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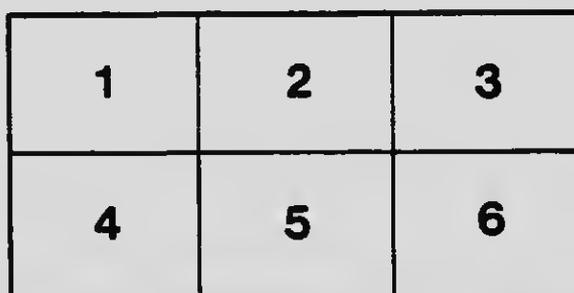
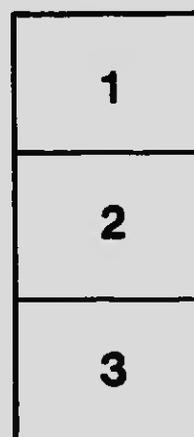
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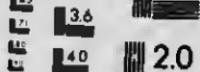
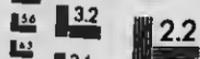
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London-Community Groups-Boys' Work Survey

LONDON, ONTARIO

BOYS' WORK SURVEY

CONDUCTED BY

**THE LONDON ADVISORY COMMITTEE FOR
CO-OPERATION IN BOYS' WORK.**

REPRESENTING

**THE ANGLICAN, PRESBYTERIAN, METHODIST,
BAPTIST AND CONGREGATIONAL CHURCHES
THE Y.M.C.A. AND THE CITY SUNDAY SCHOOL
ASSOCIATION**

**JUNE TO OCTOBER
1917**

PRICE FIVE CENTS

FOREWORD.

The following is an outline of a limited Survey of boy life made in London during the Spring and Summer of 1917. The undertaking was directed by the London Advisory Committee for Co-operation in Boys' Work, an organization made up of representatives officially appointed by the local Anglican, Presbyterian, Methodist, Baptist and Congregational Churches, the local Y. M. C. A. and the local Sunday School Association.

Its aim was to study the intellectual, physical, religious and social needs of boys in the city between the ages of ten and seventeen; to give publicity through the platform and the press, as well as through the present report to the findings of the investigation; and finally, to draw up a comprehensive policy of Boys' Work, covering the needs discovered on which all of the above bodies could co-operate.

As has been said, the scope of the Survey was limited. What was attempted was completed with fairly satisfactory thoroughness, but owing to the pressure of time many phases of the situation were necessarily neglected.

The following Committees were appointed by the London Advisory Committee to superintend the various departments of the Survey:

- (1) To organize a house to house canvass of the city—Rev. W. R. McIntosh, Chairman; Rev. Canon Tucker, W. D. Beamer, J. S. Lovell, J. F. Maine and J. W. Westervelt, Jr.
- (2) To study Sunday School conditions—Rev. W. J. Knox, Chairman; Dr. H. S. Dougall, Rev. J. R. Harris, Ed. E. Reid and J. W. Johns.
- (3) To study industrial conditions affecting boy life, vocational training, etc.—H. B. Beal and D. H. McDermid.
- (4) To study juvenile delinquency—D. H. McDermid, Chairman; Dr. Geo. W. and R. Sanders.
- (5) To study the play life of the city—E. V. Buchanan, Chairman; E. R. Deunis and Geo. F. Copeland.

The thanks of the London Advisory Committee are due to the above Committees; to the several hundreds of canvassers who gave time to making house to house visits; to the many business men who so willingly volunteered information concerning boys in their employ; to the Inspector of Public Schools, the Principals of the Public Schools and the Principal of the Collegiate, who helped in securing valuable data from their pupils.

BOYS' WORK SURVEY

EDUCATION

Based on a Canvass of 2,281 Boys (See Appendix 1)

I School Attendance:

84% of boys canvassed attend Day School.

14% of boys canvassed attend neither Day nor Night School.

11% of working boys canvassed attend Night School.

II Vocational Guidance:

16½% of boys canvassed express wish for help in choosing a vocation.

40% of boys canvassed express themselves as having already chosen a vocation, though some of these are among those wishing help.

The following is a list of the vocational preferences expressed:

Railroading—Engineering, Draking, etc., 77; Electrical Work, 65; Mechanics and Machinists, 61; Electrical Engineering, 61; Farming, 58; Medicine, 54; Lithographing and Printing, 31; Civil Engineering and Surveying, 29; Carpentry, 28; Bookkeeping, 22; Business and Commerce, 21; Banking, 19; Grocery Business (5 Wholesale), 18; Office Work and Stenography, 17; Music, 16; Travelling, 16; Ministry, 15; Law, 13; Retail Business, 13; Shoe Business, 11; Soldering, 11; Dentistry, 10; Drugs, 10; Sailing, 9; Jewelry Business, 9; Architecture (1 Naval), 8; Cigar-Making, 8; Clerking, 8; School-Teaching, 8; Automobile Industry, (1 Chauffeur), 7; Drafting, 7; Plumbing, 7; Telegraphy and Wireless, 7; Art, 6; Bakers, 6; Candy Making, 5; Mechanical Engineering, 5; Ranching, 5; Teaming, 5; Box Making, 4; Contracting and Building, 4; Firemen, 4; Hardware, 4; Manufacturing, 4; Tinsmithing, 4; Violinists, 4; Aviators, 3; Bookbinding, 3; Managers of Business, 3; Masonry, 3; Mechanical Drawing, 3; Street Car Motoring, 3; Surgery, 3; Blacksmithing, 2; Brass Work, 2; Car Making, 2; Gramophone Business, 2; Journalism and Newspaper Work, 2; Labouring, 2; Millers, 2; Optical Work, 2; Piano Business, 2; Public School Inspecting, 2; Sign-Writing and Painting, 2; Tailoring, 2; Tool Making, 2; Auditing, 1; Butcher Business, 1; Baseball, 1; Baseball and Engineering, 1; Cabinet Making, 1; Civil Service, 1; Clothing Business, 1; Cowboy, 1; Dry Cleaning and Dyeing, 1; Detective, 1; Factory Work, 1; Fishing, 1; Florist, 1; Gunsmith, 1; Insurance Business, 1; Inventing, 1; Leather Business, 1; Mail Clerk, 1; Missionary, 1; Policeman, 1; Priesthood, 1; Profession, 1; Professional Dancing, 1; Protection of Birds, 1; Tool and Die Making, 1; Trade, 1;

III Age and Grade of Boys leaving School:

(a) 279 boys answered question as to what age they were when they left school.

6 boys left at the age of 17; 27 left at the age of 16; 68 at the age of 15; 153 at the age of 14; 22 at the age of 13; 1 at the age of 12; 1 at 10; 1 at 9.

- (b) 245 boys answered question as to what grade they were in when they left school.

11 boys left when they were in High School (no year stated); 3 left when they were in Middle School; 17 left when they were in 2nd year High School; 30 left when they were in 1st year High School; 58 left when in VIII Grade, Public School; 50 when in VII Grade; 34 when in VI Grade; 25 when in V Grade; 10 in IV Grade; 6 when in III Grade; and 1 boy when in II Grade.

IV Opinion of Employers:

Out of twenty-one employers who were asked the question fifteen replied that they believed in evening courses for their boys, and three went so far as to agree to allow their boys time off during working hours to attend school should satisfactory courses be arranged.

V Recommendations:

- (1) That a more determined effort is necessary, not only on the part of the Board of Education, but also on the part of ministers and all others interested in boys, to induce boys to continue longer in school and to secure a larger attendance of working boys at Night School.

The need of such a call to boys was never greater. The war, with its challenge to patriotic work on the soil, and with its opportunity of larger pay in industry, presents a temptation that it will be hard for the average boy to resist. It is essential that a special attempt be made to impress boys with the fact that true patriotism demands a continuance of school work with redoubled energy by every boy.

- (2) That the "part time" plan of industrial education, by which boys who work are allowed time off during working hours to attend school, be encouraged, especially in those businesses where boys work over eight hours a day.
- (3) That the matter of vocational guidance be given serious consideration by the School Board, the Y. M. C. A., and all workers with boys. There can be no doubt that a large number of boys drift into blind alley jobs, and the large percentage of boys (16½% of those canvassed) expressing the wish for vocational guidance shows the field there is for this work.

RELIGIOUS EDUCATION

Based on answers to questionnaire sent to Sunday Schools of city. (See Appendix II).

I Total enrollment of boys between the ages of ten and seventeen in Sunday School:

12 Methodist	613
10 Anglican	175
11 Presbyterian	111
5 Baptist	287
2 Congregational	37
Salvation Army	12
Others	35
Total	1,300
Average attendance	1,337
Number of classes	197
Number of classes having separate rooms	80
Number of classes having male teachers	103
Number of organized classes	51
Number of Sunday Schools holding regular examinations	3
Number of boys between the ages of ten and seventeen who are members of the church	291
Number of boys between ten and seventeen years of age joining church during 1916	87

Twenty-seven Sunday Schools have regular mid-week activities for their boys. Nineteen of these are taking up the Canadian Standard Efficiency Tests Programme. The tremendous worth of this latter plan of work, when used thoroughly, is shown by the comments of ministers, superintendents and mentors who almost invariably report larger attendance at Church and Sunday School, and greater interest on the part of the boys wherever the C. S. E. T. has been adopted.

II Significant Facts:

	1913 Survey	1917 Survey
Boys in regular attendance at Sunday School	51%	64%
Organized Boys' Classes	3	51
Schools conducting Mid-week activities for boys	few	27
Schools taking up C. S. E. T.	0	19

III Recommendations:

- (1) That a special effort be made by every Sunday School to reach and hold as many as possible of the boys not at present attending Sunday School.
- (2) That Sunday Schools be urged to provide separate rooms and male teachers for all their boys.
- (3) That Sunday School teen-age boys' classes be urged to organize and to take up the C. S. E. T. programme.
- (4) That special attention be given to bringing an increasing number of the boys of teen-age into vital touch with Christ and His Church.

INDUSTRIAL CONDITIONS

Based on a Study of Twenty-one Businesses. (See Appendix III).

I Occupation of Boys:

- 48% of working boys under eighteen are engaged in industrial work.
- 35% of boys under eighteen are engaged in messenger work.
- 11% of boys under eighteen are engaged in office work.
- 4% of boys under eighteen are engaged in clerking.
- 2% of boys under eighteen are engaged in miscellaneous occupations.

II Hours of Work and Recreation:

- Average work day of boys, exclusive of lunch hour, 9 hours.
- 15% of businesses give boys weekly half-holiday.
- No industry studied has any form of athletics or social work.

III Education:

Re education of working boys and need of vocational guidance see under "EDUCATION."

IV Comments of Employers:

The following suggestive comments were made by employers in reply to the question: "What is the most conspicuous need of boys in your employ?"

"Energy and ambition to succeed on leaving school;" "A desire to acquire knowledge in reference to their trade;" "A need of education as to how to care for the body and how best to spend their spare time;" "The three R's and clean habits;" "Hand-writing, typewriting, arithmetic and adaptability;" "EDUCATION;" "Thoroughness in their work;" "Application and courtesy;" "Civility and a desire to improve themselves;" "Lack of figures;" "Failure to recognize need of continuing studies;" "Ambition;" "Business education and common sense;" "Interest and willingness to work;" "Interest in their work and perseverance;" "More application and attention to their work;" "Ability;" "The idea that they have to 'hoe their own row,' and that everything depends on themselves. The world is theirs if they will only claim it."

V School Boys Who Work After School Hours:

- 11% work every afternoon after school and on Saturday.
- 7% work every afternoon after school.
- 2% work every night and on Saturday.
- 10% work at various times, some only at night, some only on Saturday, etc., etc.

Total 30% of school boys work outside of school hours.

JUVENILE DELINQUENCY

Based on Study of Police Court Records of Juvenile Delinquency for
1913, 1914, 1915, 1916 and 1917.

Juvenile Returns

1913

Offence	Proceeded against	Convicted	Discharged	Withdrawn
Assault, common	2	2		
Assault, Indecent	3	3		
Br. By-laws	101	63	38	
Br. Tobacco Act	4	3	1	
Br. Other Acts	1	1	2	1
Break and Enter and Theft	13	10	3	
Damage to Property	6	2	1	
Disorderly	51	36	15	
Drunk and Disorderly	1	1		
Incorrigible	1	1		
Prostitution	3	3		
Truancy	24	4	15	5
Theft	18	14	4	
Trespass	11	8	6	
Vagrancy	4	1	3	
Total	249	152	91	6

1914

Assault	1			1
Br. of By-Laws	93	46	16	1
Br. Tobacco Act	7	6	1	
Break and Enter and Steal	19	19		
Damage to Property	4		3	1
Disorderly	83	39	41	3
Theft	35	25	7	3
Trespass	7	5	2	
Truancy	15	2	12	1
Vagrancy	4	1	2	1
Total	268	143	114	11

Offence	1915			
	Proceeded against	Convicted	Discharged	Withdrawn
Assault	3	2	1	
Br. of By-Laws	126	82	43	1
Br. Tobacco Act	10	8	2	
Br. Other Acts	4	2	2	
Break and Enter and Steal	39	38	1	
Damage to Property	12	3	8	1
Disorderly	56	24	25	7
Theft	39	39		
Trespass	66	25	41	
Truancy	15	6	4	5
Vagrancy	15	12	2	1
Total	385	241	129	15

Offence	1916			
	Proceeded against	Convicted	Discharged	Withdrawn
Abusive Language	2		2	
Assault	3	2	1	
Br. of By-Laws	161	147	44	
Br. Tobacco Act	9	9		
Br. Other Acts	7	4	3	
Damage to Property	24	16	7	1
Disorderly	111	54	57	
Incorrigible	2	1	1	
Neglected Child	4	1	3	
Theft	11	5	4	2
Trespass	4		4	
Truancy	17	3	7	7
Vagrancy	5	2	3	
Total	360	214	136	10

Offence	1917			
	Proceeded against	Convicted	Discharged	Withdrawn
Assault	2	2		
Br. of By-Laws	134	119	12	3
Br. Tobacco Act	2	1		1
Br. Other Acts	1	1		
Break and Enter and Steal	21	17	4	
Damage to Property	12	11	1	
Disorderly	37	11	19	7
Incorrigible	3	2		1
Neglected Child	20	20		
Theft	33	23	10	
Trespass	24	8	16	
Truancy	20	2	13	5
Vagrancy	14	6	8	
Total	323	223	83	17

NOTE:—Under the heading of convicted is included: fined, sentence suspended, committed to Industrial School or Reformatory.

II Significant Comparisons:

These figures show an increase in juvenile crime in London of 54% in 1915 over 1913 (the year before the war), since which time, 1915, there has been a gradual decrease down to 29%. It has been impossible to obtain reports from other cities for the same period, but the following figures are interesting for purposes of comparison:

According to a book written by Dr. Albert Hellwig, of Germany, regarding "War and Juvenile Crime," 1915 showed an increase of juvenile crime in one hundred leading German cities, of at least 100%. Statistics from London, England, show an increase of 59% for the same period; Chicago records an increase of 37% in June, 1917, over June, 1916; and Montreal an increase of 47% between January 1st, 1917, and October, 1917.

Reasons for this apparently world-wide condition are found in an article by Edgar M. Robinson, in September, 1917, edition of "American Youth," from which the following quotations are taken:

"Home restraints have been removed as father and older brother have gone to the front and the mother has gone to the munition factory or other occupation. Church and Sunday School and Day School restraints have been lessened—the boy himself is earning money as never before and is independent of the home to an unusual degree."

"If jingoism takes the place of true patriotism, and ideas of lawlessness, blood-thirstiness and hate rage unchecked, and if no sane patriotic programme and endeavor is provided, but in its place a yielding to lower instincts and debasing passions, then we may look forward to a demoralization of our boyhood heretofore unknown."

III Causes of Delinquency:

Four main causes of delinquency were found by the Committee:

- (a) Bad home environment.
- (b) Bad companions.
- (c) Physical and mental defects.
- (d) Truancy.

(a) and (b) of these causes need no explanation. (c) and (d) are often closely related. The Committee wishes, therefore, to emphasize (c).

Many causes of juvenile delinquency are the result of physical and mental defects and should be treated by a thoroughly competent and sympathetic medical man. In cities where there are Juvenile Courts, the juvenile delinquent is nearly always sent for medical examination. In Chicago, for example, the Judge of the Juvenile Court sends the delinquent to the Detention Home, where the child is de-

tained until such time as a thorough examination can be made by the Medical Officers, and the home surroundings looked up by the Probation Officers. The medical and psychological phases of this work are carried on under the direction of Dr. Kelly, who is famed for his works on juvenile delinquency. The child receives a thorough medical examination, and is also examined from the psychological standpoint, so that the standard of intelligence may be gauged. One phase of the work which should be carefully remembered by those dealing with juvenile delinquents (and it is the phase to which Dr. Kelly calls particular attention), is the unsettled condition of a child's mind during the period of approaching puberty. From comparison of hundreds of cases, it has been learned that a child may be truthful and honest up to the age of puberty, and then may suddenly develop marked features of dishonesty and lying. If the child is guided carefully for a couple of years until this stage of development is passed, the tendency so suddenly developed will, in many cases, disappear and the boy or girl will develop into a young man or woman showing all the qualities of a good citizen. In Chicago it was found that in many cases medical treatment effected an almost complete change of character in the child.

The close connection between truancy and physical and mental defectiveness is apparent from the fact that the following are placed among the leading causes of truancy:

- (a) Defective eyesight, hearing, articulation, circulation, respiration, digestion or nerves, any one of which may cause a feeling of discomfort in school and a desire for the open air.
- (b) Mental deficiency—which causes a slowness and dullness of perception and makes a child unable to keep up with others of his own age.

IV Recommendations:

- (1) That a small composite Committee be appointed, consisting of two or three representatives from organizations in the city interested in work with boys and girls, such as the London Advisory Committee, Children's Aid Society, the Y. M. C. A., the Y. W. C. A., the W. C. T. U., the Salvation Army and the Board of Education or Teaching Staff of the city.

This composite Committee should work in close touch with the Police Magistrate and the Police Force. The Committee could then arrange that the city be divided into districts. The plan would be to have in each district a number of people who would take active interest in any boy or girl reported to them as requiring attention. This could probably be worked largely through the churches. When a delinquent is reported to the Police Magistrate, it would be a simple matter for the Committee working in conjunction with the Magistrate to arrange for someone getting in touch with the delinquent in a friendly way, and doing everything possible to lead him into a better way of living. This must be done quietly without the delinquent knowing that he is being looked after by any organization.

We believe that such a plan is practicable, and, if properly carried out, very effective.

- (2) That a Juvenile Court should be formed in London, even though there should not be a separate Judge appointed. We think that when a policeman in uniform escorts a young boy to the Police Station a mark of disgrace is left upon him which will remain for life, and we recommend that juvenile delinquents be looked after entirely by Probation Officers appointed for that purpose. At the present time the Magistrate hears all cases of juvenile delinquency in his private room, and we believe does everything he can to further the interest of the young delinquent; but still the fact remains that the child is brought into the Police Court and is often compelled to wait in the ante-room until other cases have been heard. Under such treatment, the young boy who reads dime novels begins to feel himself somewhat of a hero and, in any case, the whole aim of the juvenile movement is to separate the young children entirely from any police connection, and to make them feel that they are dealing with a Judge who, while he has the power to punish, has as well the wish to help.

PLAY LIFE OF BOYS.**Based on a Canvass of 2,281 Boys (See Appendix 1)
and A Study of Playground Facilities.**

The following is a statement of a leading worker with boys: "What in our world we call play is for them (children) the serious business of childhood. Play for them is not a luxury but a necessity, not something they like to do, but something absolutely essential, that they must do if they are to live normal lives." Such a quotation is sufficient to show the importance of carefully superintending and developing the play life of children. It is not only that play makes for health and physical vigor. In the stimulus it gives to the brain cells, in the qualities of initiative, self-control, perseverance, courage, endurance and unselfishness that it develops, particularly when it takes the form of team games, it lays the very foundations of true moral and intellectual greatness.

In the light of such facts how discouraging it is to read the answers made by over two thousand boys to the question asked in the recent Survey, "Where do you play?" If anyone doubts the inadequacy of the present civic provision for the play life of our boys, he has but to glance at such comments as the following: "At home;" "On the street;" "Down town;" "Anywhere;" "Nowhere;" "At neighbors' homes;" and one boy says, "Go to movies mostly."

What is London doing to meet this need? At the present time playground facilities of the city are confined to the Public School grounds and to the Public Parks. The school grounds are available to the pupils only during school hours. Working boys and girls have not been permitted to use the playgrounds because of the noise and damage which might be caused through lack of supervision. The parks at present provide, to some extent, facilities for youthful recreation. There are two baseball diamonds at Queen's Park, one at Thames Park, one at Chelsea Green and two at Springbank. There are two tennis courts at Queen's Park and one at Springbank. Springbank, however, cannot be considered a community centre playground as being so far from the city it only provides for the needs of picnic parties. Skating rinks are maintained during the winter at Victoria, Queen's and Thames Parks and have proved to be most popular. As one of the chief requisites of playgrounds is amplexness, it is felt that the public parks are the proper places.

Is this sufficient? We realize the financial strain of the present time which prevents the expenditure of large sums in securing grounds for playground purposes, but we feel that much larger use could be made of present facilities without any considerable expense. The public parks are suitable for such a purpose and in them supervision of a kind can be provided in the permanent staff of the Parks' Department. Of course, it must be borne in mind that under these conditions the playgrounds would need to be confined within certain limits so as not to disturb the peace or mar the beauty of these parks. In a small, formal park, such as Vic-

torla, practically nothing further can be done in the way of recreation facilities. Thames, Queen's and Chelsea Green Parks lend themselves more to playground work, and attention ought to be given to the development of these places. This would provide for the needs of all districts of the city with the exception of the north and west ends, and if some means cannot be found for providing public parks in these districts recourse must be had to school playgrounds.

With regard to equipment, generous open spaces with game courts for base-ball, basket-ball and tennis are of paramount importance. Next comes equipment such as swings, teeters and giant strides. Apparatus of this kind is not at all dangerous and provides opportunity for exercise and development to those who for some reason cannot enter into team games. Lastly, wading pools and sand hills provide recreation for the younger children. It is well to avoid gymnashum apparatus, as this is expensive to install, requires careful supervision if accidents are to be avoided and is costly to maintain. Too much scientific provision will tend to make the play forced and unnatural, whereas it should be free and easy.

It is to be deplored that so little has been done in recent years to stimulate interest in athletic games and sports. Some church leagues have been held, but, in at least one instance, with such poor management that many ringers were allowed to play and that the spirit of the sport was not maintained. The London Advisory Committee, in its Inter-C. S. E. T. group leagues, is offering a splendid demonstration of what can be done in this regard.

APPENDIX I.

Card Used in House to House Canvass.

LONDON CENSUS OF BOYS BETWEEN 16 AND 17 YEARS OF AGE.

Under auspices of London Advisory Committee for Co-operation in Boy's Work.

This information is to assist in the movement for the Conservation and All-round development of Canadian Boys.

(Kindly use ink in filling out answers)

Name Address
Age on Nationality
Are you living at home?..... boarding?.....

INTELLECTUAL STANDARD

Do you attend Day School?Where?..... What Grade or Form?.....
Do you attend Night School?Where?.....
What Studies?
Do you work?Where?.....
All day? After school?At night? On Saturday afternoon?.....
What age were you when you left school? What grade?

PHYSICAL STANDARD

Where do you go for your games and play?
What Athletic Teams have you played with recently?
.....Can you swim?.....

RELIGIOUS STANDARD

What Church are you connected with in the City?.....
Are you a Church Member (confirmed)?
Do you go to Sunday School regularly?

SERVICE STANDARD

To what Organized Boys' Club do you belong?
What occupation do you intend to follow?
Do you wish any help in choosing an occupation?.....
Name of Canvasser..... Church.....

APPENDIX II.**Questionnaire sent to Sunday Schools.**

- (1) How many boys between the ages of 10 and 17 inclusive on roll?.....
- (2) How many boys between the ages of 10 and 17 inclusive in attendance on June
3rd May 6th April 1st
- (3) How many classes of boys of this age?.....
- (4) How many of these classes have separate rooms?
- (5) How many of the teachers of these classes are men?.....
- (6) How many of these classes are organized in any way?.....
- (7) Are regular written examinations held?
- (8) What activities are provided for these boys during the week?.....
- (9) How many boys of this age are Members of the Church (confirmed)?.....
- (10) How many became such during 1916?.....

APPENDIX III.**Questionnaire sent to Business Houses.**

- (1) How many boys under eighteen (18) do you employ?.....
- (2) Number employed at industrial work? Office work?
Messenger work?..... Clerking?
- (3) What are your hours of work for boys?
- (4) Do your boys have Saturday half-holidays?..... Wednesday?.....
- (5) Is there any form of organized athletics or social work among your boys?
- (6) What portions of the year are your boys employed?
- (7) What is the best age for entrance to your trade or business?
- (8) How long should it take a boy to learn your trade or business?.....
- (9) What do boys most lack for your work that the schools do not but might provide?
.....
- (10) What preparatory training does the worker require to properly fit him for
the trade?
- (11) Would boys in your employ benefit by evening courses?
- (12) Do you find difficulty in securing sufficient skilled workers?.....
- (13) Have you an apprenticeship system?..... If so, how long?.....
- (14) What is the wage scale in it?.....
- (15) Would you be willing to allow boys in your employ time during working hours
to attend school, provided satisfactory courses for technical training could
be arranged?
- (16) What is the most conspicuous need in the boys in your employ?.....
.....
.....

