emphatically pointed out that the foregoing is a brief report on various steps and progress undertaken

by the Board of Regents in connection with the conversion of Municipal Recreation Directors' Certificates. It is a report, only, and nothing stated is to be taken either as authoritative or final."

Respectfully submitted,
"Mumbles" Robinson
End of quote.

Editor's note: The nickname was appended by the author.

SOCIETY SECRETARY GERRY LOVE NAMED PRESIDENT U of T ALUMNI

Jerry Love, Director of Recreation for the Township of Toronto, was elected President of the Physical and Health Education Alumni Association (University of Toronto) last week.

Mr. Love has been active in the Association for the past several years as Publicity Director and Second and First Vice-President. He succeeds Norm West who taught at Ontario College of Education last year and who has been appointed to the staff of McMaster University.

Jerry Love graduated from the University of Toronto in 1955 and has been with the Township of Toronto Recreation and Parks Department since May, 1956.

JOBS OPEN

Editor's Note: The following job openings have been received at intervals since the last Bulletin Issue -- some may not now be open.

1. Forest Hill

To organize, direct and conduct a number of recreational activities and assist in leadership training.

To organize volunteer committees and assist in the operation and planning of programme.

To supervise playground staff and programme during summer months.

Qualifications: Preference given to one with experience in the above with a Municipal Recreation Certificate, or a graduate or enrolled in the In-Service Recreation Training Course.

Annual salary range: \$3800.00 to \$4400.00 depending on training and experience.

Apply in writing, giving full particulars to:

Forest Hill Recreation Commission,
666 Eglinton Avenue West,
Toronto 10, Ontario.

2. Fairbank House

Applications for the position of Director for Fairbank House Residential Adult Education Centre, Petrolia, Ontario, are requested.

Fairbank House is located in the geographic centre of Lambton County in South-Western Ontario.

The building is a magnificent 74-year old, 25-room house which was the former home of a millionaire. The Centre, at present, can accommodate 40 people. The property includes 3-1/2 acres of land with adjoining vacant land for future expansion.

This unique emerging community-sponsored Centre requires the services of a Director capable of managing and developing a programme of residential adult education.

Skill, experience, aptitude and interest of the applicant, are of primary importance.

The salary will be commensurate with qualifications and experience.

Interested applicants are invited to submit a personal resume to the Personnel Committee, Fairbank House, Petrolia, Ontario.

3. Atikokan

Wanted -- Director of Recreation - for the Atikokan Recreation and Parks Committee. Applicants must hold Permanent Type A certificate or equivalent.

Salary - Maximum \$7200.00 per annum, depending on qualifications and experience.

Moving allowance, subsidized medical and hospital insurance. Full time maintenance assistance. Secretarial Assistance. Trained volunteer assistants available.

A wide variety of winter and summer sports facilities are available.

Successful applicant will be responsible for development of teen clubs, junior teen clubs, art, music, drama, as well as athletic programmes.

Atikokan is a fully modern community of 5,500, located 125 miles west of Port Arthur on Highway 11. The main industry is iron mining, supported by tourism and lumbering.

Applications must be received by August 15th, 1964.

Apply to: O. F. Lindsay,
Chairman
Box 807
Atikokan, Ontario

stating qualifications, experience, age, marital status and record of past employment.

THE CHANGING SCENE

Miss Catharine Summers, formerly of Sarnia, is now Mrs. K. H. Linder and she resides at 1122 Laird Blvd., Apt 28, Town of Mount Royal.

Barry Jacks, son of President Sam, has accepted a scholarship with Merrimac University, Mass.

The ANNUAL PROFESSIONAL RECREATION GUILD GOLF TOURNAMENT was held at the Lakeview Course on Tuesday, June 2nd with a number of members and would-be golfers teeing off.

The following were awarded prizes for their outstanding contributions to the day:

<u>Low Gross:</u>	1. Tom Riley	42
	2. John Pickett	43
<u>Low Net:</u>	1. Ron Standen	34
	2. Gary Stoner	35
<u>Most Honest Golfer:</u>	Pat Artkin	94
<u>Highest Score on No. 1:</u>	Pauline Hatcliffe	12
<u>Closest to Par 70:</u>	Bill Hare	72

Meetings will resume in September.

NATIONAL LIFEGUARD SERVICE

(The following was taken from Ontario Traffic Safety.)

Canada now has a national lifeguard service with a common standard of training and examination for all people interested in becoming lifeguards. Graduates of the course will receive National Certificates to be recognized

throughout the country.

This has been made possible by the merging of the facilities of four prominent organizations: the Royal Life Saving Society of Canada; the Canadian Red Cross Society, the Canadian Y.M.C.A. and the Ontario Society of Directors of Municipal Recreation.

Negotiations were completed last December and the project implemented in most provinces in the country. The program will be promoted by the National Lifeguard Directorate Advisory Committee in Toronto and will operate through joint committees of local organizations in each province. Any local organization can become party to the program.

The applicant must be at least 17 years of age and have a minimum training in lifesaving of equivalent of standard set by the Senior Y.M.C.A. life-saving certificate, or the Bronze Medallion of the Royal Life Saving Society, or must hold a water safety instructor's certificate of the Canadian Red Cross.

Certification in the National Lifeguard Service is attained by attending and successfully completing a course approved by the Provincial Committee and conducted and examined by appointees of that Committee. The course is of approximately twenty-seven hours and is completed by a practical and written examination together with an appraisal of each candidate.

The National Lifeguard Service has published a lifeguard training manual which is available to anyone writing to their headquarters at 550 Church St., Toronto, or to the local Y.M.C.A. or Red Cross in any province, on payment of a small fee. There

is a fee for the course and anyone can apply to his or her local organization to register.

S.D.M.R.O. Representatives to this organization are:

National Directorate:
Mr. Gerry Love
Director of Recreation
Township of Toronto

National Technical Committee:
B. Fleury - Scarborough
J. Evraire - Etobicoke

Ontario Committee:
B. Fleury - Chairman
J. Evraire
G. Bradley - Alternate
(Scarborough).

PAST PRESIDENTS' BLUEPRINT COMMITTEE

I am pleased to advise the membership that all of the written material for the report has been completed. This material is now in the hands of Bill Pillsworth for final compilation. From there, it will go to the printers, and we hope to have copies in everyone's hands by the middle of September.

We would like the members to study the report very carefully, and be prepared to discuss it thoroughly at the Annual Meeting. The report contains several recommendations which could have a profound effect on the Society and on the field of recreation in general. The Executive will want the opinion of all members before it will act on any of the recommendations and observations.

Members of the Committee will be pleased to discuss or clarify any items which are not fully understood, so please contact one of the members prior to

the Annual Meeting.

George Kormos
Chairman.

PUBLIC RELATIONS AND YOUR SUMMER PROGRAMME

Submitted by Eleanor Blake,
Public Relations Chairman.

The success of any playground programme can be limited by the lack of interest shown in it by the community. Even the best leadership and equipment will not mean much, unless people know about them and use them. Publicity and public relations widely used and closely tied together will:

- (a) acquaint everyone with opportunities available,
- (b) interpret programme and educate all to its values,
- (c) build friendly support, and
- (d) encourage all - adults and children - to participate.

Public Relations

"PUBLIC RELATIONS IS NINE-TENTHS DOING, AND ONE-TENTH TALKING." An intelligent public relations is built upon a followed foundation of knowledge.

If it is to be effective, public relations must be a part of a full-time sincere effort.

Public relations is not PRODUCE BOOSTING, but GOODWILL BUILDING and that starts primarily from sincerity of purpose and honest intentions. You should find out what people like about you and do more of it; what they don't like and do less of it.

How Does Public Relations Affect the Playground Leader

The most important thing is for the playground administrator

or supervisor to completely familiarize himself with the prescribed policies of the recreation authority. These are the questions an administrator or supervisor might ask himself:

1. WHO is your immediate superior?
2. HOW do you reach him?
3. WHAT are the channels of authority if you wish to go higher or lower?
4. DO you deal directly with such people as school caretakers?
5. To WHOM do you submit your report?

General Areas in Which to Concentrate Your Public Relations

A. The School maintenance staff

Once school closes in June, the caretaker assumes charge of the property. He is usually in control of the building and can be a tremendous help or hindrance to the programme - in case of outdoor activities, is there a clear understanding as to the rooms to be used? - who cleans up after? - has storage space been allocated for the equipment? - have room keys been arranged? - are his supplies to be used? - or must provision be made?

It might be wise to seek his advice regarding the care of the buildings and grounds. Above all, the supervisor should not become involved in arguments; the matter should be discussed with the recreation person in charge of summer operation and let him straighten it out. For a harmonious summer, it is necessary to get along with the caretaker.

B. School Authorities

In most municipalities, there may be no occasion for the

supervisor to deal directly with school authorities. No matter who is charged with that responsibility, the supervisor can make the task easier by being on his toes.

1. Report breakage promptly.
2. Check facilities carefully with someone who has some authority before the programme starts. Note broken windows, smudged walls, clogged drains and the like. It can easily avoid some misunderstanding at a later date. Cut minimum activities that endanger property - stop things such as climbing fences, running through shrubbery, climbing trees, etc. The supervisor is using public property: there is no quicker way to lose the goodwill of school authorities than to allow the defacement of property.

Parents

The playground, obviously, is operated for children; and who puts the final stamp on participation in most cases? - the parents! Here then is one area where public relations should be worked overtime. The better acquainted the supervisor is with the parents in the area, the easier will be his task. Fewer visits will need to be handled from irate parents who are short on reason and more help from volunteers who are long on understanding. It is important to get their ideas and their reaction to the programme.

The supervisor can do much to sell the programme by example. Whether he is aware of it or not, the child's opinion of the supervisor's personality, his attitude to his work and his habits will be carried home.

The Immediate Neighbourhood

The supervisor should be courteous in all dealings with playground neighbours. Laxity and

indifference towards rules and regulations is bound to bring a violent reaction.

The supervisor should keep in mind such items as:

- teaching respect for private property when approaching or leaving the playground,
- not allowing children to torment the chronic complainer.

It will be worth his while to meet and personally chat with the neighbours.

Publicity

Publicity is a part of any programme that leads to good public relations. The publicity material used must be carefully written; the campaign thoroughly planned and well presented.

However, the best publicity in the world will not make a poor programme good.

Methods of Securing Publicity

1. Word of mouth --

A well-planned programme may not get the attention it warrants at first, but if those coming are enjoying it, soon others will be coming.

2. Personal contacts --

the supervisor should go out of his way to be friendly with parents when they call at the Playground. He should show them that the children under his guidance are receiving the best care and attention. He should chat with people in the neighbourhood when he meets with them on the street.

3. The use of a bulletin board

-- Should list coming events for all who wish to read. All notices should be removed when they are out of date.

4. The use of posters --

eye-catchers to announce special events (invite everyone) and such things as safety programmes. The children could make them during the craft period and the locations should be carefully chosen for placing the best; churches, stores, parks, post office. The supervisor should arrange for the placing of the posters well in advance.

5. Flyers --

may be distributed by the children. They can be sent home with good mimeographed material using personal invitations (coloured by the children) to specific activities and enlisting their help as volunteers.

6. Doorknob tag --

made by the children and placed on every doorknob in the area.

7. Store window displays --

Use the best craft articles, posters or hobby collections.

If the supervisor does the reporting, then he should:

- know the deadline for going to press,
- type stories double spaced; keep them brief,
- place the name of the playground and date of release at the top of the first page,
- include the names of participants, correctly spelled; some event that adds colour and interest as well as the complete programme for the event,
- remember the five w's - Who? What? When? Where? Why?

Pre-programme publicity will likely be arranged by the recreation office. It should include:

1. Notices distributed through the public schools and other groups giving:

- name and phone number of
- person in charge of program
- names and locations of all playgrounds
- opening day
- hours of supervision
- age restrictions
- name and experience of leaders
- programme features.

2. Announcements and interpretive literature to churches, Sunday schools, home and school associations and service clubs.

3. Poster competitions

4. Trailers at movies

5. Talks to clubs and groups using coloured slides or movies of previous playground programmes.

Deportment and Dress

Clothes may not make the leader but they help to identify him. He is on display continuously while the playground is open. Rightly or wrongly, many will formulate their opinion of the programme by what they see.

Dress according to accepted standards. Many municipalities dictate or supply the clothes he will wear. If this is not the case, the supervisor should be neat, clean and covered: dressed so that he can be distinguished from the participants.

He must be governed by the highest ideals of leadership to merit the respect and hold the confidence of the community.

Involvement of Parents and V.I.P.'s

His public relations will be greatly helped if parents and well-known people take part in the programme. They should be used:

- in the opening and closing programme
- as judges for competitions
- as helpers for special events
- as coaches for sports

Even critics can be changed to enthusiastic supporters if they are involved in what is being done.

EDITORIAL....CONSERVATION - A MEANS TO SPACE FOR RECREATION

How many recreation departments in Ontario are closely allied with their local Conservation Authority? In our opinion, with a proper merging of recreation and conservation philosophy much could develop from such a relationship.

With the possible exception of schools, no other local agency is endowed with the powers which Conservation Authorities are provided to proceed with their various schemes. Under the Conservation Authorities Act, they may designate land uses within their watershed; purchase land; expropriate it and develop land for conservation park or other purposes. All of which receives generous Provincial subsidy under act.

The Royal Bank newsletter states the need for Watershed Management thusly:

"Watershed Management

"We must respect the basic principles and laws governing the whole living community if we are to be successful in maintaining human life. The trees, the grass, the shrubs, the soil and the living creatures that inhabit them are parts of one vast living organism. That is the principle on which watershed management rests.

"Natural laws impose limitations and obligations on us. Whether it is convenient to us or not, whether it is politically expedient or not, water is going to run downhill, and its destructive force is going to increase with the rate of runoff; water is going to become impure if we pour impurities into it; water tables are going to sink if we pump water out of them and turn aside the replenishment that is their due.

"To know about these things, we need a norm, something against which to measure the state of the earth after we have changed some part of it. This is why nature and conservation associations and those who engage in the professions having to do with natural resources are urging the maintenance of certain parts of the country as "wilderness areas". These would preserve wild land in its primitive condition, without roads or other man-made installations not necessary to their protection. They would exhibit the whole community of life at work. Study of them would provide the basic rules for watershed management.

"Management is necessary if we do not wish to balance the supply of water by rationing it. Instead of putting meters on our taps to cut off our supply of water after we had drawn enough for two percolators of coffee a day and one bath and one washing per week, we would be wise to increase the supply by providing the proper water conservation environment in our watersheds.

"This goes far beyond narrow emergency measures. It seeks to control and distribute the storage and distribution of

water according to the needs of our increasing population. It becomes the sum of all the grass stems, tree roots, and the leaves of shrubs; it counts in all the trickles of water, the snow banks on the high peaks, summer storms and marsh drainage. It is total receptivity, adequate storage and elimination of waste. It takes account not only of present yield and profit, but also of inventory and deferred benefits.

"In a well-managed watershed, forests and grassland will be preserved or augmented according to need. Cutting of timber will be done in such a way as to cause the least possible damage to the forest floor and to keep ample timber growing. Farming will use methods that prevent erosion and increase the absorptive quality of the soil. Industrial use and sewage treatment will avoid pollution. Watchfulness will subdue fires started by natural causes and the law will prevent the setting of fires by human beings who are malevolent or careless. Grazing will be regulated so as to avoid destroying the plant cover or compacting the soil.

"Whose Job Is It?"

"To protect our watersheds must be, because of the magnitude of the task, a job for governments working together. Quebec and Ontario need to act jointly on the Ottawa River Valley problems; interprovincial and national cooperation is necessary for such river basins as the Fraser, Columbia, Saskatchewan, Nelson and Saint John. The St. Lawrence watershed involves international as well as inter-provincial action.

Smaller watersheds, we might

call them "local", require the cooperative action of individuals, of municipal and county councils. The concept of the local watershed approach to water resource conservation and development is just beginning to be effectively understood and applied. The farmer who plants a woodlot on a hillside and terraces or contours his fields is not only contributing to his own welfare but is discharging a duty to everyone between him and the ocean. When he bands together with neighbouring farmers to form an integrated plan he makes his neighbourhood a better place to live in, improves his social and economic conditions, and gives the higher authorities an example they will be ashamed not to follow.

"Major works, such as large dams or levees or big reclamation projects are beyond the scope of local watershed management. Although the British North America Act retained for the federal authority jurisdiction over certain aspects of water use, responsibility for regulation and development rests largely with the provincial governments. This does not mean that political views should intervene. Only by shifting attention from the merely political to the basic biological aspects of the human situation regarding water supply can we mitigate and shorten the times of troubles into which our present course is leading us.

"Huxley referred in his paper to two menaces under which we live: sudden destruction by scientific war and the more lingering destruction by biological agencies. He went on to say: "Only when we get it into our collective head that the basic problem confronting twentieth-century man

is an ecological problem will our politics improve and become realistic." Then he added emphatically: "Or, preferring to be wantonly stupid, shall we choose to live like murderous and suicidal parasites that kill their host and so destroy themselves?"

... End of quote.

No other field can benefit as greatly as recreation from a union with the Conservation field. In the development of our parks and open spaces. We urge the Society to study the Conservation Act and establish local liaison with Conservation Authorities.

