

PROGRAM DEVELOPMENT AT THE UNIVERSITY SETTLEMENT OF MONTREAL

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To Adele and Mark Andrew

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CHAPTER I

INTRODUCTION

The purpose of this thesis is to make a descriptive and historical study of the program and its development at the University Settlement of Montreal. It is believed that such a study would put into perspective the role of the agency in the community. Such a study might be useful in evaluating the meaningfulness of the Settlement to the members and by enquiring how the purposes and objectives of the Settlement were being carried out. Such a study might be valuable now since the University Settlement is at present (1951) constructing a new building in a new location and simultaneously planning its program, staff and method. An analysis of its past and present services and program might thus be useful in transferring to the new building the best that it had in its program and by eliminating the aspects that proved to be no longer useful or desirable and, finally, by indicating additional services that are needed by the community now.

Scope and Limitations

The subject matter chosen for this thesis stems from a professional and personal interest in the workings of settlement houses and community centers. The agency was purposely chosen because of its interracial, multi-cultural and working class membership as the writer feels that these

groups need, more than other groups, a relatively secure place in society where they can be understood without the apparent contradictions that they are constantly faced with.

This study is an historical perspective of program as it started, developed, changed, was carried on. It is a study of program development from the beginning of the Settlement activities in relation to the needs of the people. It is a study of the present program development as a continuation of historical development.

The year 1912 was the first year of formal organization of the University Settlement when the first records were kept and a professional worker was employed. Before this there were several club room activities, a working girls' lunch room, a small library, a residence and other program media scattered in several rented stores and flats. For all practical purposes 1912 will be used here as the first year in this study; the year that several scattered groups joined in The Settlement House at 159-161 Dorchester St. W. as "the hub of the wheel of effort."¹

What were the aims and objectives of the Settlement and how were they related to the actual situation? What problems were faced by the administration and staff of the Settlement? What services has the Settlement given its members? What was the nature of these services? What was the program of activities? Why was a particular program instituted?

¹First Headworker's Report of the University Settlement of Montreal, May, 1912.

What changes took place in the program during the years? What aspects of program were concluded in the course of development and why?

What part did the staff, administrators, board members, volunteers and community play in the program? What use was made of volunteers? What kind and amount of help did the members and neighborhood give to the Settlement?

What physical resources in the area did the Settlement use? Where have been the strengths and weaknesses of the program?

Not all the answers to these questions can or will be given by this study. They are suggestive of a broader interpretation of the meaning of this study and they reflect the need for further studies in this area.

It would be a gargantuan task indeed for anyone to deal with each one of the myriad activities which the Settlement has engaged in for careful analysis. Such a study is not held to be necessary at this time, nor is there sufficient material available. A generalized historical study of the broader aspects of program as it changed and developed, the philosophy and objectives behind the activities, and the implementation of it, is a more pressing need. This study, therefore, will be limited because of this deliberate choice of a general study, and also because of lack of sources and data which could make a detailed project feasible.

All available local materials come from Settlement files and interviews and there are no other sources. The study will not attempt to

evaluate the meaning and feeling of the members to the Settlement; its effectiveness and impact on individuals cannot be ascertained. It is expected that reasons will be found in the material examined as to why a program was begun, why it was changed and why it was eventually eliminated, but there remains the belief on the part of the author that other reasons, other forces and other facts probably were present and affected the results without being acknowledged.

There is no intensive study of the individual members of the Settlement as such except as they relate to the main focus of this study. This study will not attempt to measure the affect of the experience in the Settlement on the member participant.

The recommendations which will be included will apply to the University Settlement of Montreal and any application to other situations might be out of proper context. Each situation must be carefully examined and recommendations modified to fit the form of the situation.

Sources of Data

1. Minutes of the Board meetings from 1912 to 1951.
2. Annual Reports of the Director, Head Worker and Heads of Departments.
3. Settlement files and records and reports. Statistical Data in files.
4. Interview with Staff members and former Directors and Workers.
5. Observation in visits to the Settlement during program times.
6. Readings in the field. Studies of other Settlement centers.

Methods of Collecting Data

The above materials have been collected and sorted on cards according to the headings under the following Schedules:

1. Document Schedule No. 1 - "Division of Program" (Appended 1).
2. Document Schedule No. 2 - "Questionnaire Guide Sheet" (Appended 2).
3. Use of method No. 2 above in interview of Staff members and former Directors and Workers with each program division in Document Schedule No. 1.

Compilation of Data, Analysis and Presentation

The thesis is organized in the following manner:

The first chapter introduces the thesis giving the reasons for the study, its scope and limitations. The sources of data and the methods of collecting data follows, ending the chapter with this explanation of the material's compilation, analysis and presentation.

The second chapter starts with the changing philosophy of social settlements and a short history of their growth and development. The expressed, verbalized and written purposes, objectives and aims of social settlements are then discussed, followed by a brief comparison of other social settlements with Montreal's University Settlement.

The thesis beginning with Chapter Three is organized according to the "Division of Program" document schedule (appended 1).

Chapter Three opens with a description of the location and geographic area that the Settlement serves and its influence on the program. Following this, the service program, especially health and welfare, is discussed. The origins and development of this phase of the Settlement's activities are covered as well as its relation to the facilities available. The aims and purposes of the service program, its changes, transitions in relation to the changing membership are then discussed.

In Chapter Four the indoor group work and recreation program of the Settlement is presented as it originated, developed and changed in relation to the changing membership and the evolving of philosophy and goals of this program. The concentration on club centered program as an expression of group work principles forms an important part of this chapter.

The outdoor group work and recreation program is dealt with in Chapter Five. The philosophy and goals of the outdoor program as they developed and changed are discussed here as well as the origin and development of this program in relation to the facilities available.

Chapter Six concludes the thesis with a discussion of the major problems involved. Included in this chapter is a summation and recommendations.

CHAPTER II

SOCIAL SETTLEMENTS: Philosophy and a Short History

The Industrial Revolution was well on its way when people flocked together around factories and mills to live and work and when the principle of "laissez faire" was at its peak. The economic, social and political milieu that existed during the last half of the 19th century in England was ripe for new ideas and a re-evaluation of the life and society then in existence. Industrialism had swept over the land, creating vast material wealth and a bottomless pit of human misery.¹ The rich were getting richer and the poor were getting poorer as well as more numerous. On one side a mansion was built and on the other side, closer to the factory center, emerged rows of tenements and slums with their teeming millions, "treeless, colourless, bathless, mudful, smoke-stained, its amusements coarse, the dress of its inhabitants hideous, its food adulterated, its drink pernicious."²

The social settlement movement was born in the middle eighties in the midst of social unrest. Arnold Toynbee and leading Oxford students

¹Charles Booth, Life and Labour of the People of London (London, 1892), Vol. I.

²Percy Alden, "Settlements in Relation to Local Administration," University and Social Settlements, ed. Will Reasons (London, Methuen and Company, 1898), 27-44.

responded to the call of Samuel A. Barnett, throwing themselves into the humdrum life and miserable conditions of East London. At the time East London was one of the most flagrant examples of human deprivation around an industrialized area. Toynbee's and Barnett's purpose was not only to understand the conditions and learn from that life but also to help bring that working class community the opportunity for social uplift and improvement through contact with the educated classes. Toynbee Hall was founded in 1884 as a tribute in concrete form to Toynbee's memory. It was the translation of the old University ideal of teaching and knowledge into modern social practice. "Social Settlement Houses" are relatively new in man's long history. No Settlement is older than seventy years. The term "Settlement" was first applied to Toynbee Hall when its leaders "settled" in the working class district of Whitechapel. Social settlements are thus of English origin.³ These "settlers" were almost wholly from the "leisure class" of the day, coming from the University to live and seek knowledge, understanding and give help among the poor neighbors of the district. Dr. Norman Ware, Ph.D., former head worker of the University Settlement of Toronto, speaking at the semi-annual meeting of the University Settlement of Montreal on December 1, 1913, had the following to say about the beginnings and purposes of the Settlement movement:

Industrial production, empire building, selling manufactured goods to all ends of the earth, in this England succeeded, but in doing so she developed a by-product which later hung like a mill stone about her neck. In her passion to produce, England had ignored the producer, the laborer; or she had condemned him to perpetual misery by an iron law of wages. The result was congested cities,

³Frederick J. Soule, "Settlements and Neighborhood Houses," Social Work Year Book (New York: Russel Sage Foundation, 1947), 463-468.

filthy slums, pauperism, revolt, disease, Thus in our great crowded industrial centres were hundreds of thousands of human atoms, without organization or group feelings, machine driven, underpaid, underfed, housed like swine, their bodies, brains and souls wracked and cast aside by the industrial process that England might be great.....In a grand upheaval the social settlement grew out of the University. It was an example of the well-to-do reaching a helping hand to the ill-to-do. The Settlement tried to be the hands and feet, voice and brain, and common centre of its neighborhood.⁴

The movement spread during the next forty years after Toynbee Hall was founded. Beginning with a handful of devoted men and women, dynamic and sincere in their love of humanity and object selflessness, the movement attracted others and soon, like ripples on a still water, reached the far corners of the earth. There were many differences in each "settlement." Limits were usually set to the activities of any given settlement by those of finances, facilities and the capacities of its residents. There was no uniform set policy as to the method of work and organization, no defined program media and no blueprint as to the future role of the Settlement in the community. The common factor in all was that of neighborliness and service besides the name and the fact of residence. Samuel Barnett, the first Warden of Toynbee Hall, said, "The University Settlement is where East meets West, the rich meet the poor, the learned meet the unlearned, the haves meet the have nots."⁵

Dr. N. Ware, quoted previously, said in the same speech,

⁴Minutes of the Board, University Settlement of Montreal, December 1, 1913, quoted in McGill Daily, December 4, 1913.

⁵Samuel and Henrietta Barnett, Toward Social Reform (London: T. Fisher Unwin, 1909), 239-254, quoted in Lorene M. Pacey, Readings in the Development of Social Work (New York: Association Press, 1950), Chap. 1.

Our mission (i.e. Settlement's) is interpretation, and this alone is the end - Contact; out of contact, knowledge; out of knowledge, understanding; out of understanding, sympathy.⁶

A North American variation of this English settlement philosophy was the interracial and international aspect of the Settlement. All the people in the neighborhood were welcome in a settlement regardless of race, creed, color or national origin. Irrespective of religious belief or non-belief, all the people in the working class district were to be organized into clubs by themselves or in alliance with those of other neighborhoods, "to carry out, or induce others to carry out, all the reforms - domestic, industrial, educational, provident or recreative which the social ideal demands."⁷

Other additions and changes took place when social settlements began in America. "The term 'Neighborhood House', for instance, is characteristically American and free from any implication of class distinction. It connotes an activity center which does not emphasize the sociological philosophy of the earlier Settlements."⁸

The social settlements in America, having their origin in English life, are called "Settlements," Community House," Community Center,"

⁶ Minutes of the Board, University Settlement of Montreal, December 1, 1913, quoted in McGill Daily, December 4, 1913.

⁷ Stanton A. Coit, Neighborhood Guide: An Instrument of Social Reform (2d ed.; London: Swan Sonnenschein and Company, 1892), 7-16 and 46-51, quoted in Lorene M. Pacey, Readings in the Development of Settlement Work (New York: Association Press, 1950), Chap. 2.

⁸ Frederick J. Soule, "Settlement and Neighborhood Houses," Social Work Year Book (New York: Russel Sage Foundation, 1947), 463-468.

"Association," "Commons," "Hall," "Inn," etc. The fact of the neighborhood as the base of operations is universally accepted. Whether the settlement is in England, United States, Canada or elsewhere, the expansion of the family idea of co-operation of all ages and both sexes for all and every purpose is generally accepted and aimed at.

The broader philosophical basis of social settlements are severally stated.

First, the settlement

...preaches no specific gospel of reform or regeneration. It looks for results not to any particular element in the neighborhood, but to the neighborhood as a whole. Its first business is to survey its field, to find out what needs to be done. Then it seeks to make contacts - to get into touch with all the elements that go to make up the social life of the neighborhood, to organize and correlate the neighborhood forces for good, that the conditions may be improved for all. Provision must be made for clubs and classes and all sorts of neighborhood gatherings, and a plant is soon needed to house the activities of the Settlement.⁹

Secondly, another settlement pioneer had this to say for the purpose and philosophy of settlements:

The Settlement then is a family - a family whose task it is to live a life of stimulating energy in the neighborhood, bringing out all the possibilities of the neighborhood, personal, social, industrial and civic, and bringing in from the larger world all those great streams of culture, science and art, which enrich and fertilize the life of every neighborhood. The Settlements desire not only to release and enrich the neighborhood powers but also to organize them and bring them together for joint

⁹Gaylord S. White, "The Settlement Problem of a Changing Neighborhood," Proceedings of the Conference of Charities and Corrections (St. Louis, Missouri, 1910), 240-246, quoted in Lorene M. Pacey, Readings in the Development of Settlement Work (New York: Association Press, 1950), Chap. 12.

action. This is what may broadly be conceived as their political task.¹⁰

Thirdly, according to the philosophy of the settlement movement, the question of what a settlement does in the neighborhood; what program and services do they initiate, depends on the neighborhood, the settlement, the facilities and the workers' capacities. To begin with:

Living in such a neighborhood as the University Settlement at Delancey Street, New York, or the College Settlement, St. Mary's Street, Philadelphia, residents usually establish kindergartens, clubs and classes for children as a beginning because these means of training children too young for public school and giving social pleasure to older children are usually lacking in such neighborhoods. As an acquaintance between the residents and the settlement and the neighborhood grows, and the character of its need becomes more evident, the sort of work undertaken depends upon the ability of the settlement to furnish from its residents or its friends people to undertake the work; for the settlement having once become established in the good will of its neighborhood is able to exercise its most gracious function and extend a double hospitality, so that people can know each other whose different lives within the same city, strangely enough, preclude personal acquaintance.¹¹

In this we see that the residents come into the neighborhood and begin a program with those things that the neighborhood lacks at the time; such as kindergartens, clubs, classes, gymnasia work, organized sports and leagues, etc. Through these program mediums, contact is being made with the people of the neighborhood and their needs become more

¹⁰ Mary Kingsbury Simkhovitch, "The Settlement and Religion," The Churchman, quoted in Lorene M. Pacey, Readings in the Development of Settlement Work (New York; Association Press, 1950), Chap. 18.

¹¹ Julia C. Lathrop, "What the Settlement Work Stands For," Proceedings of the Conference of Charities and Corrections (Grand Rapids, Michigan, 1896), 106-110, quoted in Lorene M. Pacey, Readings in the Development of Settlement Work (New York: Association Press, 1950), Chap. 4.

evident to the resident, influencing any further program or service of the settlement. In the philosophy of settlements, this is not all however.

Fourthly,

Eager as they are to meet the immediate wants of a meagre life, they are not satisfied with that, and are earnest to find the roots of the matter, to learn the conditions which have made that meagreness. They are inevitably drawn to try to learn the conditions of industrial life, upon which the conditions of social life so largely hinge. They become acquainted so far as they can with those who from the standpoint of the working man are giving the same problems the intensest thought. Necessarily, they welcome opportunity for the discussion of those problems from every point of view. The settlement stands for a free platform. It offers its best hospitality to every man's honest thought.¹²

With these purposes and philosophy as a background or maturing force, the settlement movement has grown during the last seventy years until now many of our cities in North America claim a "settlement" whether it be called by that name or another. The impact of "settlements" on communities has varied. What they mean to a particular neighborhood and what they have contributed to the wholeness of life in the neighborhood has also varied. Some settlements have certainly left a deep seated and well rooted mark in the neighborhood work. From the settlement have come statesmen and social leaders of the wider communities, such as Clement Atlee, Harry Hopkins, William L. Mackenzie King, the late Prime Minister of Canada, who was a resident worker at Hull House in Chicago at the close of the nineteenth century during a part of his period of graduate studies for the Ph.D. degree in political science, Lillian Wald

¹²Ibid.

and others. Many have influenced wider and larger areas than their own immediate neighborhood. One may mention the names of a few here like Jane Addams, Mary Kingsbury Simkhovitch, Graham Taylor, Dr. John A. Kingsbury and others, but a partially complete list would be inadequate as well as unjust. Governments, local as well as national, have used the settlements and their workers for various purposes as well as in emergencies. Private and public agencies have asked the settlements to make studies or provide facilities and workers or run a special program for various things such as housing, unemployment, sickness, war emergency, canteens, surveys, etc. A statement made in 1914 by Mrs. John MacMahon on the position and scope of settlements in society can be repeated today and it would not be unapplicable.

Those who are in closest touch with the settlement idea both here and abroad agree that at best it is still experimental, that settlements are far from having reached an assured position, but are a success if only because they have widened out the idea, and given new form to the practice of neighborliness. If then we accept the idea of neighborliness, of hospitality, as a basis of a settlement, we see that its scope is almost limitless. It offers complete neighborly service.¹³

With startling similar motives and purposes we find the birth and beginnings of the University Settlement of Montreal were not much different from the beginnings of other settlements on this continent. Between 1890 and 1910 there were several separate activities begun in Montreal in different places. The Alumnae Society of McGill University, formerly the

¹³ Mrs. John MacMahon, "The Scope of Social Settlements," Proceedings of the Third National Conference of Catholic Charities (1914), 210 ff, quoted in Lorene M. Pacey, Readings in the Development of Settlement Work (New York: Association Press, 1950), Chap. 14.

Ma Iota Society, opened a girls' club and lunch room at 47 Jurors Street. The girls were working girls who used to eat their lunches on the stoops and streets on Bleury Street near the factory centers. Men used to pass by throwing slutty remarks at the girls. The women of the Alumnae Society took financial responsibility for the lunch room. At first this meant only rent, as the girls just came in with their usual lunches. Soon, however, hot soup was served. Then the girls decided to meet after work as a club as well. When a few girls had to find sleeping quarters, the rooms above were rented. In May, 1894, the girls' club moved to 84 Bleury Street. Evening classes were added. The first Christmas tree and entertainment for 100 children of the neighborhood was held that year. Leaders of the settlement movement and neighborhood associations were invited to talk to different groups in Montreal. Dr. Graham Taylor of the Chicago Commons addressed groups in Montreal and spoke on settlement work during the 1899-1900 winter.

The spasmodic and separate efforts to meet particular needs that were in progress before 1912 were discussed many times by social workers and undergraduates meeting in Professor Dale's office in McGill University. These meetings were of a friendly discussion nature about problems that existed in the city among the poorer people. Under the inspiration of Professor Dale in the 1910's and later under Dr. C. A. Dawson of the Department of Sociology at McGill, the social workers and students made efforts to meet the various needs discovered. An enthusiastic student and alumnae movement developed which took the organizational form and name of the Neighborhood Club, to give concrete aid to the neighborhood

around the Dufferin Square area. The establishment of the Neighborhood Club resulted in bringing together several activities already in progress, including a library opened in the district in 1895-96, the Kings' Club for boys and girls formed in the fall of 1903, the use of school rooms for recreative purposes, continuing the Christmas dinners begun in 1906, as well as others.¹⁴ The Department of Sociology at McGill undertook several studies of the neighborhood, the people, the living conditions and the cost of living. Through these studies, immediate needs of the people were discovered which called for some action on someone's part. The social consciousness of the enthusiastic students developed into forms of social action to meet at least some of the needs of the people in the district around the Dufferin Square area.

A lecture by Miss Sadie American on "Settlements" was given under the auspices of the Montreal Council of Women on February 8, 1910, in the interests of the Neighborhood Club. Professor Dale and his students, by their actions and studies, interested several prominent Montreal citizens. Through further discussions and social efforts; by personal visits and a resultant furthering of understanding, the decision to form the Social Settlement took shape.

A Settlement Committee was formed by the Alumnae Society of McGill University and the McGill University Neighborhood Club in January, 1910. This was the first indication that the separate actions and activities were to come together in one united effort. By May of the same year, the

¹⁴ First Report of the University Settlement of Montreal, May, 1912.

University Settlement of Montreal was formed and recognized by the Corporation of the University. A house was rented at 159 and 161 Dorchester St. West. The use of Dufferin School gymnasium was again granted by the Protestant Board of School Commissioners. Extensions to the central building were necessary as the need for more facilities became apparent. Rooms were rented at 189 Dorchester St. West for the Boy Scouts, the Library and the Kindergarten. The first salaried Headworker was engaged in December of 1910.¹⁵

The Board of Governors, faculty members, alumnae and students of McGill University were prominently interested in the formation of a University Social Settlement. An early stipulation in the organizing phase of the University Settlement was that two members of the staff of McGill and two graduates of McGill had to be members of the Board of the University Settlement of Montreal. It was McGill University that helped finance the University Settlement building at 179 Dorchester St. West in 1912.¹⁶ The bonds between the University and the Settlement were strengthened by the organizing and leading efforts through the years of staff members, graduates and students from McGill University.

The Settlement became a training center for McGill students in various ways. The Settlement library was organized and run by graduates of the McGill Library School. Many students of the Library School trained in the Settlement Library. The students and graduates of the Sociology

¹⁵
Ibid.

¹⁶
Minutes of the Board for May, 1922.

Department of McGill University have always worked on projects, studies and thesis through the University Settlement. They sought the aid of the resident workers and the use of facilities of the Settlement. Later, the McGill School of Social Work sent group work students to do their field work training at the University Settlement. The author is only the latest of a long series of such students. Thus, we see a strong bond has existed between the University Settlement and McGill University from its inception.

The first President's Report, given in May, 1912, gives the policy and the future plans of the Settlement. In it, the influence of the established settlements in other cities can be seen to permeate the ideas and philosophy of the newly-born University Settlement of Montreal.

....to remain in the Dufferin Square neighborhood, and in view of the needs of that district to maintain an absolutely equal attitude to all religious beliefs. There is also the principle that has guided us from the first, of allowing the work to grow quietly wherever our resources happened to enable us to supply some need of the neighborhood, to build always upon past work, and make the best of a very modest equipment before asking for financial help outside the inner circle of our first friends. Lastly, there is the determination to make all the clubs self-supporting; and to keep all accounts on sound business methods. As our plans develop, we can see the Settlement House:

1. A centre of activities helping our neighbors in all friendly ways; using any available means to help build up a true and strong Canadian Citizenship in our children.
2. A centre for the study of the problems which face our city as they do all great industrial communities; problems fundamentally of health and education.
3. A Residence and Club where all interested in social work may find congenial spirits.

We believe that we shall work out our particular place, whatever it may be, in civic life, as Toynbee Hall has in London, Hull House or the Commons in Chicago, the University Settlement or the Hudson Guild in New York; to take only a very few and those of various types. This is a high ambition; but these also had small beginnings, and grew naturally by adapting their

resources to their opportunities. That origin and policy we share with them; and above all, their faith, and the hope which is its reward.¹⁷

Using the earlier settlements' experiences was thus the base of the New University Settlement.

Years later, the policy on the subject of the Settlement's influence in the community was written in the following extract:

The basis for its influence will be the winning of the neighborhood families to confidence in the character and judgment of the Settlement workers. This condition can be built up through years of slow, continuous and intimate contact with the neighborhood, its families and its institutions.¹⁸

This process had already begun many years before.

Four examples of success in Settlement work were sighted in this report serving to illustrate the Settlement's influence in the community. They were: Toynbee Hall, Whitechapel, London, England; Hull House, Chicago; Chicago Commons; and Southend House, Boston. The report goes on to explain the Settlement's Function in the Community as a guide and as a work sheet for the University Settlement of Montreal and also as a broadening philosophy of scope from the earlier verbalized goals.

The first workers in a new Settlement will discover that the physical and social characteristics of the homes in the neighborhood make the environment detrimental to the development of normal life for a family group, and particularly for the children.

¹⁷ J. A. Dale, "President's Report," First Report of the University Settlement of Montreal, May, 1912.

¹⁸ Annual Report of the University Settlement of Montreal, January, 1921.

Small groups in which can be directed the latent energies of children, and of grown-up boys and girls, will seem to be the easiest method of supplying the need, and the Settlement will want to provide accommodation for these groups.

Classes for supplementing primary school education of boys and girls who are already at work, will seem to meet another need.

A gymnasium and basketball court with a supervised playground, will meet their athletic requirements.

The health of the neighborhood may or may not be a consideration of other agencies working on a citywide basis.

The desire for decent literature will be met by a library close at hand.

The need for supervision of children of pre-school age, whilst their mothers are at work or engaged in their household duties, so as to be unable to give them attention, will be met by a kindergarten.

The experience of the Settlement workers to meet these needs through its resources, will lead to the realization that some at least, if not all, should be met by public provision, through the civic purse, for five times the number of Settlements which any community can establish, will not begin to meet the need of the whole community, and Settlement workers will be in consequence found advocating the wider use of school gymnasiums and playgrounds for day and night use, and a more extensive programme of the health activities of the Municipal Government.

Settlements will provide the personnel for School Board Trustees, Playground Commissioners, and even Ward Representatives.¹⁹

The basis for the University Settlement of Montreal had already been started. The philosophy, motives, purposes and policy of the University Settlement were stated and defined. The close affinity with other Settlements already established in these purposes and philosophy have been shown here. We can now look at what the program and services were of the University Settlement of Montreal.

¹⁹ Ibid.

CHAPTER III

A. THE SERVICE PROGRAM, ESPECIALLY HEALTH AND WELFARE

The theoretical discussion in the last chapter prepared the way for a closer look at the University Settlement of Montreal. We will now describe the area in which the University Settlement became established. Then we will examine the Program of the University Settlement as it started, developed, and changed through the years. For clarity, the discussion of work of the University Settlement is divided into two parts: A. The Service Program, and B. Group Work and Recreation. The Service Program will deal with health and welfare, and the types of aid given are grouped, for convenience of analysis, under the following headings.

1. Financial Aid
2. Relief in Kind
3. Medical Services
4. Dental Services
5. Child Welfare Clinics
6. Milk Station
7. Lunch Room
8. Sanitation
9. Case Work
10. Work with Problems of Youth
11. Housing
12. Social Action in Education
13. Social Action in Unemployment
14. Social Action in Other Issues.

The area of activities of the University Settlement originally was bounded as follows:

On the South by Craig Street
 On the East by St. Lawrence Street
 On the North by St. Catherine Street
 On the West by Bleury Street.¹

Within this area is Dufferin Square, a small square street set aside as a playground. Before 1900 the houses were once comfortable homes with gardens in the back. Just before the twentieth century they "had been subdivided to hold as many families as possible, while their one-time back gardens have been built up with tenements. There are families who live in basements which are damp and ill-smelling; which are so dark that artificial light is needed through the entire day, and where it is difficult other than in winter time to get a breath of fresh air."²

If one were to take a walk today through the district, coming from the west or north of the city, "The whole scene changes when one enters Dorchester St., from Bleury or St. George St. from St. Catherine St."³ The writer knows the district and has done his field work in the University Settlement for the past two years. Going up or down the side streets and through the former stable entrances of the front houses will be found indescribable wretchedness of living conditions. Wooden and tin shacks house many families. In some places one water tap serves several families. The walls do not keep the winter winds out and the sweltering summer heat seems to be more oppressive. The area is inhabited by a multi-national

¹ Annual Report of the University Settlement of Montreal for 1921.

² Annual Report of the University Settlement of Montreal for 1927.

³ Ibid.

group. When immigrants arrived in Montreal they first lived in this area. At one time, forty-two ethnic groups and four religious churches were counted in the area. Business and manufacturing enterprises have been steadily moving in, forcing further crowding as well as a movement further north. Many boarding houses abound here taking in transients, as well as pensioners, widowers, and others living on a fixed low income. The workers in the area are mainly unskilled laborers with some in white collar jobs. The young boys and girls leave school very early without adequate preparation for jobs. Prejudice against Negroes, Chinese, Indians, and other members of minority groups make it more difficult for these people to find steady jobs and a chance to learn a trade and work in it.

The most startling fact of the area, however, is that even in times of so-called prosperity, with growth and development, with high employment, with new homes and sections of the city being built up, the real needs of the people were not met adequately. The best that was done during times of "prosperity" by those living in the Settlement area was to pay back some of their debts accumulated during times of depression to replace some old and worn furniture, and to buy some clothes.⁴

Immigrant groups entering the port of Montreal or by train from Halifax, Nova Scotia, settled in this area first before moving on to other

⁴ Information for this section obtained by personal knowledge, discussion with staff members, speeches made at several Annual Meetings of the University Settlement of Montreal, several notations in the Minutes of the Board Meetings.

parts of the city or Dominion. The waves of immigrants could find no more economical area in which to live for their meagre funds.

In such an environment was the University Settlement program developed, for this area was already a deteriorated one by the time the University Settlement was established.

Other programs of the University Settlement developed out of the existing situation similar to the discovery of the girls eating their lunches on the stoops and streets and the creation of a lunch room for them. They were problem situations only if one was interested in the alleviation of the problem and willing to put in efforts to do something about it. Thus were introduced medical and dental examinations, a milk station, court attendance on juvenile delinquency cases, prevention of school truancy, camp work, and other programs. Some programs had other origins, as we shall soon see.

1. Financial Aid

It was never the intention of the founders of the University Settlement to deal with direct relief activities of any kind. Other organizations existed in the city to deal with relief or "charity" cases. As early as the First Report of the University Settlement of Montreal, May, 1912, it was stated that the aim of the Settlement is to make all clubs, once equipped, self-supporting. Again and still more distinct was the statement issued to the public by the Board of Management of the University Settlement of Montreal on February 1, 1921, in an appeal for funds. "The University Settlement is not a philanthropic institution. It does not

give away money. Its activities approach in no way that of such institutions as the Charity Organization."⁵

Yet, when extreme cases came to the attention of the Settlement workers, in one way or another, and when there was no time to refer these cases to the proper institution as action was needed, the Settlement did assume responsibility for temporary relief as an emergency rather than as a basic policy. In cold words which hardly describe the desperate situation, quotes like the following can be found in the Board minutes and in the Settlement files: "Relief has been sought and obtained from the Settlement, notably by a family on St. George Street where the housing conditions were execrable."⁶

The policy of Settlements in North America as regards relief-giving was pointed out in 1922 in the following excerpt.

Residents were forced to choose between having the Settlement itself become a relief-giving center, identified inevitably with those seeking material aid, or of acting through agencies designed for such service. In cities where a charity organization society under one name or another was already at work, common cause was quickly made with it. Where no such agency existed, Settlements were compelled to relieve distress, wherever and whenever it appeared, while building up sentiment in the city for the creation of a specialized system.⁷

The strong need for money giving aid in the University Settlement's area at times made it difficult to refer such cases to the proper

⁵Settlement files for February, 1921.

⁶Minutes of the Board for January, 1928.

⁷Robert A. Woods and Albert J. Kennedy, The Settlement Horizon (New York: Russell Sage Foundation, 1922), 190.

specialized agency. Nevertheless, the University Settlement has always taken a position to strengthen and extend the services of such relief-giving agencies as the Charity Organization.

Time after time money has been given to needy families. Much more of this aid was unofficial rather than official Settlement activity. When a young man needed some money to tide him over a difficult period, it came sometimes from a worker, or the worker got the money from a visitor or philanthropic friend.⁸ During the depression years, it was an even bigger problem as a large proportion of Settlement members were on relief. The main aid from the Settlement came from relief-in-kind which is described below.

2. Relief-in-Kind

In discussing relief-in-kind as opposed to relief in the form of financial aid, it is sometimes difficult to differentiate between the two. Basically both are relief. Whether a person is in need of a winter overcoat or the money with which to buy it is academic when the winter winds blow down Dorchester St. West. Most of the Settlement's work in relief services to the neighborhood has been in the form of the actual goods rather than in monetary form. One may list many items that may be correctly listed as Relief Service. Among these are: money, loans, free medical services, free dental services, outdoor camping, free milk station, lunch room, housing, clothing, food parcels, clothing parcels, etc.

⁸ Discussion and interview with workers and comments in Board Minutes.

Although this section deals with relief-in-kind, a few words should be said about the means by which these are attained. Many service organizations exist in the city of Montreal. Besides the Charity Organization, such groups as Rotary International, Kiwanis Clubs, Progress Clubs, Dalse Welfare Club, Young Canada Club, and many others developed fund-raising schemes at various times for their relief work. The dispersal of these relief funds, whether earmarked for a specific item or bought by the service clubs themselves, were given over to centers such as the University Settlement of Montreal and other organizations for the actual giving. Many of these service clubs felt that the existing centers and organizations were in a better position and closer to poor people to give relief where needed. Besides these service clubs, the University Settlement clubs and auxiliaries themselves raised funds and material for specific relief projects. Whether it was for the giving away of food baskets at Christmas time or sending a boy to the country camp, it was relief-in-kind. The earliest records of relief-in-kind as a program of the Settlement was in February, 1913, when the Women's Auxiliary held a tea and benefit in which \$650.00 was raised.⁹ Although the records do not show exactly where the money was being applied, it can be inferred that the benefits mentioned went to a large immigrant settlement program then under way. Although service clubs were giving the University Settlement money before 1922, it was in that year that the records first show that a specific relief project was being earmarked by the activities of a service club. "Kiwanis Club Entertainment proceeds for underprivileged boy and girl. Mr. Tait

⁹ Minutes of the Board for February, 1913.

volunteered to explain work of the Settlement to Kiwanis and their need for funds."¹⁰

In 1925, the Kiwanis began an Annual Christmas Dinner for needy families project which is still in existence.

Mr. Laporte undertook to arrange for Kiwanis to provide twenty-five Settlement families with Christmas dinner.¹¹

Visits to houses averaged eighteen per day and fifty-nine Christmas dinners were provided by the Settlement.¹²

The Boys' Worker's report spoke of the successful evening at the North End Y.M.C.A., the Smoker which netted \$100.75 to send boys to camp, and of the very successful "sing song."¹³

Social settlements, although aiding in the development of local charity organizations, referring neighbors in need and in stress, never stopped being in the relief-giving business. Acquainted as they were with the neighbors, it was the Settlement that was asked for help in many cases and not the local charity organization. The stigma of accepting relief from strangers and the possible loss of self-respect attendant upon this, brought the neighbors to their friends, the Settlement residents. Referring to the clients of settlement houses being referred to charity organizations, Woods and Kennedy say

While thus avoiding distraction from its educational and comprehensive purpose, which would be caused by stress of relief-giving,

¹⁰ Minutes of the Board for November, 1922.

¹¹ Minutes of the Board for December, 1925.

¹² Minutes of the Board for January, 1926.

¹³ Minutes of the Board for June, 1928.

the settlement by no means abrogates its function of first-aid station to which neighbors may come when they fall into trouble. The fact that the resident staff is subject to call twenty-four hours a day has, in most instances, brought about a tacit understanding with local charity conferences under which residents meet emergencies after business hours, and on Sundays and holidays.¹⁴

This kind of relief giving had been going on ever since the first written records of the University Settlement were made. Throughout the so-called "roaring twenties" relief-in-kind was a pre-occupation with most groups. What happened when the depression hit the nation is now written in history books. But what happened in the small corner of the nation that lies all around the University Settlement of Montreal can be another thesis topic. Just as many families were becoming debt-free, the depression swallowed them up into abject poverty. Having very little or nothing to begin with, losses weren't as great as in other sections of the population. With the depression upon them, many were at the mercy of their fellow men and the elements. Perhaps they adjusted better to the depression than other people because they were well conditioned to it. They didn't have to leave their homes and go live in slums. They were the original tenants of the slums. Those that were forced into the neighborhood from better-to-do areas felt the crisis more. The relief-in-kind program of the University Settlement increased manyfold. Service Clubs ran out of money for these projects early in the depression. "138 articles of new clothing were distributed for Christmas. Many dinners larger than usual were offered this year. Services to individual families increased

¹⁴Robert A. Woods and Albert J. Kennedy, The Settlement Horizon (New York: Russel Sage Foundation, 1922), 190-191.

greatly. Great hardships, suffering and lack of elementary vital necessities."¹⁵

"Larger than usual" was the result of the depression. The suffering, the hardships, the misery, were all "larger than usual." "Eatons sent generous gifts of food to the Settlement during the summer."¹⁶

Progress Club was supplying 21 quarts of milk each day.¹⁷

Donations of bread from Canada Bread Co., milk left over from kindergarten and clubs; 7,444 who came to the office for it received milk and bread...donations of cake from T. Eaton Co.¹⁸

If they can't have bread....

...38 boxes of Christmas cheer had been sent to families in the district by C.B.C.¹⁹

Progress Club had discontinued their gift of milk due to lack of funds.²⁰

Throughout the relatively prosperous times of the Second World War and later, when there was comparatively full employment and high rates of income, the relief-in-kind program of the University Settlement of Montreal continued of necessity. One annual report stated that the

¹⁵Annual Report of the University Settlement of Montreal, 1931.

¹⁶Minutes of the Board for October, 1934.

¹⁷Minutes of the Board for November, 1938.

¹⁸Annual Report of the University Settlement of Montreal, 1938.

¹⁹Minutes of the Board for January, 1940.

²⁰Minutes of the Board for April, 1940.

Progress Club continued giving milk.²¹

Dalse Club of Montreal, once a Settlement Boys' Club, provided shoes for many children.²²

In the relatively good year for the nation that followed, we find:

Over 6,000 quarts of milk used in program, toys, candy, clothing received and distributed, 36 families received Christmas hampers through Rotary, Kiwanis and friends.²³

Other forms of relief-in-kind were offered by the University Settlement of Montreal. Since they fall under separate categories, they are not repeated here.

3. Medical Services

The medical services of the University Settlement did not involve the giving of general medical help to all the people. Its beginnings were a Well-Baby Clinic, started in 1913 just before the First World War. The fact that ten per cent of all healthy babies born in the city of Montreal did not live to see their first birthday shocked many people in a very personal way. The Settlement district was a heavy contributor to the total infant deaths of the city, and it had one of the highest infant mortality rates in the city.

The beginning and development of the Well-Baby Clinic are dealt with in a later subsection of this chapter entitled, "Child Welfare Clinics."

²¹ Annual Report of the University Settlement of Montreal, 1942.

²² Annual Report of the University Settlement of Montreal, 1949.

²³ Annual Report of the University Settlement of Montreal, 1950.

The University Settlement was not a primary source for medical services. There was no early philosophy or guiding principle or policy in developing free or low-priced medical and dental services. There was, however, early recognition of "rundown conditions" among the kindergarten children and then by the lack of physical stamina and the poor condition of the members of the clubs in existence.

This realization was not uncommon with the experiences of other settlements.

Increased acquaintance among households revealed unsuspected ravages of suffering and worry traceable to disease and unintelligent living. Many families were found trying to care for members chronically bedridden or incapacitated. More than half the infants and children of the community were in evident need of medical advice and treatment. An appalling number of adult men and women eked out life on a fifty per cent physical basis.²⁴

In 1928 a general Health Clinic was established primarily for the kindergarten children, but it was also intended to serve other members of the University Settlement.

We are often troubled about children who are not really ill but who seem to be rundown.²⁵

Because of the fact many of our children, especially the kindergarten ones, seem to be below normal, a resolution was passed that we should ask the Child Welfare Association to establish a clinic at the Settlement.²⁶

²⁴ Robert A. Woods and Albert J. Kennedy, The Settlement Horizon (New York: Russel Sage Foundation, 1922), 244.

²⁵ Annual Report of the University Settlement of Montreal, 1928.

²⁶ Minutes of the Board for January, 1929.

The recognition of the fact that many members of the University Settlement were in need of some medical service evidently was the motivating power for starting such a service even before the Financial Federation granted funds for this type of service. The Financial Federation was the principal fund raising and distributing organization for the Protestant social agencies in Montreal. By 1929 the Financial Federation made a grant of money to the Child Welfare Association of Montreal for the express purpose of setting up and running a Health Clinic at the University Settlement. The Child Welfare Association asked the Budget Committee to allow for an expenditure to pay for a full-time nurse at the Settlement for six months, as well as for a doctor's services for thirty clinics:

...this to be an experiment to find out what types of health work was best fitted for Settlement purposes and also in the hope of interesting parents in the Settlement through improving the health of their children.²⁷

Financial Federation Budget Committee approved \$900.00 for expenses for this scheme.²⁸

In general social settlement

...came to be regarded in the neighborhood as a headquarters for help in sickness. First-aid rooms were opened in many houses. Men, women, and children not too sick to walk were directed to clinics and specialists. Residents arranged for the admittance of patients to hospitals, and in cases where the parents' prejudice and anxiety were overpowering, accompanied them. Despair of family and friends caused by the impersonal officialism of large

²⁷ Minutes of the Board for May, 1929.

²⁸ Ibid.

hospitals, and especially those supported at public expense was mitigated by securing adequate reports on the patient's condition and progress.²⁹

By the Annual Meeting of 1929, we find the following report on the Health Clinic:

The Health Clinic is of great value to the Kindergarten and we are approaching a model kindergarten. On doctor's advice, the usual 11:00 A.M. milk and biscuits are given as soon as the children arrive and at 11:00 A.M. orange juice and Cod Liver Oil is given....

Health Services, to our children, much desired for the past three years, has had a beginning in 1929.³⁰

The following year found the Health Clinic in full operation. Besides the physical examinations the nurse followed up by home visits to get proper treatment for various ills and to give home instruction. For many years following this, all beginning kindergarten children received free medical examinations, diagnosis, and treatment.

Children going to the Settlement's summer camp always received medical examinations before they departed for the camp. Doctors from the Montreal General Hospital and the Western Hospital gave each child going to camp a careful examination.

The Health Clinic as a part of Settlement program did not last more than four years. The temporary nature of the Health Clinic described originally as an "experiment to find out what types of health work was

²⁹ Woods and Kennedy, op. cit., p. 244.

³⁰ Annual Meeting of the University Settlement of Montreal, 1929.

best fitted for Settlement purposes" resolved itself after this period of time into a first-aid center from which serious cases were referred to the hospitals nearby. The Health Clinic was removed from the University Settlement to more specialized agencies. The Health Clinic, while it lasted, pointed out many things which affected other decisions of the Settlement to establish services such as the children's lunch room, the dental clinic, housing and clothing needs, nutrition and household science classes, relief budgets, etc. These will be discussed under the particular program later on in this work.

From time to time, the Child Welfare Association, a member agency of Financial Federation, carried on clinics at the Settlement not only for the Settlement members but also for specific schools such as Berthelet Street and St. Alexandra Schools. These clinics were sporadic, with no continuity and seemingly dependent on available finances. The need for health measures has never ceased. Time and again one can read in the Minutes of the Board, the Annual Reports, and in the files statements on the physical condition of the people in the area.

In order to keep warm and not eat too much, many of the families lie in bed until eleven o'clock in the morning. The family washing cannot be dried and would be hanging damp about an already wretchedly uncomfortable house. Many families are without blankets or sufficient warm coverings and either sleep in their clothes or sleep three and four in the bed with all available clothing piled on top.....Our children are being brought up like a litter of puppies; in games and sports the children get tired very easily. The men and women when given work are finding the same physical weariness.³¹

³¹Annual Report of the University Settlement of Montreal, 1933.

And again:

Undernourishment was undermining the health of the growing children in the neighborhood.³²

It should be a grave concern to every thinking citizen, that family standards are being steadily lowered. Neither the money given in relief allowances nor the low wage of many a family man, is sufficient to buy clothing and household necessities. We preach health standards and know quite well that people who once had bed linen are now sleeping on soiled mattresses and are covered with the clothes which they have worn all day, nor can they keep their windows open at night.³³

Problem of lack of shoes or torn shoes.³⁴

Some of the children were suffering from tuberculosis.³⁵

Many children suffering from malnutrition and poor housing.³⁶

Statistics taken by the Child Welfare Association as to the health of 299 children of families on relief showed a very decided undermining of the health of these children due to undernourishment.³⁷

Much more can be quoted. The Child Welfare Association in recent years has held Health Clinics at the Settlement at certain times of each year. However, the Health Clinic is not a part of the Settlement's direct program at the present.

³² Minutes of the Board for February, 1935.

³³ Annual Report of the University Settlement of Montreal, 1937.

³⁴ Minutes of the Board for April, 1939.

³⁵ Minutes of the Board for February, 1940.

³⁶ Minutes of the Board for March, 1940.

³⁷ Annual Report of the University Settlement of Montreal, 1921.

4. Dental Services

Just as medical services developed out of apparent need without a philosophy, guiding principle, or policy, the origin of the dental services is lost or absent from records and annual reports. Nothing could be found to indicate a difference in the beginning between the medical services and the dental services offered to the Settlement membership.

Dental services of the University Settlement began early in its history. The first reports of the Settlement do not mention dental services. In 1921, the Annual Report mentioned that Dental Clinics were being "held twice weekly, where children receive careful treatment."³⁸

In 1922, the Minutes of the Board mentions that equipment for the Dental Clinic has been donated and the rest will be bought. An appeal was evidently made to several dentists in the city for various kinds of dental equipment. The Minutes of the Board goes on to say that the "Dental Clinic will be opened next week."³⁹

The Dental Clinics were always full to capacity during the early years. The number of Clinics held were limited by the number of volunteer dentists. As more volunteer dentists were acquired, more Clinics were held and more patients were treated. The kindergarten children began to have regular Dental Clinics of their own as the need was evidently great. The care and treatment of teeth at home was an important

³⁸ Annual Report of the University Settlement of Montreal, 1921.

³⁹ Minutes of the Board for February, 1922.

factor and the Settlement had a worker visit the homes of the children for proper training. Encouragement was given by the free distribution of tooth brushes and tooth paste. In 1926, Dr. Florence Johnson, the only woman dentist in Montreal, began holding Clinics for the children. The Junior Red Cross began to help the Clinics in 1929 and has been doing this for a great many years afterwards. The clubs in the Settlement helped the Dental Program by donations of money and by putting on various shows and entertainments. During the depression years unemployed boys were admitted to the Dental Clinic for treatment free of charge. Treatments were given free to children from kindergarten age to teenage.

In 1934, Berthelet School used the Settlement's Dental Clinic facilities for their own Clinics. Later, in 1936, the pupils of Alexandra School had a special Clinic operated by the Junior Red Cross. This continued for many years. Members of the Kiwanis Club of Montreal took an interest in the Clinic and installed a dental chair and unit.

It can be said that many children would not have had their teeth looked after had it not been for low cost or free treatments such as were made available at the University Settlement. The need for a Dental Clinic has always been apparent. The files in the Settlement contain many anecdotes about the poor condition of the children's teeth. Some examples will suffice:

Many children were found (through the operation of the Dental Clinics) with teeth in poor condition.⁴⁰ At twelve or fourteen years of age, false teeth are needed.

⁴⁰ Annual Report of the University Settlement of Montreal, 1936.

In soft and badly decayed teeth, we see the result of that awful depression when children could not get the right foods for health.⁴¹

During the Second World War, the Dental Clinics were discontinued due to the lack of volunteer or other available dentists.⁴²

Dr. Posh started a Dental Clinic at the Settlement in 1944. "Children who are employed are expected to pay a small sum toward the cost of service."⁴³

By November of that year, regret was expressed again at the lack of a Dental Clinic.⁴⁴

The Junior Red Cross continued to hold Dental Clinics at the University Settlement for pupils at Berthelet and Alexandra Schools during the last world war although on a limited scale due to the lack of available dentists.

After the Second World War, the Dental Clinics at the University Settlement were resumed, although on a much reduced basis. The Annual Report of 1948 reported, however, that the Dental Clinics were "no longer needed as a community project," although the Junior Red Cross still operated a Clinic three mornings a week for the school children at the

⁴¹ Annual Report of the University Settlement of Montreal, 1943.

⁴² Minutes of the Board for October, 1942.

⁴³ Minutes of the Board for January, 1944.

⁴⁴ Minutes of the Board for November, 1944.

University Settlement.⁴⁵ The reasons for this decision and how it came to be made are unknown. It is felt, however, that unless some other agency has taken over the project of low-cost or free Dental Clinics for the people in the district, that the Settlement ought to provide that service.

5. Child Welfare Clinics

The University Settlement was never, and never assumed to be, the Child Welfare Association. The program of the Settlement in these areas was in conjunction and in cooperation with the Child Welfare Association and other hospital and welfare groups.

Before the first Great War, the problem of child welfare was very serious. The high mortality rate among babies and young children shook the conscience of the people. Coincident and parallel to the establishment of the University Settlement in 1912 was the establishment of the Health Center and Baby Welfare Committee. Although the Health Center had its own board, which was usually headed by a prominent physician, there was always an interlocked financial arrangement with the board of the University Settlement. Saving the lives of the babies in the neighborhood was the Health Center's pressing, immediate objective. This was so great a task that all energies and money flowed into the program. The doctors had realized for many years that the causes of the deaths were many: impure milk, insufficient and unwholesome diet, and diseases that were preventable by inoculation and protection. The milk station, which

⁴⁵ Annual Report of the University Settlement of Montreal, 1948.

sold pure milk at cost price, was an immediate outgrowth of their findings, even before the Baby Health Center was established. With the formal establishing of the Health Center, medical examinations were started on a regular basis. The area boundaries of the Settlement program were not considered when it came to the health and welfare of the babies. During 1919-1920 an urgent need for a Baby Health Clinic was discovered in Victoriatown. This work was undertaken by the Health Center and Baby Welfare Committee of the University Settlement.⁴⁶

A Baby Welfare Camp was established on Fletcher's Field during the summer months. Six hundred and six babies were enrolled and 1515 attended the clinics. Seventeen hundred sixteen mothers and babies were brought to the camp by the Motor Bus. A travelling Health Clinic took care of those who couldn't come to the camp.⁴⁷

The activities of the Baby Health Clinic include: The Health Centre - clinics, milk distribution, home education by nurses, Baby Welfare Camp on Fletcher's Field, Travelling Baby Clinics and playgrounds.⁴⁸

During the same year, there was an investigation made into the so-called Baby Farms which bought and sold babies for a profit. The practice had been growing during the First World War and had blossomed out during the post-war years. The University Settlement and the Health Center urged the police and the Federal Government to investigate and take action.⁴⁹

⁴⁶ Annual Report of the University Settlement of Montreal, 1919-1920.

⁴⁷ Ibid.

⁴⁸ Annual Report of the University Settlement of Montreal, 1919.

⁴⁹ Ibid.

Other Settlements had helped to establish baby clinics in their cities. The efforts of the University Settlement were similar to those of other Settlements.

Knowledge of how tenement mothers care for their babies and actual examination of numbers of infants, uncovered a very considerable amount of hitherto unappreciated suffering among them. Baby clinics were created. That established at Greenwich House in the summer of 1903 stands among the earliest.

The organization of a thoroughgoing campaign of infant saving on a city-wide scale started in Chicago. In the summer of 1905 Northwestern University Settlement, the Chicago Relief and Aid Society, and the Visiting Nurses Association established on the Settlement roof an outdoor educational clinic. Doctors and nurses called on mothers in their homes and instructed them personally in the care of children. The scope and range of this campaign were enlarged steadily year by year until finally assumed by the Department of Health.

Out of such pioneering effort has come the infant nursing service in large cities, instruction of public school girls in the rudiments of caring for babies, and the infant-saving campaigns conducted by newspapers and industrial insurance companies. It is probably not too much to claim that in metropolitan areas care of infants under one year shows today a more complete application of enlightenment and cooperation on the part of appropriate forces than any other single function of communal life.⁵⁰

The Annual Report for 1921 stated that clinics were held twice weekly and that families are visited regularly by nurses. A pre-natal and women's clinic was held weekly. Two hundred eighteen visits were made in the neighborhood.

In 1922, it was decided to discontinue pre-natal clinics "due to small attendance as neighboring hospitals hold similar clinics."⁵¹ However,

⁵⁰ Robert A. Woods and Albert J. Kennedy, The Settlement Horizon (New York: Russel Sage Foundation, 1922), 250-251.

⁵¹ Minutes of the Board for March, 1922.

the University Settlement continued to have pre-natal and women's clinics until October of 1928, at which time the clinics moved to the Montreal General Hospital. During these six intervening years, the question of the validity of having these clinics in the setting of the University Settlement was constantly raised. The physical plant of the Settlement was considered to be overcrowded, not well kept and unsuitable for carrying out a program of this kind. Various hospitals had taken turns running the clinics but had given up working in the Settlement. In March, 1925, the Montreal Maternity Hospital undertook to hold the clinics.⁵²

In 1927, the Royal Victoria Maternity Hospital held the pre-natal clinics.⁵³

By 1928, the decision taken in 1922 to discontinue clinics was implemented "for certain valid reasons, but hope someday when we have a better building and better facilities to reestablish such a work."⁵⁴

One of the reasons for delay in implementing the removal of the Pre-Natal and Maternity Clinic from the Settlement was that in October, 1922, the Provincial Government granted the University Settlement \$3,000.00 for furthering this work. The hope of continued grants from the Government seemed to spur on those in favor of continuing the Pre-Natal program at the Settlement.

⁵² Minutes of the Board for 1925.

⁵³ Annual Report of the University Settlement of Montreal, 1927.

⁵⁴ Annual Report of the University Settlement of Montreal, 1928.

Another development took place in 1922 when the Child Welfare Association wrote a letter to the University Settlement stating that the Budget Committee of Financial Federation of the Montreal Council of Social Agencies had decided that all Health Centers should be under the jurisdiction of the Child Welfare Association. The entrance of the Child Welfare Association in the Settlement program had no immediate or forceful effect. However, in time, several programs were begun and developed by the Child Welfare Association. One of these programs was the establishment of clubs and classes on "how best to care for the baby."⁵⁵ Even after the removal of the Pre-Natal and Maternity Clinics from the University Settlement, the Child Welfare Association continued providing leadership in many clubs and classes for mothers and teen age girls on the same topic.⁵⁶

6. Milk Station

Milk is one of the basic foods for children and babies in particular. Today, there is no question (in general, that is) of the wholesomeness and goodness of milk bought at the corner grocery or delivered by the milkman. It is hard for many people to realize that at one time, not so long ago, milk was also a killer of children and babies. The purveyors of milk were in "business." The "business" was established primarily for profit. Not until it was proven conclusively that profit could just as well be made by supplying purified and protected milk instead of by the former careless and dangerous method, did the milk companies and

⁵⁵ Annual Report of the University Settlement of Montreal, 1927.

⁵⁶ Annual Report of the University Settlement of Montreal, 1929.

distributors heed the warning signs. Babies were dying to an alarming degree. One of the chief causes, the doctors and scientists determined, was from the bacteria carried and nourished in milk. The milk companies were reluctant to buy expensive machinery for the pasteurization process. Some did not believe in the "scientific" method. There was hesitancy in cleaning barns and cows, in buying special short-necked milking cans and containers, etc.

Special health legislation had to be adopted to force the milk companies to conform and in the meantime it became necessary to set up pure milk proving stations. The University Settlement was one of three of the first experimental pure milk stations established in Montreal. It was carried on for five months "in our kindergarten room and has been retained and supported by the Local Council as a winter station in a store nearby."⁵⁷ A milk station was opened at 189 Dorchester Street West during the summer.

The efforts of the University Settlement in establishing an experimental pure milk station were antedated by the work of other Settlements.

In 1897 Northwestern University Settlement installed equipment for pasteurizing and was soon able to supply milk to other Chicago settlements. Modification (of milk) began in 1902. Work soon outgrew resources and equipment and was transferred in 1903 to a special commission of the Children's Hospital Society. Houses in other cities opened milk depots, took part in forming milk committees, gave the use of rooms and services of their staff in order to hasten the establishment of local stations.⁵⁸

⁵⁷ Minutes of the Board for May, 1912.

⁵⁸ Robert A. Woods and Albert J. Kennedy, The Settlement Horizon (New York: Russel Sage Foundation, 1922), 250.

One of the human interest stories connected with the proving milk station which old-timers in the neighborhood mention and which was substantiated by a former board member, but which the writer did not find in the files or records, goes as follows:

The University Settlement tried to get a local grocery store to sell pure and protected milk instead of the unpasteurized milk which he usually sold from a twenty-gallon milk can that never seemed to be cleaned and washed. When the local merchant refused, the University Settlement opened a milk business charging no more and no less than the merchant. The local people were told about the new enterprise and the difference between the pure and impure milk was explained. The people were given a choice of which milk they wanted. Only when the local merchant realized that selling purified and protected milk could be just as profitable as selling impure and unprotected milk, did he acquiesce. From then on, the University Settlement ceased its competition.

In January of 1918, the name of the Milk Station, University Settlement of Montreal was changed to the Baby Health Center; it became one of the many other services mentioned previously under Child Welfare Clinics.

The City of Montreal officials were beginning to recognize the importance of milk control for the health of their citizens at about this time. The Director of the Montreal Department of Health had this to say about Dr. A. J. G. Hood, B.V.M., the Superintendent of the Food Inspection Division:

From the time he entered the Division of Food Inspection in 1912, he has applied himself to complete the revamping of this division

and to improve the draft by-law to control milk and cream. This by-law was again revised in 1918 and submitted to the Municipal Council but was not adopted. A completely new draft was prepared and studied and was finally adopted in 1925. This is the actual milk By-law No. 891.⁵⁹

By-law No. 891 deals with the control over the production, transportation, pasteurization, sale and delivery of milk and milk products because of its importance and the facility of contaminating it.

It wasn't until 1941 that the Province of Quebec enacted the Quebec Public Health Act (R.S.Q. 1941), providing similar protective devices as the By-law No. 891 of the City of Montreal. The Quebec Public Health Act deals, among other things, with food and beverages: (Articles 71 to 80 inclusively of the Act) unhealthful foods the sale of which is prohibited, pasteurization of milk and pasteurization plants of milk or cream, examination of employees and germ carriers, food inspection and powers of seizure, inspection of dairies and butcher stalls and other measures.

The relative recency of legislative acts concerning pure milk had the effect of commanding the University Settlement of Montreal as well as other organizations to continue their drive for intelligent handling and sale of milk during the early years.

Another purpose for the establishment of a milk station, besides the question of purity, was the dire need by indigent families for milk for their babies and children. If the baby did live to be a child, and the

⁵⁹Dr. Ad. Groulx, M.P.H., Food Control, reprinted from The Health Bulletin, Department of Health, City of Montreal, XXXVII, n. 5 (September-October, 1951), 48-49.

child lived to be a youth, and the youth an adult, the result of impure or no milk was devastating. Brittle bones, rotted teeth and physical effects were the inevitable result. The University Settlement Milk Station gave out milk free of charge and at a nominal charge. In January, 1916, it was reported that 1806 quarts of milk were distributed.⁶⁰ And again:

Milk is received and dispensed daily including a considerable quantity free to poor and needy families.⁶¹

In 1922, \$600.00 was spent on free milk.⁶²

In April, 1923, Mr. Stalker moved the Settlement stop handling milk and proper agencies be interviewed to take over. The Head Worker should decrease amount of free milk for balance of April and use tickets from May 1st on at her discretion.⁶³

Milk sale was discontinued on May 1st and people referred to other agencies. Free milk distribution still remained.⁶⁴

The sale of milk from the University Settlement was stopped perhaps because the other agencies were sufficient to carry it on or because the original purpose of proving that pure milk was better for people and the companies was accomplished. The need for milk by indigent families, however, has never stopped. Whether in times of industrial well-being or in depression, the fact that many people find it hard to have money with which to buy the necessary milk is with us even to this day. Free milk

⁶⁰ Minutes of the Board for January, 1916.

⁶¹ Annual Report of the University Settlement of Montreal, 1921.

⁶² Minutes of the Board for April, 1923.

⁶³ Ibid.

⁶⁴ Minutes of the Board for May, 1923.

distribution exists today as one of the services of the University Settlement of Montreal.

The writer has met dozens of adults who wandered into the University Settlement, some of them in service uniform, who have remarked that they received their first bottle of milk (and diapers in some cases) from the University Settlement of Montreal.

7. Lunch Room

Among the services offered by the University Settlement, the lunch room was one of the earliest. The original lunch room was opened in May, 1891, at 47 Jurors Street for working girls. The purpose of this lunch room was to bring the girls in from the streets where they had been made fun of and ridiculed by the men walking by. The Alumnae Society opened this first lunch room.⁶⁵

The lunch room as it was constituted continued for many years. Later, the character and purpose of the lunch room was changed. The Settlement workers saw that many children ate their lunches in the street. They were "locked out" of their homes because their parents were both working or away. The Settlement asked these children in and provided the large room on the second floor for this.⁶⁶

As this program began for children, it was evident that many of the children were under nourished and that their lunches were poorly planned.

⁶⁵Chronicle in First Report of the University Settlement of Montreal, May, 1912.

⁶⁶Minutes of the Board for January, 1923.

Very quickly, the lunch room began to provide meals at two cents per meal, adding a further purpose to the program. Other agencies, including the Junior Red Cross Society, began to contribute to the lunch room. Children were weighed each week and doctors volunteered to examine the children. All the children attended the dental clinic.⁶⁷

The beginnings and operation of the children's lunch room was given in the next available report. It stated that the children's lunch room:

...started three years ago when it was discovered that many school children in the neighborhood, whose mothers worked out by the day, were locked out of their homes and wandering in the streets during the noon hour. Started by a group of volunteers who collected funds for, or donations of, food. A small fee was charged the children. 2,731 luncheons were served on an average of 28 per day. Before accepting the children, a visit was paid to the homes by a Settlement worker, in order to verify the necessity of this caring for the children. If it was found that the lunch fee of five cents per day could not be met, donations were sought from such as were glad to give to this special type of work. Generally speaking, most families could pay, but emergencies arose as when the mother lost work through illness or some other cause. The children were given a medical examination and if in need of special treatment were taken to the hospital; if dental work was needed, they could obtain it in our weekly dental clinics. Many kindergarteners take advantage of the lunchroom.⁶⁸

Just as the University Settlement and its lunch room program, other settlements in Canada and the United States of America also were forced by conditions to establish lunch rooms, they thought as only a temporary and emergency matter. Resident workers realized that the problems of adequate and balanced diets for children were problems of the family, of society and of industry. Mothers had to become capable as well as intelligent in the

⁶⁷Annual Report of the University Settlement of Montreal, 1924.

⁶⁸Annual Report of the University Settlement of Montreal, 1927.

feeding and caring of their children, which pointed to the educational level of the community. Widows with small children had to be both wage-earner and mother of the household, which reflected on whether the community had developed foresight. Sick and incapacitated breadwinners pointed up the lack of compensation and insurance schemes that would possibly save the family and the neighborhood. The responsible father who cannot earn enough to provide food, lodging and clothing for wife and children is a challenge primarily to organizers of industry. The program of establishing and maintaining lunch rooms was thus seen as one symptom of larger problems in a wider sphere.⁶⁹

Very often, the financial situation brought a crises to the lunch room situation. Nevertheless, it has always weathered the crises in one way or another.

The Sisterhood of Temple Emanu-El was one of the earliest supporters of the lunch room. By November of 1925, the Sisterhood was unable to carry on the work of providing lunches for children. The program continued, however, through the work of the house staff "with help of \$20.00 from Junior Red Cross."⁷⁰ As years went by, the number served in the children's lunch room increased.

28 lunches were served daily.⁷¹

⁶⁹Material from Robert A. Woods and Albert J. Kennedy, The Settlement Horizon (New York: Russel Sage Foundation, 1922), 278-279.

⁷⁰Minutes of the Board for November, 1925.

⁷¹Minutes of the Board for March, 1926.

2,437 meals had been served during the season.⁷²

3,339 luncheons served from November to April 14, an average of 30 per day. Many donations in kind were reported for this work.⁷³

McGill Women's Union will be tried to interest people in the luncheon for undernourished children.⁷⁴

Bazaar will be held on December 8 on behalf of the Mother's Club and lunchroom, donations were asked for.⁷⁵

The lunchroom opened with 7 children on November 15, 1928 for its 5th season's work, reached its greatest usefulness in March last, with 55 boys and girls registered and 924 meals served during the month.⁷⁶

For a period during 1929 the lunch room was closed as indicated in the annual report.

It is with regret that we must report the discontinuance of this splendid piece of work (lunchroom). Dufferin School closed in June and its former pupils who are now attending Alexandra School, are too far away to come back for the mid-day meal and are managing with a cold lunch taken to school.⁷⁷

However, 1929 was a year of crisis. The great depression, which followed the collapse of the New York stock market in October of that year, is well remembered by people of the western world. The impact of this crisis was felt in the Dufferin Square area by the loss to the bread-winners of the families of the already meagre laboring and other unskilled

⁷² Minutes of the Board for April, 1926.

⁷³ Minutes of the Board for May, 1927.

⁷⁴ Minutes of the Board for November, 1928.

⁷⁵ Ibid.

⁷⁶ Annual Report of the University Settlement of Montreal, 1929.

⁷⁷ Ibid.

jobs. As an unceasing tide, more and more families received charity, relief and other forms of "dole." The people in the area had no lower rent area to go to. More families were moving into the already crowded quarters from other more costly living accommodations.

The reopening of the lunch room became absolutely necessary. The University Settlement workers realized the impact of the depression on the health of the children. It became imperative to overcome the emergencies of the 1930's. After two and one-half years of inactivity the lunch room reopened on November 2, 1931, under the auspices of the Child Benefit Committee. Thirty volunteers manned the lunch room.

They served 3 groups of children.

1. Children whose mothers worked by night and slept by day;
2. Children whose fathers were ill, unemployed or on relief;
3. Children who came while their mothers were at the hospital or were ill at home.

133 children enrolled, some for only 2 or 3 days, others for the entire 2 months. 2,580 meals were served; 88 in one day — average attendance was 58.6. This was not provided for in the budget of Financial Federation. Five cents is charged per meal but many children cannot pay even this.⁷⁸

The rapid increase in lunch room attendance was indicative of the growing need for this service. During the next year, 1932, a total of 8,843 meals were served as compared with 2,580 of the previous year, an increase of 6,263 meals, or over three times.⁷⁹ This growth could not be kept up due to physical and financial limitations. During 1933, the maximum

⁷⁸ Annual Report of the University Settlement of Montreal, 1931.

⁷⁹ Annual Report of the University Settlement of Montreal, 1932.

number of meals per day was cut from ninety-five to eighty-five. Yet, 8,548 meals were served that year. Mothers, if only two out of three of their children were allowed to go to the lunch room, chose the children to send themselves and usually alternated them.⁸⁰ The thought still remained with the Board of Directors of the temporariness of the lunch room as shown in the following note:

This lunchroom project is regarded as an emergency measure because so much unemployment or under-employment in the district.⁸¹

Lunchroom reported an average attendance of 77.7.⁸²

Average attendance of 78.9.⁸³

Lunchroom: 8,398 — takes its daily maximum of 85 children. Helps children to sleep at night as they were sleepless from hunger before. It is not a permanent thing — only an emergency measure — has been open at various times of depression over the past 15 years.⁸⁴

8,470 — attendance in lunchroom. Everyone ate ravenously — one boy tucking away 5 baked potatoes and 4 sausages. But many of them are restless and irritable or lifeless and dull, because of that craving which comes of not having had sufficient and nourishing food. 8,672 hot dinners were served.⁸⁵

From eighty to ninety boys and girls were served daily year after year up to 1941 when the maximum limit was lowered to seventy-five.

⁸⁰Annual Report of the University Settlement of Montreal, 1933.

⁸¹Ibid.

⁸²Minutes of the Board for February, 1934.

⁸³Minutes of the Board for February, 1935.

⁸⁴Annual Report of the University Settlement of Montreal, 1934.

⁸⁵Annual Report of the University Settlement of Montreal, 1935.

Anecdotes from the minutes of the board, annual reports and information in files reveal the necessity of the lunch room.

The lunch room "helps many children who would otherwise constantly be hungry."⁸⁶

One slim French girl unaccustomed to eat more than one slice of bread.⁸⁷

The children were found to be very hungry.⁸⁸

The health of the children attending showed a marked improvement.⁸⁹

In speaking at the annual meeting of the Board of Directors in 1940, Dr. Thomas Parran, Surgeon General of the U. S. Public Health Service, said:

We are wasting our time trying to educate children with half-starved bodies. They won't and can't absorb teaching....Malnutrition is our greatest producer of ill health.⁹⁰

The half-starved bodies mentioned above were the children coming to the lunch room. Despite increased war production, demand for workers and so-called economic prosperity, the need for a lunch room for children continued throughout the Second World War and after. The maximum number of children was limited to sixty per day, but it seems from the information available that this was done because of a lack of funds and personnel rather than any sharp decrease in need.

⁸⁶Annual Report of the University Settlement of Montreal, 1937.

⁸⁷Annual Report of the University Settlement of Montreal, 1938.

⁸⁸Minutes of the Board for October, 1939.

⁸⁹Minutes of the Board for May, 1940.

⁹⁰Annual Report of the University Settlement of Montreal, 1940.

Attendance 6,826 — They limited attendance to 60 — total meals dropped from 7,844 to 6,826. C.B.C. is dependent on voluntary contributions. Kiwanis Club gave the children a large Christmas dinner. For some children it was their first turkey dinner.⁹¹

The question of setting up some type of communal lunchroom for children whose parents were working all day was discussed.⁹²

Miss Learmonth reported that the schools in the district desire the continuance of the U.S. lunchroom. Workers are anxious to carry on if necessary supplies can be obtained. Dr. Lalonde suggests it might be run under the Government scheme whereby children pay what they can and the Government pays the difference.⁹³

Mrs. Williams and her group have found it possible to carry on with the lunchroom on the same basis as formerly and will supply 60 (approximately) underprivileged children.⁹⁴

Mrs. Williams notified the Board that she and her committee would be unable to continue the lunchroom service. A committee was appointed to raise funds for its continuation.⁹⁵

Resolved that: The Lunch Room should be continued for the current year from available funds.⁹⁶

The lunch room program of the University Settlement, as gleaned from the records above, seems to be in a continually running financial crisis. Time and again appeals were sent out to local organizations such as the Inner Wheel, Kiwanis, Rotary, Dalse Welfare Club and others for assistance in supplying the necessary foodstuffs. The Child Benefit Committee agreed

⁹¹Annual Report of the University Settlement of Montreal, 1942.

⁹²Minutes of the Board for May, 1943.

⁹³Minutes of the Board for October, 1943.

⁹⁴Minutes of the Board for November, 1943.

⁹⁵Minutes of the Board for June, 1944.

⁹⁶Minutes of the Board for October, 1944.

to the use of its name for the lunch room as long as it was financially independent from Welfare Federation.

The Child Benefit Committee and their friends, financed our Lunch Room for many years. The C.B.C., to our deep regret, disbanded at the end of last spring season. Members of the Inner Wheel of Montreal volunteered substantial assistance. Other help was received and we opened in November with 50 children. It is continuing. Attendance: 5,582.⁹⁷

Inner Wheel of Rotary, Kiwanis Club, firms and individuals contributed food and money.⁹⁸

Through these last few years a war had been fought on a global scale. North America was in the midst of prosperity and relative full employment. Yet the fact that there were and are many so-called underprivileged children to be cared for seems contrary to popular belief. The children around the area of the University Settlement still need the services of the lunch room. To see them one would realize that besides being under-fed, they are under-clothed and under-housed.

Today the lunch room continues as an important program of the University Settlement. The children continue to trek down to the aged building on Dorchester Street. To some of them, at least, a major part of their daily food intake is consumed at the lunch room. The temporariness of the lunch room became one of the most continuous programs of the University Settlement.

8. Sanitation

In an area such as surrounded the University Settlement with its slums, overcrowding, unemployment, etc., cleanliness was

⁹⁷ Annual Report of the University Settlement of Montreal, 1944.

⁹⁸ Annual Report of the University Settlement of Montreal, 1947

truly a struggle. On the whole, the people never lost their self-respect and therefore continued the daily struggle year after year.

Laundries with set tubs, hot water, and driers, the use of which are rented at a moderate charge, have been installed at several settlements. Immigrant women reared in the tradition of a public working place and a few of the native-born, chiefly those who work for a living, bring their work during the coldest winter months. But for the most part neighborhood sentiment is indifferent.⁹⁹

The earliest available Settlement records mention the need for a public bath and the action necessary to prevail upon the authorities to grant it.

The Public Schools, Dufferin and St. Patrick's, acceded kindly to our request for signatures of the school children in our first civic effort for a Public Bath in or near Dufferin Square, and showed marked signs of sympathetic interest.¹⁰⁰

After collecting the signatures and sending them in, they were favorably received. However, more prompting was necessary.

It was decided to write to remind the city about the public baths that they promised in the neighborhood.¹⁰¹

In March, 1914, a site for the baths had been bought, and construction begun.

The need for other cleaning facilities was recognized and the University Settlement took action. In the basement of their building they constructed showers, tubs for laundry and a disinfection area. The neighborhood people used these facilities to their maximum capacity for many years. The need for these facilities dropped as the

⁹⁹Robert A. Woods and Albert J. Kennedy, The Settlement Horizon. (New York: Russell Sage Foundation, 1922), p. 418

¹⁰⁰Minutes of the Board for May, 1912.

¹⁰¹Minutes of the Board for October, 1913.

houses were equipped with tubs and baths.

By 1923, the bath was hardly used as those who needed this facility used the Public Bath around the corner from the University Settlement.

Miss Jarvis asked that bath be replaced by sink and draining board to be used by the Mother's Social Club for washing dishes after their meetings, etc.¹⁰²

The showers and the laundry tubs continued to be used frequently. During the depression years and after the Second World War the unemployed men and boys used the showers extensively. During the Second World War there was a marked drop in the use of the showers.

Athletic teams and clubs used the showers throughout the years after each hard-fought session. In the Annual Report of the University Settlement for 1951, it was reported that 4,252 showers were taken.

9. Case Work

In addition to the health services mentioned previously the University Settlement workers found it necessary to function in the capacity of our present day case workers, making home visits and giving help and advice to families who had social problems.

In the early days of social settlements there was little or no differentiation between case work and group work. Home visits, family counselling and dealing with emotional, economic and social

¹⁰² Minutes of the Board for March, 1923

problems of individuals were carried on as a natural neighborly activity of the resident workers. The people of a neighborhood knew that in their midst were educated men and women who did gallant work in the social settlement and who were willing to lend a sympathetic ear to their problems. Advice from the resident worker was sought by many who could not find another or better source of help or solace. Besides this, there were important reasons for settlement workers to make visits to the homes of its members due to other program needs. Follow-up visits to homes were made by the kindergarten worker, the dental assistant, the medical nurse, and the other settlement workers, all of whom needed to know the background of their clientele. When the schools were facing a large truancy problem, the settlement was called upon to undertake home visits in the name of the schools.

Typical of this work is the following:

215 home visits made in regard to Kindergarten children. 73 home visits made in connection with camp. 43 follow-up home visits were made for the Health Clinic. Many visits were also made in connection with school and disciplinary problems, employment and relief. Visits to boys in the hospital and Reform School were also made.

Living in residence in the social settlement area, the workers tended to become more identified with the people than in later years when residence was not a condition of working in settlements. The people in the area grew to regard the workers as one of themselves, as neighbors, bringing their problems to the workers and asking or inviting the workers to their homes.

¹⁰³ Annual Report of the University Settlement of Montreal, 1930.

The depression years only intensified the home visits and case type of work of the Settlement workers. The area always was and still is in a depressed condition, and in need of many basic and ordinary necessities.

Visiting showed unemployed men, children inadequately clothed, much sickness. Many visits were made on account of boys' non-attendance at school. Many a boy just "drops" in to discuss some problem...on many occasions parents call...One of our boys works an average of 72 hours per week for four dollars, or about five and a half cents an hour. Under such conditions, it is impossible for that boy to live a normal life or to develop normally physically or mentally....In brief, the boys have come to regard us as general advisers and counsellors no matter what their problem may be.¹⁰⁴

Another home visitor reported that:

many of the homes are so pathetically poor and so lacking in the necessities of life that one sometimes wonders how they manage at all.¹⁰⁵

What these visits do can be seen by a kindergarten's report:

Visits to the home added greatly in an understanding of each child and his own particular problem.¹⁰⁶

In recent years, with the War period and relative "prosperity" afterwards, the home visits, family counselling and case work type of service continue to be a function of the University Settlement. Any difficult problem or problems that signify special treatment are now referred to the proper agencies and facilities in the community.

Cooperation with case work agencies was a small but very important feature of the Settlements' services to the community.

¹⁰⁴ Annual Report of the University Settlement of Montreal, 1933.

¹⁰⁵ Annual Report of the University Settlement of Montreal, 1934.

¹⁰⁶ Annual Report of the University Settlement of Montreal, 1937.

The Child Welfare Association and the Charity Organization of Montreal were the largest case work agencies with which the University Settlement worked in close harmony.

10. Work with Problems of Youth

Early in its development, the University Settlement's function was expanded to include work in courts, dealing with juvenile delinquency and school truancy, as a recognition of the needs of the neighborhood within which it lived. The program in this area was subsidiary to the main focus of the Settlement as a group work and recreation agency. This additional program was not planned as a regular feature of Settlement work nor as a permanent fixture of the program. When the needs for the program were recognized and no other agency would or could undertake to do this the Settlement stepped in to give a helping hand. In the case of school truancy it was the Settlement that was approached by the school authorities to help in dealing with the problem. When the problem diminished or vanished, or when other agencies took the program over, the Settlement dropped the program.

It was in 1921 that the Protestant Board of School Commissioners decided to refer school children with an unsatisfactory school attendance to the Settlement for home visits.¹⁰⁷ For many years afterwards, the Settlement workers visited the homes of these children,

¹⁰⁷ Annual Report of the University Settlement of Montreal, 1921.

finding the reasons why they weren't at school; trying to convince the parents of the necessity of regular school attendance; providing the little but important things that would help the child's return to school. It was never an easy task but the long depression years made it even more difficult. Without shoes or proper clothing; sometimes sharing one clothing item among several children; without adequate nourishment and diet; with a small but important economic income from a working child to help pay rent; with these problems and more, it was often as academic argument with the parents to send their children back to school. The absence of a compulsory school law in the Province of Quebec acted in favor of truancy. Coupled with this fact was the school fees demanded for the eighth and higher grades. It wasn't until 1948 that a Compulsory School Act was passed by the Quebec legislature. Not until that legal change was made, did the Settlement drop the program of school truancy. Regular truancy officers were appointed at this time by the School Commissioners and the need for the Settlement to continue this work diminished to the vanishing point. A few quotations from the Board minutes and from Annual Reports show the extent of the truancy program of the Settlement and some of the problems

Volunteers from McGill Women's Union and Sisterhood of Temple Emmanuel would be asked to visit children 'who were staying away from school because of lack of proper clothing or books and an attempt made to overcome these drawbacks'.¹⁰⁸

¹⁰⁸ Minutes of the Board for October, 1924.

School Visiting Committee began its third year of existence to bring to parents the need and value of school attendance and encourage closer cooperation between home and school; remove the difficulties that keep the child out. Settlement preaches night school attendance for children who have to work. Lack of compulsory education in Montreal and its scant supervision of child labour...economic problem of any family of having to send youngsters to work even for \$4.00 or \$5.00 a week to help pay the rent. Sending of children into street trades or 'blind alley' jobs.¹⁰⁹

26 children were induced by the Settlement to go back to school. There is no compulsory education and there is a great laxity in the observance of child welfare laws, this is in itself a tremendous achievement.¹¹⁰

The Boys' Worker reported a great deal of work being done in conjunction with Dufferin School with regard to boys who are playing truant or who do not attend school. 54 Home visits were paid during the month.¹¹¹

Girls' Department stressed the need for more education and difficulties due to fees for high school.¹¹²

Resolved that a letter be sent to Messrs. Godbout Perrier and Mathewson stating that as an organization concerned with education we hope that nothing may be allowed to interfere with compulsory school attendance and that we wish the age to be not less than sixteen years.¹¹³

The Board wishes to go on record, approving the movement to introduce Compulsory School Attendance in the Province of Quebec.¹¹⁴

Court work and juvenile delinquency is tied in with the problem of school attendance. Untrained and uneducated children are, at least to some degree, also undisciplined. By discipline is not meant a blanket subservience to the existing society's many demands. Rather, it is meant to be a general understanding and acceptance of, as well as an adjustment to, the broad moral and ethical values that exist in

109 Annual Report of the University Settlement of Montreal, 1924.

110 Minutes of the Board for November, 1925.

111 Minutes of the Board for November, 1928.

112 Minutes of the Board for February, 1939.

113 Minutes of the Board for March, 1943.

114 Minutes of the Board for January, 1943.

any one society. The teachings of these to the children, the training and ensuring acceptance by the children of these broad moral and ethical values are all important to the elimination or mitigation of juvenile delinquency. Other important factors enter into the problem of juvenile delinquency including, among others; economic contradictions, emotional development, social climate, and among immigrant children the conflict of "Old World" standards with "Canadian" standards. Early court work of the University Settlement workers were of a temporary emergency nature, when frightened parents called desperately for help from the workers in regard to their troubled children. The earliest recorded case of Settlement work in courts and with delinquent young people was in 1919. The absence of systematic recording and of reporting beforehand indicates that most likely some form of court work and "trouble shooting" was done before this. This inference was corroborated in discussion with former Board members. Throughout the years of recorded Settlement work, some form of court work and some efforts to combat juvenile delinquency are mentioned. Never a definite part of the Settlement program, it was always a "natural" activity and it was assumed that the workers were ready and eager to help children who were in difficulty with the law. The records give the following types of information:

5 Juvenile Court cases handled.¹¹⁵

8 Juvenile Court cases handled. Visits to boys in Reform School

¹¹⁵ Annual Report of the University Settlement of Montreal, 1928.

and hospitals. Many older boys have been in serious trouble. They are not the active boys in clubs, though....The boy 'who does not fit into the present plan of things'.¹¹⁶

Courts attended in 18 cases. - Annual Report, 1932.

Police Court 17; Juvenile Court 10. - Annual Report, 1933.

A distressingly active month in the courts. Need for a detention home instead of Bordeaux Jail where they mix with older, hardened criminals. A special committee was appointed to give consideration to the matter--together with other agencies having similar boy problem.¹¹⁷

Police Court 11, Juvenile Court 14. Fourteen boys are on probation from Juvenile Court and 4 from Police Courts under our supervision. - Annual Report, 1934.

Police Courts 14, Juvenile Court 10. Need for separating young criminals from older and more hardened ones--advocate the Borstal system for prison. - Annual Report, 1937.

Efforts were made to have boys sent to jail kept separate from hardened criminals. Police Court 4 (members). Juvenile Court 7 (members). Fewer boys this year, 5 out of 7 were repeaters and don't want to recognize the law. The other two boys appeared on "Armed Robbery" charge and were sentenced to 8 to 10 years in the penitentiary. Nine boys appeared in Juvenile Court, 3 sent to Shawbridge, 6 paroled to Boys' Worker.¹¹⁸

Police Courts 2 boys and 2 girls. Juvenile Court 5 boys and 4 girls. 2 first offenders....Need for 'Probation System'....Several boys at Shawbridge Boys' Farm.¹¹⁹

2 boys were picked up by radio police and confined all night without notifying their parents--also the place where they were confined was not too clean.¹²⁰

Increase in child problems, Juvenile delinquency.¹²¹

Court 22 times; delinquency is decreasing.¹²²

¹¹⁶ Annual Report of the University Settlement of Montreal, 1930.

¹¹⁷ Minutes of the Board for November 1935.

¹¹⁸ Minutes of the Board for March, 1938.

¹¹⁹ Annual Report of the University Settlement of Montreal, 1939.

¹²⁰ Minutes of the Board for June, 1941.

¹²¹ Annual Report of the University Settlement of Montreal, 1943.

¹²² Annual Report of the University Settlement of Montreal, 1949.

These are only a portion of the reported cases in Settlement Annual Reports and Minutes of the Board. Much more work was done on the streets and in the alleys, before boys reached courts of any kind. During the time when the workers were in residence much was done to nip crime before it became a law enforcement responsibility. Children who stole from one another and from the corner store, or the children terrorizing the merchants in the neighborhood for "protection" of their property were all beginning symptoms of larger crimes to be. The workers did much to prevent delinquency in cellar gangs and street groups in a more indirect way--by being with them, living in the block, etc.

11. Housing

As a program of the University Settlement, housing was originally meant to be limited to the residence of the workers. Experience and work in the University Settlement soon brought home to the workers the urgent necessity of broadening the housing program to include or "do something" about the housing of the people in the area. The health and welfare of the neighborhood people were conditioned to some degree by their housing. Housing as a program of the University Settlement is included in this chapter under Health and Welfare because of its affinity to the other health and welfare programs included.

At the beginning of this chapter, a description of the area around Dufferin square and the University Settlement was given. Although the description came from the Annual Report of the University Settlement for 1927, it is still appropriate today, perhaps even

more so. Around the turn of the century, the area had already begun its sharp decline. Manufacturing and business interests had already begun to creep in. In the records of the University Settlement, the earliest mention of a housing problem was in April of 1913.

The Settlement is to become a member of the Greater Montreal Housing Association and Miss Helm should be the representative of the committee.¹²³

With the Dufferin Square area becoming the first residential area for new immigrants, the increased demand for housing became organized. The First World War mitigated any further cries for better housing. It wasn't until May 1918, that any further action was taken and this only to take up where it left off in 1913.

Letter was read from the Charity Organization in regard to bettering housing conditions in Montreal and Miss Hall was appointed to represent the Settlement at any conference on this subject.¹²⁴

Another period of time passed before housing is mentioned in the Settlement files. The next mention of housing is in 1924. Many things happened concerning housing between 1918 and 1924, however, which were independent of the Settlement. This included the organization of a community council to press demands for better housing with the authorities. Miss Hall was a part of this movement and the Board felt embarrassed by her actions. They accepted her resignation in 1919.¹²⁵

Years passed and the houses were subdivided again in order to accommodate more families.

¹²³ Minutes of the Board for April, 1913.

¹²⁴ Minutes of the Board for May, 1918.

¹²⁵ Minutes of the Board for May, 1919.

Miss Guiton reported that a housing survey found 1,000 people living in back courts and lanes besides a great many in basements.¹²⁶

Miss Guiton emphasized the bad housing conditions in the Settlement neighbourhood.¹²⁷

During the Annual Meeting of 1927 there was a great stress put on the housing situation and the Settlement's role in dealing with this problem.

Neighborliness in its best sense is the very essence of Settlement life and in no other phase of social work does one seem so truly united with those whom are thought of as the underprivileged family, as it is felt by the resident worker in this branch of service. In what immediate surroundings therefore the people live, is of greater importance to us than to most others. Our neighbourhood seems like a small world set in the center of a larger world.¹²⁸

Following this report, the Annual Report of the Honorable Secretary for 1927 continued on the same general topic.

One incident will show how we try to live up to our name of the 'house by the side of the road.' Our workers were called to a house on St. George Street, where a mother was ill from pleurisy. She, with her two boys, lived in a basement and slept with them in one bed on which the only coverings were rags. In this case, our Settlement proved 'a friend to man.'¹²⁹

The report of the Honorable Secretary went on with a most significant statement:

We cannot, however, but feel that work of that type is merely palliative and wish we would rather get at the root and cause of such evil, namely, that something could be done to improve the housing in the neighbourhood.¹³⁰

Up to the time of this writing, the "root and cause of such evil" was either not discovered or was not expressed in any official pronouncements, written or spoken.

¹²⁶Minutes of the Board for April, 1924.

¹²⁷Minutes of the Board for January, 1925.

¹²⁸Annual Report of the University Settlement of Montreal, 1927.

¹²⁹Ibid.

¹³⁰Ibid.

For many years, the problem of housing was always recognized by the Settlement authorities. Some quotations taken at random from the Settlement files show how year in and year out the housing situation was mentioned and recognized, especially by those who were always close to the scene, the Settlement worker.

The Reverend Mr. Lack of St. John the Evangelist Church spoke of the bad housing conditions in the immediate neighbourhood of the Settlement, contrasting it unfavourably with many of the poorer districts of London, England.¹³¹

Mrs. Greenshields also drew the attention of the meeting to the distressing housing conditions in the district and hoped before another year something would have been done to better these conditions.¹³²

The President reported having attended a meeting held regarding slum clearance and suggested it might be well to hold a meeting on this question in the Settlement House at some future date.¹³³

(No record was found that indicated such a meeting had taken place later on, or that some positive action was taken.)

Changing housing conditions were reported. Gradual return of many from better parts of the city due to unemployment.¹³⁴

This indicated further crowding of families in the neighbourhood; subdivision of the existing apartments and boarding homes.

At one time, the neighbourhood was a good residential section. Now businesses are creeping in and homes are being turned into small apartments and rooming houses and in many cases, had rows of flats built across the back of the lots behind the houses. Some of these have fallen into very bad repair and it is shocking that our fellow-citizen should live in such miserable surroundings.¹³⁵

¹³¹ Minutes of the Board for February, 1928.

¹³² Minutes of the Board for February, 1934.

¹³³ Minutes of the Board for February, 1934.

¹³⁴ Minutes of the Board for February, 1935.

¹³⁵ Annual Report of the University Settlement of Montreal, 1936.

The city condemned one of the district blocks, hopes their living conditions improved....ill odour on hot summer day with garbage..
..encourage people to go to the park, use swimming pool on St. Helen's Island...need 'Car Ticket Fund' to help them get out of the district.¹³⁶

Unfortunately people cannot spend all their days and nights in a park and in the swimming pool on St. Helen's Island. Home is the base for any family life. Although the city had condemned one of the district blocks, there was no guarantee that the buildings would be torn down and modern apartments erected in its place. With a few alterations, the condemnation was removed and again the landlords were collecting rents.

St. John's Church was trying to arouse some interest in the poor houses in the district by getting the names of owners of property and placing before them the condition of the houses.¹³⁷

Family on ground floor and basement, but basement constantly submerged in water. Many of the houses are overrun with rats--babies can't be left to creep on the floor--rats under the bathtub and family can't shut the bathroom door--can't afford money for rat poison or traps.¹³⁸

Girls' Worker had found two families living in unhealthy damp basements and another family in a rat-infested house and the landlord had refused to break the lease.¹³⁹

Many houses should be condemned--even when reported unfit, they seem to escape condemnation. The house inspectors always come after a spell of dry weather. This 'Housing Question' is something too big for just a few persons.¹⁴⁰

The Second World War had just begun and action was taken--
to raise the rents as high as they could go and still have tenants.

¹³⁶ Annual Report of the University Settlement of Montreal, 1937.

¹³⁷ Minutes of the Board for November, 1938.

¹³⁸ Annual Report of the University Settlement of Montreal, 1939.

¹³⁹ Minutes of the Board for February, 1940.

¹⁴⁰ Annual Report of the University Settlement of Montreal, 1940.

House rents are going up all over the district. This affects adversely the family on a low wage who has no chance to get an increase in his earnings.¹⁴¹

Throughout the war period, the housing conditions never improved. The best that was done was that the debts for the furniture was paid for and a few replacements of odds and ends took place. Otherwise, conditions continued on the downgrade.

We are still concerned about housing conditions. Water seepage, cockroaches, rats, etc. abound. Need for slum clearance like in the United States and England--may reach Montreal.¹⁴²

Housing is bad; Leagues such as the City Improvement League trying to arouse interest.¹⁴³

Mrs. Greenshields urged the Board to take a more active interest in the abolition of slums and the improvement of housing conditions in Montreal.¹⁴⁴

Housing problem more acute than ever and is city--wide. A feeble attempt has been made to create a few more dwellings by evicting tenants out of large houses and subdividing into very small apartments but no attempt has been made to meet the real urgency of the situation; homes for families. Almost next door to the Settlement, a one-room store with no division and only a kitchen sink for personal and household washings, is occupied by a family of nine....sharing bathrooms, washrooms, windows don't fit, doors airy, badly lighted, cooking a meal on hallway stoves...¹⁴⁵

Still one of the city's major problems and there seems no relief in sight for the many families who are living in deplorable conditions. Does it seem possible in this day and age that a woman and her children are living in a house long ago condemned as unfit for human habitation, where rats are running about the floor and furniture and the electric light must be kept burning all night? Such conditions of living, as well as the many homes overcrowded with the families of friends and relatives, are undermining the health of both adults and children. We know that the city

141 Annual Report of the University Settlement of Montreal, 1940.

142 Annual Report of the University Settlement of Montreal, 1941.

143 Annual Report of the University Settlement of Montreal, 1942.

144 Minutes of the Board for April, 1942.

145 Annual Report of the University Settlement of Montreal, 1943.

has been working on plans to provide better housing accommodations and that it will be a very big undertaking, but when will these plans be ready for execution? How long must families be forced to remain in their present (undesirable) (bad) surroundings?¹⁴⁶

For the many years that had passed by, there seemed to be no answer to the problem of housing. Montreal grew into a vast, industrial city. The city clogged with traffic. And then:

Counsellor J. O. Asselin spoke on the development of city planning and elimination of slums. He spoke of widening Dorchester Street and that this clearance would provide much postwar employment. Postwar enterprise, too, could and would help eliminate these slums.¹⁴⁷

The word promise remained unfulfilled as the houses remained untouched. The widening of Dorchester Street was the impetus needed to hurry the building of a new University Settlement building further north and away from this deteriorated area.

Housing continues to be a major problem. Many families have been crowded into quarters infinitely too small for them, causing constant irritation (sometimes a whole family in one room). Only clearance by the Government of the entire group of these houses and the building of decent, livable homes in their place can wipe out these miserable living quarters.¹⁴⁸

Conditions worse since announcement of widening Dorchester Street.¹⁴⁹

The Executive Director of the University Settlement in 1947 disagreed with the solution to the housing problem given in the Annual Report the year before. In his report he said of housing:

These, and allied problems, have been with us for years, for which there is no excuse in these enlightened days, and are stressed by the social agencies in their annual reports. Bad as such conditions are, many people rise above them, providing they have with-

¹⁴⁶ Annual Report of the University Settlement of Montreal, 1944.

¹⁴⁷ Minutes of the Board for March, 1945.

¹⁴⁸ Annual Report of the University Settlement of Montreal, 1946.

¹⁴⁹ Annual Report of the University Settlement of Montreal, 1947 and 1948

in themselves the moral stimulus to master their environment.

Our tragic housing situation comes largely because the will is lacking rather than from a lack of materials or the ability to put them together. The forests have the wood and the earth has the ore. One of the most destructive forces in the world today is man's willingness to curtail his output, to do less than his best, and this is largely because the adventuring spirit is gone. One of the factors which has brought about the present unsettled social conditions is the constant lessening of effort, together with the constant demand for higher pay for less at all levels of life. This, if it keeps on, will weaken our system of free enterprise and destroy our democratic way of life.¹⁵⁰
(underlined by author)

It is quite evident that the Board of the University Settlement had more than just within themselves "the moral stimulus to master their environment." (as quoted above) They had hundreds of thousands of dollars to put the wood and the ore together for a new house. Perhaps the moral stimulus of the people of the Dufferin Square area had long since been drowned in misery and deprivation, no matter how long and hard they worked. Surely, they haven't the money to move out into better quarters as the University Settlement had. It is here suggested that after the many years of working in the Dufferin Square area, the leaders of the University Settlement of Montreal could have found a better rationalization for the miserable housing conditions which still exist to this day and from which the University Settlement is leaving.

12. Social Action in Education

Social Action, as used in this section, could be defined as those areas of function outside of the recreative and group work pro-

¹⁵⁰ 36th Annual Report of the Executive Director of the University Settlement of Montreal for the year 1947.

gram of the University Settlement, which broadly affect the welfare of the people of the district. Within this sense we may include such programs as: Medical Services; Dental Services; Courts, Juvenile Delinquency, School truancy; Child Welfare; Well Baby Clinic, Pre-Natal Care Clinic; Milk Station, Pasteurization of Milk; Lunch Room; Housing; and others already mentioned in this chapter. It is the belief of the author that social action is an inherent program of any healthy social agency and that the lack of such a program will eventually weaken and destroy the agency. In this sense, social action is the flexibility of agency program and adaptation of service to the changing needs of the clients and the community during one period of time. In this sense, social action in the University Settlement of Montreal has already been covered in this chapter.

Broadening the meaning of social action is now essential to the growth and development of the agency. Social action, therefore, can include any stand or action taken by an agency, independently or in conjunction with other groups, that deal with the broad and general welfare of the people. Social action involves a leading and teaching role in the community instead of the mere acceptance of community mores by the social agency. Taking a stand on an issue may involve the economic, political and social forces in the community. The conditions and situations that have brought an individual or a social agency to take a stand on an issue are themselves economic, political and social. The fact that bad housing and widespread unemployment may force an agency to give all its energies and funds for its mitigation, deprives that agency of its other functions and program. The healthy agency will join

with other groups in the community to joint action in relieving the problems and seeking their solutions. This section, then deals with the area of program of the University Settlement that involves the agency by itself or in unison with other groups in taking action on issues affecting the general welfare of the people.

It is felt that this topic would be included more appropriately in the Health and Welfare section of the program because of the possible impact of social action on the health and welfare of the people living in the area of the University Settlement.

For clarity and convenience social action is divided according to subject matter as follows: social action in education, social action in unemployment, and social action in other issues. This section (12) includes only social action in education.

The area of social action that the University Settlement seemed to participate in more than others was the area of public education. Whether this took the form of exhibitions of work done in education, taking surveys of the educational opportunities, school truancy, or speaking to the people on home visits, the stress was made on preparation for ones life work; to meet the demands of modern day living.

A Welfare Exhibit is to be held in the large room on the ground floor for one week from Monday...to be open from 9 to 6 with an address each afternoon.¹⁵¹

A committee was appointed to investigate conditions regarding the foreign born children and educational opportunities and report at the next meeting.¹⁵²

Letter read from Prof. Dale re-organizing a course in Sociology at McGill University. The Board endorsed this step and offered to help wherever possible.¹⁵³

¹⁵¹Minutes of the Board for June, 1916.

¹⁵²Minutes of the Board for September, 1917.

¹⁵³Minutes of the Board for April, 1917.

Miss Hall reported that Miss Ross was making a survey of the district to find just how many children were not attending school, - their nationality, religious faith, etc.¹⁵⁴

Protestant Teachers Association sent a letter to ask the Settlement to pass a resolution in regard to Compulsory Education and the Child Labour Law.¹⁵⁵

No record was found in the files or in talking to former Settlement Board members that any action was taken or resolutions passed concerning the above request from the Protestant Teachers Association. Ten years later, the same issue came up in the Board's consideration.

Compulsory Education Law would be a deterrent in Juvenile Delinquency, as we are in a position to know full well.¹⁵⁶

The following year at the annual meeting, Compulsory Education was again stressed.

Compulsory Education appears to us a vitally urgent need. Many attend school so casually and miss so much of the school curriculum that they cannot help losing all interest. It may be that the plan of the school work is not suitable to all and needs to be revised, but whatever the cause they fall back into classes of younger boys and girls and are thought stupid....leave school at an early age, absolutely unequipped to meet the demands of life.¹⁵⁷

During the initial stages of the economic depression, there was no mention in the reports of the University Settlement of the lack of schooling as a problem. In 1933 it was again mentioned.

For many years we have been advocating a Compulsory School Attendance Law. There is a school problem...the child who is expelled because of being inattentive or talkative or for some other reason, or one is trying advanced work and falls below the required average in his examinations. Most of the foreign children have no chance to help with homework.¹⁵⁸

¹⁵⁴ Minutes of the Board for January, 1918.

¹⁵⁵ Minutes of the Board for October, 1918.

¹⁵⁶ Annual Report of the University Settlement of Montreal, 1928.

¹⁵⁷ Annual Report of the University Settlement of Montreal, 1929.

¹⁵⁸ Annual Report of the University Settlement of Montreal, 1933.

Again there is a jump in time until one finds the next mention of the Compulsory School Attendance Law.

Education: need for compulsory education--need for longer primary schools--more appropriate subjects should be taught for those who go to work so early.¹⁵⁹

The following year, a survey was made by the Protestant School Commission to which the University Settlement sent the following brief about the school facilities in the district:

1. That the Berthelet School shall (or might) build an extension to meet the needs of a kindergarten class, a training class for mentally retarded boys and girls and a gymnasium.
2. That vocational guidance be given in both Alexandra and Berthelet Schools. This service is particularly needed in a district where many of the families rank with the underprivileged group.
3. That as the great majority of the boys and girls do not get any schooling by and at the age of twelve and fourteen years, careful consideration be given to the idea of adding one or more years to the present term of elementary education, stressing French, domestic science, good reading and other subjects of general knowledge.¹⁶⁰

Many children were not attending school because of lack of clothing.¹⁶¹

Mentally deficient boys' need for school to train them was mentioned. Unemployment: majority have only public school, most not interested in more school, few financially unable to go on to high school. We in Canada, need a modified apprenticeship system. There is one technical school on the island of Montreal.¹⁶²

Girls' Department stressed the need for more education and difficulties due to fees for High School. Boys' Department stressed need for education of mentally handicapped children. Also there is a lack of technical training for boys.¹⁶³

One of the ways that education was implemented individually

¹⁵⁹ Annual Report of the University Settlement of Montreal, 1937.

¹⁶⁰ Minutes of the Board for February, 1938.

¹⁶¹ Minutes of the Board for March, 1938.

¹⁶² Annual Report of the University Settlement of Montreal, 1938.

¹⁶³ Minutes of the Board for February, 1939.

was by benevolent giving of money or tuition to a deserving person in the neighborhood. This did not solve the problem of compulsory education for all or the question of suitable and adequate education.

One of the boys in the neighborhood had just graduated in Medicine from McGill (thanks to the generosity of Mr. Roy Geddes). It was felt that there should be more educational work done, such as music lessons, physical exercises, etc.¹⁶⁴

The Compulsory Education Bill came before the Provincial Legislators in 1943. At that time, the University Settlement Board sent the following letter:

A letter be sent to Messrs. Godbout, Perrier and Mathewson stating that as an organization concerned with education, we hope that nothing may be allowed to interfere with compulsory school attendance and that we wish the age to be not less than 16 years.¹⁶⁵

A few months earlier, with the increased interest in compulsory education indicated, the Board passed the following:

The Board wishes to go on record, approving the movement to introduce Compulsory School Attendance in the Province of Quebec.¹⁶⁶

No other mention is made in the University Settlement files on the outcome of the Compulsory Education Law. The only statement that might fit vaguely in this category was made in 1946.

There is an almost clear cut line between the young people who are in high school and those who go into factories and stores upon leaving grammar school.¹⁶⁷

This role of predding the Legislature and joining with other groups in resolutions was played by the University Settlement of Montreal on the issue of Compulsory Education in the Province of Quebec.

¹⁶⁴ Minutes of the Board for June, 1940.

¹⁶⁵ Minutes of the Board for March, 1943.

¹⁶⁶ Minutes of the Board for January, 1943.

¹⁶⁷ Annual Report of the University Settlement of Montreal, 1946.

13. Social Action in Unemployment

Among the other areas in which the University Settlement of Montreal took action was the problem of unemployment. The earliest recorded attention to this problem was in March of 1926.

In a survey of 165 families, only in 31 cases did the head of the family earn sufficient to support it.¹⁶⁸

Miss Gulton reported a great deal of unemployment, or part time employment in the Settlement district. Visit to houses average 18 per day.¹⁶⁹

The most direct action taken by the University Settlement on the problem of unemployment was the informal placement of unemployed men and boys in jobs sought out by the Settlement workers.

Employment for 7 boys secured.¹⁷⁰

The economic depression of the early thirties increased the work of the University Settlement in this area.

Unemployed boys 'A big problem! An afternoon club of such boys formed 'in order to give them something to do to occupy a great part of their time.' Unemployed boys under 18 years of age were registered with the cooperation of Montreal Boys Association.

Unemployment: Everywhere apparent--in the distressed eyes of men and women--children looking white and miserable--grocery bills owing--rents unpaid--extreme shabbiness of clothes. There is probably nothing like regular work with decent wages to ensure a sense of security and happiness in family life.

The big Day Shelter for men is now in our district.¹⁷¹

This was a year of continuing depression and unemployment. We cannot entirely eradicate this sinister influence of unemployment on the lives of our people. Arthur J. Todd said of unemployment, 'There is always a loss of stamina and uncertainty that prays on the mind.' Settlement attendance shows that among boys:

¹⁶⁸ Minutes of the Board for March, 1926.

¹⁶⁹ Minutes of the Board for June, 1926.

¹⁷⁰ Annual Report of the University Settlement of Montreal, 1929.

¹⁷¹ Annual Report of the University Settlement of Montreal, 1931.

379 are at school, 86 are employed, 85 are unemployed. The unemployed men's gym attendance--162. Fourteen out of 85 placed in temporary or permanent positions, many supplied with necessary clothing, lack of training and schooling makes it difficult for them to get jobs, 50 were given tickets to see Jr. and Sr. League games, some played on hockey teams. The children are irritable and undernourished, mothers are worried and discouraged, homes lack proper bathrooms, 'we shall feel the effects of this difficult period for a long time to come'.¹⁷²

Enforced unemployment increased the leisure time of the people of the neighborhood. Increased use of the University Settlement was indicated.

All services reports showed increased numbers using the Settlement during the past year, stressed the results of unemployment and the undermining of the health of the people in the neighbourhood.¹⁷³

Gradual return of many from better parts of the city due to unemployment. Great tribute paid to the amazing courage of the people under most trying circumstances. Sixteen boys were found employment.¹⁷⁴

It is not alone the bad housing conditions (families dwelling in back courts, lanes, cold basements, dark rooms) but the very dangerous forced idleness over this long period of unemployment. Unemployed for four years with but two weeks of work--unemployed five years and the wife working at night and sleeping in the daytime, while the husband does the cooking and washing--is not unusual.¹⁷⁵

In the same Annual Report just quoted, an attempt was made to find a reason for the economic depression and the human misery prevailing in these enlightened days. Although the University Settlement existed and worked in the midst of this deprived area, the best and only rationalization the writers of the report could give was one of technological unemployment.

¹⁷² Annual Report of the University Settlement of Montreal: 1932.

¹⁷³ Minutes of the Board for February, 1934.

¹⁷⁴ Minutes of the Board for February, 1935.

¹⁷⁵ Annual Report of the University Settlement of Montreal, 1935.

Almost daily, one reads in the newspapers that machinery, first in this trade and then in that, is taking the place of man labour. Before long, even this machine production will be a drag on the market and unsalable, because no one will be earning any wages with which to pay for their purchases.¹⁷⁶

For years, the deplorable conditions derived from unemployment continued. The Minutes of the Board and the Annual Reports of the University Settlement contain numerous statements, results of surveys and investigations about this subject. Almost every report mentions the work being done by the Settlement workers for individuals in securing employment.

The tone of the reports gives one the impression that they were meant for the ears of potential wealthy benefactors. Their sympathies may be aroused for a large contribution to the University Settlement work which was being heavily burdened by the forced increased idleness of the people in the area. The idea for some social action to be taken or a searching for the root cause of the disease, unemployment, were totally absent.

When the Unemployment Relief Commissioners deducted allowances from the family budget for children going to camp, the University Settlement and its camp were affected.

It was suggested that Board members write to the press regarding deductions from budget for camp. Ten dollars would send a child to camp for two weeks.¹⁷⁷

The action taken by the Board members had an effect on the Unemployment Relief Commissioners. The following April, 1939, they

¹⁷⁶ Annual Report of the University Settlement of Montreal, 1935.

¹⁷⁷ Minutes of the Board for May, 1938.

stated, "Children.....attending accredited summer camps would not have any deduction made from the family relief allowance."

Another instance of Board action took place in May, 1939, when:

A letter had been sent to the Montreal Council of Social Agencies re: the health of the people in the district. The reply stated that since there was no statistical evidence 'of the impairment of the health of the people due to the depression' and 'they did not feel they could make representations to the various government departments. '

The Board decided to write to the Montreal Council of Social Agencies again, stating that they lacked funds and facilities to make a health survey 'but that we felt all social agencies, as well as the citizen at large, must realize the break in physical and mental well-being of the people on relief--5 people having to clothe and feed themselves on the sum of \$6.55 per week with an extra allowance in the winter of 60 cents for fuel per week. It was felt that this might be taken up by the Council with Municipal Authorities.'¹⁷⁸

As a follow-up to this, later in the same year the Board said that the University Settlement would

Ask the Montreal Council of Social Agencies, together with other Social Agencies in the city, to urge municipal, provincial and federal authorities in charge of the administration of unemployment relief to take steps to have the amount given for relief increased. Alderman Edmison was to arrange for a delegation to visit the City Hall regarding this matter.¹⁷⁹

The World War having just begun solved the situation by giving all able men jobs--in the services and jobs for both sexes in the war industries.

14. Social Action in Other Issues

There are many issues in which the Board of the University

¹⁷⁸ Minutes of the Board for May, 1939.

¹⁷⁹ Minutes of the Board for November, 1939.

Settlement took a stand besides those concerning education and unemployment. For the most part, they consisted of resolutions, writing a letter or sending a delegation to the proper authorities in each issue. It may be well to quote a sample of these actions during the years.

A list of disorderly houses in the neighbourhood was presented and Miss Longworth was requested to write Mr. Dawson of the Committee of Sixteen in behalf of the Settlement asking them to do their utmost to have the houses in our immediate vicinity closed.¹⁸⁰

Mrs. Greenshield, Mrs. MacKay and Miss Jarvis were nominated to serve on the delegation from the Council of Social Agencies which is to wait on the Premier about the amendment to the Public Charities Act.¹⁸¹

The Hockey groups are preparing places for winter and have written to the City Hall to ask that dressing rooms be provided at Dufferin Square. It was decided that the Board should send a letter to Dr. Gadbois in order to supplement this effort.¹⁸²

Following the leadership of the Big Sisters, the Settlement joined with other social organizations and Service Clubs in protection to the Provincial and Civic Governments against the preinals in Fullum Street Jail.¹⁸³

Padlock Law. That the feeling of the Board was unfavourable to the Padlock Law but that they were not prepared to take any further steps in the matter at present.¹⁸⁴

Rentals have been raised in the neighbourhood and it was decided to send a letter to the Wartime Prices and Trade Board regarding this matter.¹⁸⁵

That this Board goes on record as being in favour of a plan for the Canadian Children's Charter.¹⁸⁶

Miss Cook proposed that the University Settlement add its support to a resolution to enforce a provincial Child Protection Act.¹⁸⁷

¹⁸⁰ Minutes of the Board for November, 1939.

¹⁸¹ Ibid.

¹⁸² Ibid.

¹⁸³ Ibid.

¹⁸⁴ Ibid.

¹⁸⁵ Minutes of the Board for February, 1941.

¹⁸⁶ Minutes of the Board for February, 1944.

¹⁸⁷ Minutes of the Board for December, 1945.

Miss Bronstein emphasized the importance of applying Settlement findings to social action, so that we may constitute a pressure group in bringing about the social changes essential for the satisfaction of these human needs.¹⁸⁸

The President read a letter with reference to doing something to better the moral conditions in the Settlement neighbourhood. A committee was appointed to consult with other social service workers to see what could be done.¹⁸⁹

Attention of the Board was drawn to the fact that children were allowed to attend the Gayety Theatre and it was reported Miss Learmonth had written to the Chairman of the Education and Recreation Division of the Council of Social Agencies regarding the matter....¹⁹⁰

In all the Minutes of the Board, Annual Reports, Settlement files and interviews with former and present Board members and staff, the writer has found not one mention or word given or any attempt to involve the people in the Settlement area, or adult members of the Settlement in any form of social action, denying the spirit of the following quotation.

Democracy is a collective life and its central conviction must be a conception of community.¹⁹¹

It seems as though the clubs and groups of the Settlement never took action or decisions by themselves or with other groups on problems they were concerned with, if the total absence of any mention of action in the records is a criterion. Former board members and staff do not mention social action being taken by a University Settlement membership group.

¹⁸⁸ Minutes of the Board for March, 1945.

¹⁸⁹ Minutes of the Board for October, 1916.

¹⁹⁰ Minutes of the Board for May, 1929.

¹⁹¹ Annual Report of the University Settlement of Montreal, 1949

On many of the actions mentioned previously there is no report or record of the effect of these moves and the outcome. Nor was there mention made of further action taken.

Conclusion

We have just seen a picture in miniature of the Health and Welfare Services program of the University Settlement of Montreal from its inception to the year 1951. The largest program area of the University Settlement throughout the years was in the health and welfare activities.

In examining this program one finds very little difference between the philosophy and in what was accomplished in the University Settlement of Montreal and the programs which developed in the many settlements across the Dominion of Canada and the United States of America. Reading the literature of social settlements, the histories, biographies and descriptive materials, one can see a unifying influence, among the many settlements and their policies, philosophies and programs. All settlements had various forms and quantities of health and welfare programs. In Montreal the University Settlement pioneered in many directions of health and welfare as an experiment to prove the need and to develop other agencies to take over the program. This philosophy was followed by many social settlements, as the following excerpt suggests:

Where there is no other public or private agency either within or without the neighborhood prepared to undertake some form of service which experience and judgment indicate to be urgently needed,

a settlement is in duty bound, if it can command the skill and financial help needed to meet the situation.

Specific experiment among workers has never been an end in itself. The settlement is always glad when an enterprise can properly be set adrift and its resources freed for work in new directions. The time limit necessary to bring about public or semi-public assumption of services established and maintained wholly or in part on settlement initiative varies widely. It is part of the neighborhood organizer's method to make a nice adjustment between absolute and convincing demonstration of a need, working out a plan for meeting it, and the moment to propose assumption of responsibility and cost by others. Henry Street Settlement in New York stipulated before stationing nurses in schools that the venture, if successful, should be publicly assumed. Kindergartens, branch libraries, playgrounds, baths, dance halls, theatres, music schools, evening classes, have frequently to be carried on for years before other agencies can be brought to assume full responsibility. Often the appropriate strategy for securing the result involves uniting with others in a city, state, or even national campaign.¹⁹²

Many parts of the health and welfare programs were developed and terminated according to this pattern which was true of many other social settlements. In this way the University Settlement of Montreal was no different than others and it remained as its motto states "A house by the side of the road and--a friend to man."

¹⁹² Robert A. Woods and Albert J. Kennedy, The Settlement Horizon, (New York: Russell Sage Foundation, 1922) p. 319.

CHAPTER 1V

B. GROUP WORK AND RECREATION

1. Indoor Program

We have seen the Health and Welfare Services of the University Settlement as they developed through the years. In this chapter we will see the Indoor Program of the Group Work and Recreation Services as they began and developed over the years. The Indoor Program covers many activities that would normally be considered as recreational activities.

It is an interesting fact, borne out by the settlement's history, that while other kinds of program developed by settlements have tended to break away and continue as separate agencies, this has not been true of these education-recreation activities. The settlements have rightly prided themselves on being a creator of new services. Kindergartens, day nurseries, baby clinics, libraries, public health nursing, music and art education, and others have had their start under the auspices of certain settlements and have then become independent organizations. The same thing has not happened in the recreation-education activities, except perhaps in terms of playgrounds, now usually regarded as a public responsibility.¹

The University Settlement of Montreal Board of Directors have always considered the agency primarily as a recreation serving device through which other needs could be discovered and programs developed to meet these other needs. If there were no other needs discovered, the recreation field remained the one need provided by the University Settlement. As we have seen in Chapter III, recreation was never as only service provided by the agency. In looking at the program of

¹Grace L. Coyle, Group Experience and Democratic Values (New York: The Woman's Press, 1947), p. 102.

activities of other social settlements, we find that none that we can see are pure recreation agencies. In some social settlements the neighborhood citizens may have thought of the agency as a recreation service while the community at large may have thought of the agency as a medical center, or home-nursing center, or a school in the arts, or some other function that is not strictly recreation.

Social settlements were organized for the purpose of bringing some forms of recreation into the crowded lives of tenement and working-class districts. The absence of parks and playgrounds, "free" areas for children and youth to re-create and space for adults to congregate and talk or do things together that was impossible to do in a crowded and dark home, were considerations in the recreation function of social settlements. As was earlier shown a new settlement would start with a nursery and children's play group in order to gain the confidence of the parents and neighborhood. From this beginning other needs were discovered and further programs were planned accordingly.

Recreation activities are those activities in which the individual gains direct satisfaction out of participating actively or passively.

Essentially, recreation is the attitude characterizing participation in these activities. It is the spirit which finds expression in them and which through them contributes to satisfying, joyous, abundant living.²

² George D. Butler, Introduction to Community Recreation (New York: McGraw-Hill Book Co., Inc., 1949), p. 5

Recreation....is any form of activity in which an individual feels a sense of freedom and of self-forgetfulness and to which he gives himself freely and whole-heartedly because it elicits from him a harmonious and satisfying response. Participation in such an activity is characterized by lack of compulsion, restriction, or pressure from outside the individual.³

In this sense many forms of activity could be put under the heading of recreation. Such activities as sports and games of all kinds, movies, hiking, camping, arts and crafts, dancing, parties, music, dramatics, reading, discussions, lectures and many more could be considered recreational activities. Also in this sense, some of the activities mentioned under Health and Welfare program of the University Settlement of Montreal, in Chapter III, may be considered recreational. In modern days recreation is considered to be important to the health and welfare of each individual. For convenience of organization as well as for clarity of purpose the strictly recreational activities have not been included under health and welfare services.

Recreation activities have been further subdivided into outdoor and indoor programs.

Group work is a relatively new concept in informal education and recreation agencies. Group work is a method of working with people rather than an activity in and of itself.

Social group work is the promotion and leadership of mutual-participant groups in which the members participate collectively in the feeling, thinking, and action involved in carrying out communal interests. The psychological essence of such experience for the

³George D. Butler, Introduction to Community Recreation (New York: McGraw-Hill Book Co., Inc., 1949), p.6

participants is psychological intimacy.⁴

The method of working with groups called the group work process has been verbalized and recognized as recently as in the mid-1930's. Before this the group work process was employed less consciously and almost "naturally" by some agencies. The application of the group work process in the University Settlement program has been a verbalized goal only in the past decade. Social group work method was applied however erratic, in the University Settlement program long before it became a conscious goal.

The ease with which group work method is applied to the informal education and recreation field is perhaps why this method is chiefly used in these activities. The group work method is being applied today in many other fields such as mental institutions, medical hospitals, schools, homes for the aged, penal institutions, institutional churches and many others.

The next two chapters are under the headings of Group Work and Recreation. Chapter IV deals with the indoor program and chapter V deals with the outdoor program. Wherever possible the group work process will be shown although this is largely limited by the absence of record writing and keeping, evaluation reports and supervisory conference records. Most of the material is descriptive and a report of the activity itself with very brief glimpses of the activity's content.

⁴Neva L. Boyd, Social Group Work: A Definition With a Methodological Note (Chicago: H. T. Fitzsimons Co., Inc., 1949), p. 5. See Bibliography for other sources of Social Group Work definitions and functions.

a. Arts and Crafts

The use and values of arts and crafts as a program media were ably stated in the following quotation:

The arts and crafts provide program content through which group members can secure a rich experience in self-expression, gain confidence in making decisions, acquire knowledge of design and color harmonies, and perceive the meaning of art in the lives of people of the past and present. Participation can start on an individual basis, since each person is occupied with his own materials and is creating something with his own hands. But because most craft activities are carried on in a group setting, they provide an entering wedge into group life for the shy person, the physically handicapped person, the rejected person-in fact, for any individual who would like to be associated with others but is not quite ready for the give and take of full group membership. Even though each is working on his own article and is paying no attention to the others present, the situation itself engenders some awareness of others and some necessity for co-operation.⁵

This program media was the first attraction offered by the University Settlement of Montreal. The earliest written record in the files of the University Settlement of Montreal speaks of basket making, typewriting, woodcarving and millinery.⁶ The same report states that sewing is almost invariably followed by singing.⁶ The classes in sewing, millinery, dressmaking, typewriting and carpentry were important program media during the early years of the University Settlement. The early policy and philosophy of social settlements throughout the North American continent, as well as in England, were that they should serve to educate the members in some useful work which they could take advantage of in the field of labor or at home.⁷ The few years that children

⁵ Gertrude Wilson and Gladys Ryland; Social Group Work Practice. (Houghton Mifflin Co. Boston, 1949) p. 303.

⁶ Annual Report of the University Settlement of Montreal, 1912.

⁷ Robert A. Woods and Albert J. Kennedy: The Settlement Horizon. (Russell Sage Foundation, New York, 1922) pp. 138-145.

went to school, in the absence of a Compulsory Education Law, were hardly enough to train the children for their life's work. Coming out of school untrained and unprepared, their meagre income was still sought after to raise the family's standard of living. Unskilled jobs and blind alley occupations were all that these children qualified for. Social settlement resident workers were agonizingly aware of this problem.⁷ More classes were held at the University Settlement during the ensuing years which attempted to overcome this problem. In 1914, two cooking classes were started. The boys were occupied in carpentry and basket weaving. The basement of the resident workers was requested for the use of these cooking classes. Handicraft exhibitions were held frequently after the First World War. Gardening, an activity that was becoming popular in other social settlements in similar depressed areas, was added to the program after the McGill University and the General Hospital allowed land for this purpose in 1919. During and after the First World War, handicraft guilds became very popular.

The different immigrant groups that settled in the University Settlement area had their own art mediums to work through. There was a Russian sewing class, and at another time there was a Jewish sewing class as well as an English sewing class. The University Settlement worked among the foreigners arriving after the First World War in the district encouraging the handicrafts of the old country as a bridge to their integration as Canadians. There were handicraft classes and

⁷Robert A. Woods and Albert J. Kennedy; The Settlement Horizon, (Russell Sage Foundation, New York, 1922) pp. 138-145.

basketry for boys and girls. Sewing and drawing classes were also held. In 1921 a new bookkeeping class was begun as a distinct training device in a particular skill. The cooking classes took on a more important role in the mid-twenties when the need for proper diet and balanced meals was discovered to be important for balanced health. The diet dispensary of Montreal held cooking classes at the University Settlement. Later, health talks were given in connection with the cooking classes.

In the Annual Report for 1930, there was listed the following sewing groups:

Plain sewing class for young girls up to 11 years old. Greek and Russian sewing class continued. Cocoa and biscuits served at 4:30 helped to keep the attendance regular. Joint class conducted during the spring. Attendance small and talent limited, but would have been continued in the fall had a suitable teacher been available. Sunbeam club of teenage girls make things like hankie-cases, etc., but disbanded when the rink was opened. They found skating more interesting than 'making.' 'The Thursday Mothers' Club has turned into a sewing class. Attendance for girls in classes was 2,167.⁸

This report does not indicate the value derived from the classes and does not analyse the reasons for this situation.

During the depression years, beginning in 1931, the classes in industrial skills grew immensely popular for the boys and girls who left school without this training. More and more boys and girls joined the classes to learn how to use sewing machines, make bloomers and dresses, make clothes for themselves and their families, etc. Even the block-cutting class was turned into a small factory, making orders for Christmas and Easter cards. One group of mothers met year after year and their activity was sewing and repairing clothes "and other household garments."

⁸ Annual Report of the University Settlement of Montreal, 1930.

The group began to meet as a sewing class in 1930, and continued to meet at the University Settlement into the forties. During the Second World War, this group became the nucleus of the University Settlement Red Cross Group, making articles for the Canadian Red Cross. A Red Cross sewing club was established among young girls in 1940 to knit and sew for the Canadian Red Cross. Household science classes were held to teach young girls the art of cooking and housekeeping.

Usually, the amount and quality of the art classes depended on the kind of leadership which was available. When a leader or teacher could not be available, that group ceased to meet after a few sessions of trying by themselves. In this way, many groups began and later disbanded, while new ones started up. At times, other organizations and groups would supply a leader for one of the classes at the University Settlement. When funds ran out or the teacher was forced to discontinue because of other commitments, other teachers were sought after. The diet dispensary sent a person to lead the cooking classes and the health talks. McGill University students led various groups, such as puppet-making, art work, woodcarving, among others. When a leader could be gotten for weaving, a weaving class was instituted. The same went for a photography club or a newspaper class. The lack of continuity due to the large turnover in leaders and teachers hindered the attainment of the Settlement goals as regards arts and crafts, mentioned earlier.

Arts and crafts as a program of the University Settlement continued to be offered to date. The emphasis has been changed from that of becoming competent in a field of work as a vocation to one of developing and keeping an interest as an avocation. The classes that continue to this day are intermediary steps toward friendship clubs

where the member could relate to other members instead of to an object which is inanimate.

Social settlements have recognized the value of arts and crafts as a medium for social adjustment, the recognition and acquisition of fine skills and aesthetic appreciation, the encouragement of cultural patterns, mental hygiene and many others. The University Settlements' arts and crafts program was used to develop some of these values as we have just seen.

b. Sports and Games

Sports and games were being weeded out of the gardens, lawns and open areas by the encroaching tenement buildings, paved streets and dwellings erected in the back yards of homes. Children and youth found less areas and longer distances to these areas in which to play games. The crowded home conditions prevented play in the family settings as was the case many years before. The back yards of settlement houses were opened for a play area. Landlords and owners of empty lots were prevailed upon by residents workers to open their back yards and to open the fences for children and youth to play in. Through these and other activities the need for playgrounds was proved.

Games are played by children throughout the world. Whether the game played is an imitation of adult work, habits, rituals, war or love, the children "have fun" becoming active in games. The value of games in the social adjustment of the child and youth were early recognized. Gertrude Wilson and Gladys Ryland in their book, Social Group Work Practice quote from Clarence E. Rainwater's book published in 1922 as follows:

Play...is a mode of human behavior, either individual or collective, involving pleasurable activity of any kind not undertaken for the sake of a reward beyond itself and performed during any age period of the individual, the particular action being determined at a given time by the somatic structure and social attitudes of the agent in conjunction with the life of the group or groups of which he is a member.⁹

Since that time there is greater understanding of the values of play especially of the emotional mental and social factors. Play is one medium for the development of a sound emotional life and a way of solving the emotional problems resulting from the experiences of the individual.

Sports and games as an indoor activity of the University Settlement was always on the program of activities because of the early recognition of the value of games in the well being of the individual. Earliest records show the part that sports and games have played in the program of the University Settlement. The gymnasium located at 40 Dufferin Square had classes for small girls, small boys, older girls and a game night for all boys.¹⁰ The following year saw a senior girls' gymnasium club established. All gym equipment was brought to the Settlement building as the central headquarters of the sports and games program. The following year also saw the development of a common games room open to all comers perhaps as a substitute for the absence of an adequate living room area and also as a starting place for groups to congregate and meet one another. This games room continued to be open from 1913 to this day. The games room had all sorts of table

⁹ Clarence E. Rainwater; "The Play Movement in the United States" (Chicago, 1922, University of Chicago Press) p. 8 as quoted in Social Group Work Practice by Gertrude Wilson and Gladys Ryland; (Houghton Mifflin Co. Boston, 1949) pp. 198.

¹⁰ Minutes of the Board for May, 1912.

games for young boys and girls. For the older boy, there were billiards and table tennis for the older girls and boys. At various times, groups, clubs and classes would come to the games room for a special period of games. Billiards and table games continued to be offered with tournaments held at various times.

The lack of a gymnasium at the University Settlement headquarters was a serious setback to the sports and athletics program of the University Settlement. This will be discussed in the next chapter under the section called, "Gymnasium, Team Games, Boxing," etc. While the gym classes continued to be limited by the facilities available, boxing continued to be popular in the thirties. Wrestling entered the picture in the thirties. The glories of the boxing program will be described in the next chapter. During the Second World War, boxing exhibitions were given to entertain the troops. In 1946, the Golden Gloves Boxing Tournament of the Settlement was held on six successive evenings in April of that year in the Sir Arthur Currie Memorial Gymnasium.

When the Rubenstein Baths were opened, swimming classes, water polo and water safety became a part of the University Settlement program. In 1929, a house league in water polo was successfully conducted.

In recent years, the use of the games room as a hangout place has been recognized and considered as a problem. The shrinking numbers of people who use the games room have been noted to be regular customers of this activity. The channeling of these individuals to other forms of activity was deemed desirable, and in 1950 an effort

was made to group these boys into a club of their own, in order to help them develop other interests.

Sports and athletics continue to be an activity of the University Settlement for the various groups and clubs that are still functioning. Games as an activity for the children's groups is conducted for the physical and emotional values in play and for the social adjustment that can be derived from this activity.

c. Clubs

Groups are the media through which (1) individuals achieve personal and social satisfactions and goals; (2) individual and social norms are changed; (3) controls in society are maintained; and (4) society passes on its customs, norms, and values.¹¹

Groups organized on the basis of friendship are an important means to achieving democratic experience. These friendship groups are commonly known as clubs with lesser or greater degrees of formal organization. The friendship clubs provide the structure within which individuals interact with one another, with their conflicts in values and norms, developing in the process a sense of himself, an ego, as well as incorporating within himself a superego of "right" and "wrong." The growing up process which involves taking on more and more responsibility as well as coming to independent conclusions and thoughts or setting up new values and norms are greatly stimulated in the group setting. The friendship club in its nature is the democratic expression of voluntary

¹¹ Gertrude Wilson and Gladys Ryland; Social Group Work Practice, (Boston, Houghton Mifflin Co., 1949) p. 36.

association and has within its function multitudes of possibilities for growth and development in planning and deciding the use and application of many human activities such as the arts, crafts, play, social action, discussions, etc. as mediums through which their needs, wills and development are indicated.

In the earliest years of social settlement life the residents noticed that kind and friendly approaches to children and adolescents had the effect of a rush to participate in almost any activity of the settlement. Consequently large mass groups were formed almost against the desires of the residents. To keep the boys off the street was a negative expression of a solution to juvenile delinquency. The resident workers attempted to keep the groups small because it was felt that to know a few children well was better than to know many children only on a superficial plane. It was recognized that good leaders were more effective in the small group. The good leader's understanding, sensitivity and enabling efforts working through the group work process in the small group setting was found to be longer lasting on the positive experiences of the individual club members.

Clubs were always encouraged to form and develop in the University Settlement of Montreal. A girls' club was opened by the Alumni Society at 47 Galver St. in May of 1891. In May of 1894, this girls' club moved to 84 Bleury Street and evening classes were held. In 1903, the Kings Club for boys and girls was formed. The original girls club closed in May of 1905, while the Kings Club continued. The first full

year's record in the files of the University Settlement says:

Trustees' Club, Universals' Club, Kings' Club, Kathleen Club. All clubs study a little very elementary parliamentary law, thus leading to self-government and the aim of the Settlement is to make all clubs, once equipped, self-supporting. Boys of different ages meet in clubs for debates, table games, craft work, etc. Foundations for Mothers's Club laid.¹²

From this can be seen the early recognition of some of the inherent values in club groups.

No sooner had the Annual Reports and Minutes of the Board begun to be kept, than an important policy decision was made regarding clubs.

Various clubs and classes are reorganized for the season. Mr. Burgess of Emmanuel Church identified himself with the Settlement by leading a club of Jewish boys. It was the opinion of the Board that until the Settlement is more firmly established, it cannot risk religious prejudices. Miss Helm was asked to talk to Mr. Burgess with a view to retaining his services in connection with the Settlement without this risk.¹³

This decision of policy made by the Board, continues throughout the life of the University Settlement. Clubs have remained inter-religious, inter-racial and inter-national in character. This decision was reached at a time when the Jewish population in the area of the University Settlement was in the majority. Throughout the movement of immigrant groups in this area, this same policy was kept.

The next season, it was reported that three new boys' clubs were added to the schedule. These were the Green Leaves, The Loyalists, and The Arrows. Although these clubs were organized primarily around

¹²Annual Report of the University Settlement of Montreal, 1912.

¹³Minutes of the Board for November, 1912.

certain things like sports or other specific interest activities, they still were clubs. At the same time, it was reported that three new clubs of girls had been added. Two of these groups were called cooking classes, and the third was a Friday night group for crochet, games and singing.

In March of 1914, a senior department was organized of members eighteen years old. This department was to contain a committee which would pass on each candidate for membership. This department was known as the University Settlement Associates.

The small boys in the Settlement were also organized into clubs in March of 1914. By December, 1915, it could be reported that there were thirteen boys' clubs and nine girls' clubs.

In conjunction with the kindergarten, a club was formed of the kindergarten children's mothers in March of 1916. This mothers' club was the first of a continuing series of clubs of mothers not only of kindergarten children but of older children in the groups and clubs of the University Settlement, although the minutes of the board and the annual reports do not always mention mothers' clubs as being in existence and there is little or no mention of mothers' clubs beginning or ending. Many reports however mention mothers' clubs doing different things and participating in various projects and activities.

During and after the First World War, there was a rush of new clubs into the settlement. These clubs went into many fields of activity in their programs. Listing these activities would be superfluous, as they encompassed many, if not almost all, of the many varie-

ties of work and play that people do at one time or another, among them being; arts, crafts, music, dances, discussions, movies, games, holiday celebrations, and others.

The increase in the number of clubs soon taxed the facilities of the University Settlement Building. From the records, it seems that the number of clubs and the number of members in the clubs were limited to the facilities of the University Settlement. Had there been more space and more rooms available, the reports state that many more clubs could have been functioning.

The increase in the use of the University Settlement brought on little frictions. The main friction was one between boys and girls. At first, it was mentioned that it would be advantageous to have the boys and girls on separate floors. In the late twenties, it was arranged so that the girls' activities were held on special days to avoid clashing with those of the boys'.

The limitation of space and rooms at the University Settlement was alleviated somewhat by the use of five Protestant Schools in the area for club meetings and sessions. It is interesting to note that in the Annual Report of 1927 it stated that teen-age girls were mostly workers at stores and factories and that they voted for dancing and athletics, declaring that they wanted fun and not anything of a serious nature. The expressed desires of these teen-age girls were found to be consistent through the years in wanting "fun" and not serious matters, as the records point out. At other times, when these girls

worked overtime at very difficult tasks in the factories and stores, they might come into the Settlement and just sit, exhausted even to the point of not dancing.

The depression found a new problem for the University Settlement. Unemployed boys in large numbers would come into the Settlement and just loaf. In 1931, an afternoon club of such boys was formed in order to give them something to do to occupy at least part of their time. It was very difficult for the University Settlement to occupy a great part of their time. Various schemes were thought of, proposed and carried out, but still these boys had time on their hands.

The impact of unemployment and economic necessity forced many of the families in the area to use the University Settlement for their recreative needs for the most part, increasing the number and size of the clubs. More people came more times to the Settlement each week. Attendance figures rose to a large degree. The number of families served increased immensely throughout the thirties.

At the start of the Second World War, there was a noted drop in club program in the University Settlement. More of the mass-activity type of program was used. People seemed to enjoy more of this kind of activity than the intimate friendship club of former years. Another reason for the shrinking club program was the lack of volunteers and adult advisors to lead these clubs. The nationality and religious changes in the neighborhood with its attending difference in values and norms caused some people to waver in their use of the University Settlement since all people were welcomed there.

In 1945 an experiment was held on a Sunday evening program. Different activities were conducted by McGill University volunteers in the various rooms. Boys and girls went to the separate rooms as their choice indicated.¹⁴ The experiment continued for a short time and was carried on the following year.

The basis for a Boys' Council was laid in 1945, which had some success. Youth Councils are organized in social settlements to involve the groups and clubs in inter-group relations. Councils enable the membership to reach higher levels of relationships, assume more responsibilities in decision-making, and understanding. The Board of Directors encouraged the formation of the Boys' Council and suggested that the Council act for the Board in sponsoring the Golden Gloves Tournament the following year. In the fall of 1945 an attempt was made to direct the girls "along the lines of the Boys' Council."¹⁵ What these lines were is not clarified.

In 1947, with a new administration in the University Settlement, a new policy regarding Councils was established.

House Council, composed of representatives of the various groups, has assumed leadership in setting standards, adopting rules and regulations, and participating in the making of the program. They have voluntarily set up membership fees and insist that some payment be made toward cost of services. Small groups for definite purposes at definite hours is taking precedence over an open door policy.¹⁶

¹⁴ Minutes of the Board for April, 1945.

¹⁵ Minutes of the Board for October, 1945.

¹⁶ Annual Report of the University Settlement of Montreal, 1947.

The values of a House Council was thus recognized and verbalized in this policy of the University Settlement.

The new policy reversed the open door policy when any one could come in at any time to the University Settlement. With the introduction of the new policy, there was a marked drop in attendance. The total registered groups in 1948 could be simply counted as;

Boys clubs--6; 2 neighbourhood gang groups; 1 French speaking; 5 special interest groups; Camp Hersey Leaders' club and girls' club; 4 neighbourhood girls' clubs; a Mothers' Club and a special group meeting for 400. Open house attendance of 2,575.¹⁷

The number of clubs at the University Settlement increased in number the following year with the continuation of the new policy and a broader interpretation of the individual and group goals stated as follows:

Policy: 1. A sense of belonging and the responsibilities involved on the part of each and every individual.

2. The development of loyalty and self effort within the various groups not only to his particular club but to the Settlement of which he is an integral part.

3. A wholesome respect for the other fellow's feelings and property.

4. A negligible amount of damage to the building property and equipment occasioned by the boy or young man being kept busy, whether it be at work, play, rest or entertainment.¹⁸

There is no record of how this policy was to be implemented.

The value of use of the group work method in the girls' department from 1949 on, was recognized as shown by the apparent success in reaching goals set forth above.

As recently as 1949 it was recognized that specific interest

¹⁷Annual Report of the University Settlement of Montreal, 1948.

¹⁸Annual Report of the University Settlement of Montreal, 1949.

groups such as arts, crafts, dramatics, sewing etc., had more constant average attendance than the friendship groups, providing that the leadership factor was constant. This fact was recognized in other social settlements and its significance pointed out as follows:

Up to 1940 it was reported that in Group Work—in recreation agencies there were fully as many classes as clubs showing that formalized educational process with its authoritarian concept still exerted powerful influences in group work practices.

A study in an Eastern city reveals that the 'class form of organization is used more largely with young people than is the club form of organization.' A recent Midwestern survey reports 'a conspicuous dearth of inter-club councils, house councils, and other planning groups.¹⁹

Another reason for this situation was that many people did not understand the values of small friendship clubs and of the group work method. This ignorance exists today in many communities and among many people, and a good part of the responsibility for this situation must rest with the practitioners; the Social Group Worker in the field.

The club program continues today with the hopes that through these friendship groups the informal educational role of the University Settlement will be enhanced.

d. Dances: Social, Folk, Square, Modern, Interpretive

Throughout the ages, dancing has been a universal mode of expression for human beings. It is a particularly effective medium because it uses the whole body as an outlet for an idea or emotion. It has been described as one of the forms of art to which people turn when words are inadequate to convey the emotional content and overtones of a certain situation.

Ray Johns, "An Examination of Group Work's Practices", article in National Conference of Social Work. (New York: Columbia University Press, 1940), pp. 552-553.

A dance reflects not only the experiences and feelings of the particular group who originate it but also the general spirit of the times. A correlation has been found between dance forms and the historical, religious, and cultural development of the countries in which they evolved.²⁰

As an activity of the University Settlement, dancing has an early history dating back to 1914 when it was reported that there were girls classes in dancing. There is no mention of what kind of dancing was taught in these classes or how they fared.

Social dancing such as the fox trot, rhumba, jitterbug, tango, waltz, etc., in which one male and one female interact on the dance floor has been, and is today, the most popular form of dancing at the University Settlement.

Folk dancing and square dancing was only a sporadic activity at the University Settlement. Only when volunteers were available who could conduct folk and square dance sessions, could this activity be conducted. When a staff worker had the skill to lead folk and square dances, more of this activity was seen to occur. Otherwise, this activity would start, continue for a while and when the leader would leave and no one else could replace her, the activity would end. The first mention of folk dancing in the Settlement files was in 1919. Then there is no mention of this again until 1927. Only one class in folk dancing was held during 1928 and 1929. The following year there were two classes taught by volunteers from the McGill School of Physical Education.

²⁰Gertrude Wilson and Gladys Ryland, Social Group Work Practice (Boston: Houghton Mifflin Co., 1949), p. 245.

During this year, folk dancing was introduced by the girls' worker into other clubs.

In 1931, gym and folk dancing classes were again led by students from McGill School of Physical Education. In October, the students were placed elsewhere,

....because discipline required so much time that actual teaching experience suffered. A teacher offered to take over and at first the girls were excited but the numbers waned and we reached our old conclusion that this type of recreation does not appeal to this particular age group.²¹

Folk dancing and square dancing as an activity in the University Settlement has no mention in the files or minutes from 1931 until 1940. In the latter year it was reported that a folk dancing group was formed in the fall for younger children.²² What happened to this group could not be ascertained as no mention of its history, progress or culmination appears in the files. This also is the last folk dance group recorded up to this writing.

Creative dance, usually called "rhythms" when used with small children, is often designated as "contemporary" or "modern" dance when used with older children, adolescents, and adults. It is primarily a means for the communication of ideas, thoughts, feelings, and emotions; a communication through movement of the experiences of human life and of people's reactions to the modern social scene. Therefore it explores the depths of experience rather than the surfaces; it tells of war and danger, hunger and strife, prejudice and international politics as well as fun and good times, emphasizing the significant happenings of a constantly changing world.²³

The values of modern, interpretive, and ballet dancing as an activity of the University Settlement was recognized in relatively recent times.

The first mention of this activity by name was in the Annual Report of the University Settlement of Montreal for 1933, which says

²¹Annual Report of the University Settlement of Montreal, 1931.

²²Annual Report of the University Settlement of Montreal, 1940.

²³Wilson and Ryland, op. cit., p. 258.

that the Will O' The Wisps Club had ballet and dance forms the second part of the year. The following year, mention was made of a Glee Club and interpretive dancing instruction being given at the Settlement. Interpretive and ballet classes became popular and two classes were held during 1934.

The young children have learned a Doll dance, several of the foundation steps and bar work. The elder children have learned 7 dances--the next concert is on March 8.²⁴

Girls classical dancing, Junior, Intermediate and Senior attendance 61.²⁵

The next mention of this activity is in 1937, when it was reported that there were three classes in interpretive dancing. In 1938 and 1939 the three classes continued and several concerts were held. The next year, interpretive dancing classes were held for any age, with appreciation of the ballet. The year 1940 was the last year that modern, interpretive and ballet dancing as an activity was mentioned in Settlement files.

Social or ballroom dancing remained the most popular and widely used form of dance in the University Settlement. Hardly a year went by without mention of this activity in the Minutes of the Board or Annual Report.

Difficulties arose with earlier social dances open to the public. In 1923 the City Hall officials ordered the Friday night social

²⁴Annual Report of the University Settlement of Montreal, 1934.

²⁵Ibid.

dances discontinued due to complaints of neighborhood dance halls that they were losing business. Social dances at the University Settlement for teen-agers and youth were held originally to offset the negative effects of the commercial dance halls. Interference with private enterprise could not be tolerated, however, and Settlement Board members met with the Montreal Council of Social Agencies and the City Hall officials to discuss the complaints. In a short time, it was decided to form a social dancing "club" which held dances on Friday night for members only. This solved the problem of competing with commercial enterprises by limiting the University Settlement dances to members only.

Social dancing continued to be popular with club members of the University Settlement. This social activity helped to increase membership in the University Settlement at various times. Sometimes younger boys and girls enjoyed this activity more than the older boys and girls. Whether it was younger or older boys and girls was a matter of fluctuation in fads or pasttimes rather than an attempt by the workers to change or control these likes.

Although dances were held for members after the 1923 adventure, by 1931 the Annual Report noted that owing to limited accommodation and outside competition, dances as a money-raising proposition are almost impossible. The report went on to say that another reason for this is the expense of the various taxes that necessarily must be paid to the city and to the province on these occasions. The friendship clubs, however, contrived to have their own small dances. The mass

social dance program was over for a long time.

Social dance classes were held for many years. Of all forms of dances, the social dance was the one for which it was easiest to obtain teachers. This was one of the main reasons why the social dance classes had more continuity through the years than the folk, square, interpretive, or modern dance classes. For several years there were social dance classes held but no other kind of dance class.

The popularity of social dancing continues today, especially among the teen-agers.

e. Yearly Special Functions
(Christmas, Easter, Closing, Rotary Dinner, etc.)

A feature of the indoor program of the University Settlement of Montreal were the special functions that were held annually. These annual affairs were in celebration of holidays and were good excuses for inter-group and house-wide get-togethers. The values of such functions as regular activities in which many age groups participated, drawing together the membership in a common union of spirits, and bringing a closer feeling for the University Settlement, were early recognized. The earliest records mention a Christmas tree and entertainment for one hundred children of the neighborhood.²⁶

The most continuous affair over the years was the annual Rotary Club banquet at Christmas time. At this particular festive holiday the Rotary International of Montreal would invite a specific number of children, usually only boys, to a dinner and entertainment either at a hotel or a large restaurant. Besides the dinners topped

²⁶Report for May, 1894 found in the Settlement files.

off with quantities of cake, ice-cream, pies, candies, and other sweets, there usually were entertainers who put on a show, some famous athletes in the world of hockey, baseball, and football, and the affair would close after prizes and presents were distributed. Although the Rotary Club has held events, and parties for the children of the Settlement before 1926, it was in that year that the annual banquet was first recorded.²⁷ With only a few lapses, the annual banquet continued until this writing. Some years, the banquet was co-sponsored with the Kiwanis Club and in other years the Kiwanis Club had their own banquet for the boys of the Settlement.

Easter time was another occasion for special functions. In 1916 this affair was in the form of a fair to help the Milk Station and repair the common room. Later years saw the Easter affair develop into a series of entertainments in which skits, songs, games, and dances were featured.

The closing of the program year called for parties, special dances, movies, and other entertainments. Clubs had closing parties, as well as each age, and sex division. Other events that were annual functions, yet were not carried through on a regular basis, included: Thanksgiving, St. Patrick's Day, All Fools Day, Shriner's Circus, Rummage Sales, Camp Reunion, plays by the Dramatic Group, Halloween, Carnival, Handicraft Exhibition. The annual meeting of the Board of Directors at various times called for a special event, but this came far bet-

²⁷ Minutes of the Board for January, 1927.

ween. The choosing of which "annual" affairs will take place in a given year were conditioned by the circumstance in that year. Whenever a House Council existed, that body would organize, plan, and carry through some of the annual affairs. At other times it was the staff that initiated an annual function. It was not rare that a club would hold an affair and invite the other groups to participate. Some of the annual affairs are dependent on outside groups such as the Rotary International, Kiwanis Club, Dalse Welfare Club or interested individuals.

The annual events that continue today include: The Rotary Club dinner, Kiwanis Entertainment, Christmas party, Easter party, closing event, Shriner's Circus, Ice Fellies and Rummage Sale.

f. Music

(Appreciation, Choirs, Orchestra, Dances, Instrumental)

Music is a universal language which needs no translation nor explanation, an ideal medium for facilitating quick contacts among people. It has unique power over the emotions and can away people toward gaily or sadness, toward pugnacity and conflict or friendliness and peace. It can be unifying or disrupting; it can promote integration or disintegration.²⁸

The universal language of music, not counting community sing-songs or for the social dance kind, was a sketchy activity in the University Settlement of Montreal. Dependant as music was on the leadership available, this activity was absent for many years, and when leadership was available, there was little organization of music groups shown.

In November of 1915, a Musical Club was organized for the express purpose of supplying music for the Peoples' Forum, which was a discussion and lecture organization. The next month an orchestra leader undertook this project. When the time came for the Annual Report to

²⁸Gertrude Wilson and Gladys Ryland, Social Group Work Practice (Boston: Houghton Mifflin Co., 1949), p. 269.

be written, it was noted that the orchestra leader had left and has not been replaced yet. From this time early in 1916 to 1921, there is no mention of music in the files. In 1921, there was a violin class which the staff hoped would be a nucleus for an orchestra. What became of the class or the orchestra is not mentioned. In December of 1927, the girls' worker reported that a new singing class was started for six to ten-year old girls. Again, there is a time lag when no music is mentioned in the files until the Annual Report of the University Settlement of Montreal for 1931. At that time it was reported:

Singing Group met in the spring--until the park and summer produced great allurements. In the fall, this class was omitted because of our inability to secure volunteers who were able to take this class.²⁹

A volunteer leader of singing was found later and a boys Glee Club was formed. This group performed at several functions and disbanded again when the leader became unavailable.

In the past, we have bemoaned the lack of music in the Settlement but now, with the advent of Miss Hodgson, the smaller girls warble forth heart and scout songs for an hour on Wednesday.³⁰

In 1937, a Harmonica Band was formed with twenty boys. This group continued until 1940, after which there is no record available as to what happened to this group.

During the Second World War there is no record of music of any sort taking place at the University Settlement. In 1946, an orchestra was started with twelve boys and a volunteer leader. This orchestra

²⁹ Annual Report of the University Settlement of Montreal, 1931.

³⁰ Annual Report of the University Settlement of Montreal, 1934.

continued throughout 1947 and ended in the middle of 1948.

There is mention of a music appreciation group in 1950 and 1951. This group must have been a small children's group that met for a while. During these two years, there was no other music activity in the University Settlement.

In this way did music play a small part in the program of the University Settlement through the years.

g. Dramatics--Story Hour

Dramatics and story telling contain values not readily recognized unless one has participated in the activity. The development of specific skills such as expression in words, improvement of speech and words, handicraft skills, ability to plan and organize, and skill in handling the body in order to express oneself are some of the apparent values of the media. Other values of this activity not as easily determined include such things as: freeing the inner imagination, releasing hidden aspects of personality, bringing people into dynamic relations with one another, gaining self-confidence and the acceptance by the group gained by participation.

The earliest record of dramatics as a program of the University Settlement was in November of 1915, when the minutes recorded that dramatic practice would not be held in the evening for children under twelve years. During 1916, the dramatics club gave six performances of

"The Cricket on the Hearth."³¹ The next year, the leader of the dramatics club could not continue and the club disbanded until November of 1917 when an assistant and volunteer were obtained for this group. How long the new leader lasted or how long the club continued is not ascertainable because the records about this group end here.

Eleven years later the records mention a story hour being started.³² Story hours continued for a few years until the fall of 1930 when it was replaced by a dramatics group.

As the cases here prove temperamental--already we have had three turtles--a play is by no means an easy task.³³

The years 1933, '34, and '35, saw one or more dramatic groups at the University Settlement. The results of these dramatic efforts were described as improvement in English, enunciation, vocabulary, and poise. In 1935 the girls' dramatic group was unable to produce a play "since each child wants the leading part and that only."³⁴

Lady Tweedsmuir contributed play 'Christmas Time' written by herself, and 'St. George and the Dragon' by Alice Buchan (her daughter).³⁵

After 1939, dramatics has been only a sporadic activity in the University Settlement of Montreal. A dramatics class for girls in 1942 was the only specific dramatics activity during the Second World War. After the Second World War and until this writing, there are three scattered mentions of dramatic activity in the files of the Un-

³¹ Annual Report of the University Settlement of Montreal, 1916.

³² Minutes of the Board for May, 1928.

³³ Annual Report of the University Settlement of Montreal, 1931.

³⁴ Annual Report of the University Settlement of Montreal, 1935.

³⁵ Annual Report of the University Settlement of Montreal, 1937.

iversity Settlement, one of which mentions a "Dramatics Girls Group," in the Annual Report of the University Settlement of Montreal for 1948.

From the scant mention of dramatic and story telling activities in the files of the University Settlement it could be assumed that relatively little was accomplished in this media. Former Board members and staff members point out that much more of this activity was done that was never written about or mentioned in the files. They point out that story telling was extremely popular in the 1920's and in the early '30's when any afternoon would find a group of youngsters sitting in a corner of the library or game room listening to the librarian telling her tales of adventure and imagination.

h. Library

It was with the loan of a book that early residents cemented some of their first acquaintanceships with children and adolescents. The majority of houses shortly came into possession of a small but carefully selected lending library, the resources of which, known and loved, were talked over and passed on with full conviction.³⁶

The Library movement in Montreal preceded the establishment of the University Settlement of Montreal. It was pointed out previously how the Library was one of the activities carried on separately from the other activities which finally merged into the form of the University Settlement. The philosophy behind the library activity was that exposing children and youth to cultural atmospheres which were con-

³⁶ Robert A. Woods and Albert J. Kennedy, The Settlement Horizon (New York: Russell Sage Foundation, 1922), pp. 132-133.

tained in books would bring these people closer to the University ideal of reaching the unlearned and bringing knowledge and understanding through books to the mass of people in a community. The absence of public libraries in the early days made it extremely difficult for people to have access to good volumes as the cost of these were prohibitive in many instances. The social settlements acting as a collector of books and distributing them on a loan basis were able to acquire more books, better volumes, and the gratefulness of the neighbors for making these precious articles available to them.

The Montreal Library was opened in the winter of 1895-1896 by members of the McGill Library and Summer School, and continued to function throughout the years. The Library became a branch of the Settlement House in May, 1912, the year that the University Settlement came into being. During this year, the Library was open Monday and Thursday afternoons and evenings. The area around the University Settlement had no public library. Press notices appeared in 1912 regarding the establishment of branch libraries. The future possibilities of a branch library in the neighborhood was discussed by the Board of Directors. From the time that records were kept at the University Settlement in 1912 until 1916, the Library was run by a core of volunteers. In May, 1916, Miss Jarvis was introduced to the Board as the first full librarian in the University Settlement. Miss Jarvis has held this position until the present writing. Perhaps it was because of this continuity of leadership that the Library of the University Settlement has continued year in and year out to be a major activity of the University

Settlement. In the year 1916, two hundred and eighteen books were given out, with an attendance figure of two hundred. In 1921, the Library membership increased to over five hundred. By 1923, Miss Jarvis reported that over one thousand books per month had been given out at the Library during the past six months. In November of 1925, Miss Jarvis reported that an average of two hundred books per day were being taken out.

The Library is the most permanent branch of our work. 8,753 circulation, 913 active members, 938 new books. As the old saddle-back preachers of the Canadian prairies used to take books with them, to give the homesteaders a feeling of nearness to their fellowmen and to forget their loneliness, so we give out books to help our little friends to wander in imagination over prairies, sea and fairly land, and to forget their crowded surroundings.³⁷

The Library of the University Settlement never again reached the popularity and use as the figures for 1927 indicate. In the same report quoted above, it was announced that Neighborhood House, another social settlement, had opened a library, with very nice books and many of the old members of the University Settlement Library are taking books out there as they live nearby. Neighborhood House was a children's recreation agency, run by local Jewish groups and later became a constituent organization in the Federation of Jewish Philanthropies of Montreal.

During the next few years, the Library lost many members.

Children membership getting fewer every year. Members have fallen off rapidly. Largest number of books given out in one afternoon was 87, compared with 210 a few years ago.³⁸

³⁷ Annual Report of the University Settlement of Montreal, 1927.

³⁸ Annual Report of the University Settlement of Montreal, 1929.

In 1931 the Fraser Institute opened a big library in the neighborhood, and it was written that:

Miss Jarvis remarked, 'The Jews are not now with us and they were our most eager readers.'³⁹

In the same year it was reported that 3,882 books were given-out in 1931 as against 8,753 in 1927. With the depression on, there was a noticeable increase in adult membership and also in the number of unemployed boys who used the library. Throughout the 'thirties, while the depression was in full swing, more unemployed boys and men used the library and for a period of time the numbers in the statistical reports remained fairly steady because of this. In the middle forties the decrease continued until a low ebb was reached in 1949, when it was reported that 969 books were in circulation for that year. The last two years showed no marked change.

During the entire history of the Library, the life membership for the use of the Library was five cents. Another five cents was required as a deposit on books, and this was returned when the books were returned. This policy has not changed.

Through most of the years, the Library was run by volunteer librarians under the direction of Miss Jarvis. The McGill Library School sent students to practice in the University Settlement Library as their field work assignment. In the last few years, the need for volunteers has all but vanished with the vanishing membership and use.

³⁹Annual Report of the University Settlement of Montreal, 1931.

The availability of other libraries both public and private which has grown to a large extent and the resulting decline in use of the University Settlement Library raises the question of whether the Library has not outlived its usefulness as it is now constituted. Developing a specialized library such as in the Social Services and books on program ideas for the use of groups and leaders plus the acquisition of books that would initiate good reading habits, referring the readers later to the other libraries for continued reading, may be the future role of the Settlement Library. This conclusion is only a suggestion and some serious thought ought to be done by the Settlement officials as to the future role of the University Settlement Library.

In 1939 Miss Jarvis was elected president of the Quebec Library Association, bringing recognition to the kind of work done by the Settlement Librarian over the years.

1. Movies, Concerts, Exhibitions

Movies were not a steady activity of the University Settlement until 1943. In that year a regularly held movie time was held every week and has continued until this writing. Before 1943, movies were used as a special program feature at certain occasions. Movies in the park on a hot summer's evening was started in 1913. There is no record of this practice recurring every year. Until 1943 the outdoor movies were part of other programs such as boxing exhibitions, street dances, and others. Movies in the building were shown in conjunction with handicraft exhibits, holiday festivities and other special

functions. Films were used as educational material for the staff and Board.

Since 1943 the regular weekly movie consisted of the usual fare that one could see at the local theatre many years before. The films were a beginning and end in themselves as no follow-up program was connected with the showings. The movie was a mass type of program without any apparent effort made to secure educational, purposeful or worthwhile films. This was shown by the list of films given to the Settlement by the film companies and offered as a series. Over a period of years the films offered by the companies were accepted as a group or series by the University Settlement.

The first concert mentioned in the records was in 1927, when a Junior Red Cross group gave a concert at the Settlement. Concerts and exhibitions were not regularly scheduled or annually held. They were held whenever it was felt important enough or when a group was ready enough to put one on. The records of the University Settlement are vague as to what each concert consisted of. At one concert it was determined that the concert consisted of an entertainment and "sing-song." What the other concerts consisted of is not known.

Exhibits of the children's handicraft work in the University Settlement were held quite a few times over the years.

Movies, concerts, and exhibitions could be useful media for the development of purposeful activity and the joining together of several group activities to present to their peers. These events could also be used to interpret goals and objectives of the University Settlement.

ment to the general public as well as to the members. Just as in the activities surrounding the Annual Special events and functions mentioned earlier in this chapter, movies, concerts, and exhibitions are media through which inter-group activity and appreciation for other people could be inculcated. There is little indication that these activities were held and conducted for these purposes.

j. Formal Education (Forums, Discussion Groups, Lectures, etc.)

In the early years of social settlements, when the theory of the haves reaching out to the have-nots, and the learned reaching the unlearned was so common, formal education seemed to have a great potential value for the people in the working class districts. Indeed, the first enthusiasm for the formal education by the rare members of these districts led settlement residents to believe that this was only a beginning with much more enthusiasm to come. However, it soon became evident that the first reaction to formal education came from people who were already aware of the values to be derived from this. The main stream of the people in these districts were not attuned to the courses offered in the manner of the University. They wanted to learn about their day to day work and living. In different ways did residents realize the value of formal education in the manner of forums, discussions, selected lectures and other special means that were called for by the people in the neighborhood. There was also a difference in the education of settlement members and the members of the Board of Directors, and the residents.

The annual meetings of the Board of Directors almost invari-

ably had a noted speaker to discuss some current thinking in the Settlement field. The first record in the University Settlement of Montreal of such an occasion read as follows:

Semi-Annual Meeting: Dr. Elliot of the Hudson Guild, N.Y., gave an address on 'Twenty Years of the Settlement'.⁴⁰

In 1913 a course of lectures had been arranged by the Social Workers' Club, that was held at the University Settlement during the months of February and March. The course consisted of an introduction, History of Organized Charity, Pioneers of Social Reform, Social Work in England, Misery and its causes, Social Work in America and a symposium on the Standard of Living.

In 1915, we read, the first meeting of an organization called the Peoples' Forum was held in the University Settlement. This group had its beginning in the University Settlement and later grew into a city-wide organization. The Peoples' Forum held lectures, discussions, studies and presented its findings to the proper authorities and to newspapers and other publications.

At various times in the history of the University Settlement, lectures and courses of study were conducted for specific goals such as swimming, life saving, first aid, language classes, science classes, fire prevention, music lessons, and other. From the Minutes we know that:

Lecture on swimming and life saving to children were held.
Attendance 60.⁴¹

⁴¹Minutes of the Board for May, 1912 through April, 1913.

Armenians held a class for 16 children to learn their language. Volunteer holds a class in English for some foreign mothers.⁴²

Language classes: 25 Russian children. Kiwanis Education Fund (continued). English speaking class--foreign women learn English. Russian classes--25 boys and girls of Russian parentage. Red Cross Group--met once a week.⁴³

In 1940 the Board of the University Settlement was concerned over the patriotism of continuing classes in the Russian Language. One reason for this concern that could be gleaned from the records was that somehow any teacher of the Russian language may be inclined to subversion. The atmosphere in the wider world at that time had penetrated the subjective feelings of at least some Board members.

It was decided to continue the Russian language classes for the children after a visit from Prof. Jacob and a letter from the committee of the Russian Church of St. Peter and St. Paul. However, it was stipulated that a member of the church be present at every meeting to see that there is nothing subversive in the teaching.⁴⁴

With an apparent sigh of relief from the Board of Directors, the Russian language classes with its possible subversion teachings were discontinued in the University Settlement the following year, with every child receiving a Russian Bible. The classes were continued in the church. However, the English class for foreign women was continued.

For many years there was an educational fund available for needy Settlement children to continue to attend school. At first, this was called the Atholston Education Fund. When this ceased to exist, the Kiwanis Club of Montreal began a fund in 1939. The Kiwanis Education Fund

⁴²Annual Report of the University Settlement of Montreal, 1937.

⁴³Annual Report of the University Settlement of Montreal, 1939.

⁴⁴Minutes of the Board for November, 1940.

helped needy girls and boys to continue in school and to go further in their education. The Mental Hygiene Institute was used by the Kiwanis Education Fund to give vocational guidance and tests to the applicants for the funds. In the first year of operation, the Kiwanis Education Fund helped five boys and three girls through school until June of 1940. During the Second World War, more boys and girls were helped in this way. In 1944, the name of the Fund was changed to the Captain Alf Peters Memorial Fund. Under this name, the Fund continued up to the present writing.

Many discussions were held by Settlement clubs and groups. This kind of education was carried on more than other forms of education. Most of the discussions were held by the club and its leader. Many times resource people, specialists, and consultants were asked to sit in on a discussion in order to give more accurate guidance to the subject matter. The club and its leader remained the basic unit of the discussion groups.

k. Scouts, Cubs, Girl Guides, Rovers

In the first year of formal life, the University Settlement of Montreal inherited the Montreal 1st McGill Troop located at St. John's Parish House, 91 Ontario Street, West. The headquarters for this Scout Troop was in the University Settlement building. The Boy Scout Troop 11th (1st McGill) was formed as a section of the King's Club of the McGill Neighborhood Club in the late fall of 1909. By 1916 there were fifty-six scouts on the rolls with an average attendance of forty-seven.

In 1921, the Scouting program increased with the addition

of a Wolf Cub Pack and Girl Guides. A few years later Cub Scouts and a Brownie Troop were added to the program. In 1936, a Rover Scout Crew came into being.

The history of the Scout program in the University Settlement is also a history of the volunteers available to lead them. When qualified and sufficient leaders were available, there was an upsurge in all scouting activity. When leaders were hard to find or less qualified, there was a marked drop in Scouting activities. In the late twenties, and all through the thirties, there seemed to be an abundance of qualified leaders ready to volunteer their services. Many of these volunteers came from the ranks of the unemployed during the depression years and a few from the University. In the records we read:

Brownies. Active and successful in the first half of year. Lack of leader disbanded Brownies in the Fall.⁴⁵

Scouts have an up and down experience. During winter of 1933-34 it was very good under a leader. In fall--no leader -- Boys' Worker took charge--over 30 enthusiastic boys.⁴⁶

The Scout program was followed fairly continuously. Merit Badges, Roll of Honor, Sphinx Honour Patrol and other awards were the outward signs of accomplishments. The Rover Scouts were "on Guard" at the visit of their Majesties in 1939. During the Second World War the Boy Scouts undertook the guarding of fire alarm boxes under the direction of the Civilian Patrol Corps.

The scouting program continues today, although decreased in numbers.

1. Other Groups Affiliated With A Larger Body (Councils, Inter-Agency Organizations, City, Provincial or National Bodies, etc.)

The groups that met at the University Settlement that had af-

⁴⁵ Annual Report of the University Settlement of Montreal, 1930

⁴⁶ Annual Report of the University Settlement of Montreal, 1934.

filiations with larger bodies, excluding those mentioned such as Scouts or affairs held by larger services organizations for groups in the Settlement or with hospitals and other social agencies, received scant notice in the Settlement files, the Minutes of the Board or in the Annual Reports. Only five references were made to affiliation with larger bodies in the Settlement files and the earliest of them was 1945.

Mr. Bray (Boys' Dep't.) explained a plan for setting up a boys' dep't. Council. It was moved to set up such a Council as well as a Council in the girls' dep't. The Head Worker would be a member of these Councils.⁴⁷

Interviews with former staff workers and Board members revealed that House Councils were not an innovation in the University Settlement. During the twenties and early thirties there existed strong Councils that spurred activity and program in the University Settlement. Concerts, Vaudeville shows, sporting events, Holiday programs, outings, and dances were organized and run by the former Councils. The files mention nothing of this, however, and only start in 1945.

In 1947 it was reported how well the House Council was doing but the decrease in membership and club groups weakened the Council to a great extent the following two years. By 1949 there was no Council in existence in the University Settlement. The values of Council were enumerated in an earlier section of this chapter.

The importance of council and inter-agency activity of the clubs in the Settlement has been recognized as a maturing force in dem-

⁴⁷ Minutes of the Board for April, 1945.

ocratic participation. The lack of recorded material indicates that comparatively little was done in this kind of activity, except for the period in the twenties and early thirties.

A note that can be added to this section is one from the Annual Report of 1950 which states that all clubs worked together on two community events. What these events were and how the clubs worked together on them is not stated.

m. Kindergarten

In their search for an educational method sufficiently human to confront each child as an outreaching personality, flexible enough to allow emphasis on obviously needed forms of training, and adequate to establish living ties with home and neighborhood, early residents turned to the kindergarten. Kindergarten exponents, on their part, were quick to appreciate the profound reinforcement which settlements offer to educators.⁴⁸

The importance of a Kindergarten was early recognized by the University Settlement of Montreal. The setting of habits for the future at an early age was deemed important. At this age, physical defects could be found and treated, especially with trained workers present who were aware of the symptoms. With the large program of health and welfare in the University Settlement, remedial action could be taken sooner through the doctors, dentists and social workers present.

Through the Kindergarten children the staff of the University

⁴⁸Robert A. Woods and Albert J. Kennedy, The Settlement Horizon (New York: Russell Sage Foundation, 1922), p. 131.

Settlement could see the living conditions, standard of living, customs, habits and mores of the neighborhood. In no other age group could the staff find out more about the people than in the pre-five year old level.

The Kindergarten has been a continuous program of the University Settlement from 1912 until the present. The Minutes of the Board and the Annual Reports of the University Settlement of Montreal are full of comments, statistics, reports and evaluations of the Kindergarten program. The second salaried worker in the University Settlement was a Kindergarten hired in October, 1911.

Early in the kindergarten (and Settlement) program a pattern of home visits was started, for it is stated:

Miss Craigie visits the homes of the kindergarten children.⁴⁹

These home visits taught the workers more about the life of the families of their charges. Sickness in this age group spread quickly. The "regular" childhood diseases caused the kindergarten to close down for a period of time. This recurred from time to time. Other diseases or sicknesses were referred to the Clinics in the Settlement building. We read that:

Kindergarten re-opened after having been closed due to an epidemic of infantile paralysis. A Kindergarten class of 12 Chinese children was started. It was reported that there were quite a number of cases of adenoids amongst the children attending Kindergarten and it was decided to request a Doctor to examine those attending.⁵⁰

⁴⁹Minutes of the Board for April, 1913.

⁵⁰Minutes of the Board for November, 1916.

The inadequate diets of the children became apparent to the teachers and to the Doctors. The Kindergarten began supplying milk and biscuits at first. Later, when this became insufficient, other additions to the diet were made, as shown by the following:

The Health Clinic is of great value to the Kindergarten and we are approaching a model Kindergarten. On Doctor's advice the usual 11 A.M. milk and biscuits are given as soon as the children arrive and at 11 A.M. orange juice and Cod Liver Oil is given. Many cases of mumps, colds and whooping cough--1 case of scarlet fever--all made Kindergarten attendance irregular. Enrollment for the year was 49 but enrollment at one time never exceeded 33. As few as 8 came. Many days there were from 22-26 children. Mothers of Kindergartners began a club last year.⁵¹

The children were given medical and dental checkups on a regular basis. Treatments and corrections followed the diagnosis. Follow-up visits were made to the homes to help correct unhealthy home conditions. The futility of much of this home improvement work became evident as there simply were no funds with which to improve the home, heat, light, clothing, or food. Many of the children remained to have lunch in the Settlement lunch room.

When the depression of the thirties came on, the health and welfare problems of the children increased manifold. More food "parties" became necessary in which wholesome food was distributed. Needy clothing was given out on a regular basis. The enrollment figures rose as more parents sent their little ones to the Settlement "to get a break." Attendance figures rose to 6,446 in 1933, with a monthly average attendance of 716.

⁵¹Annual Report of the University Settlement of Montreal, 1929.

112 enrolled throughout the year, 65 registered in any one month. It is the child's first contact with an organized group of individuals. 4 scarlet fever, 1 mumps, chicken pox, colds, flu, flat feet, protruding abdomens, anti-diphtheria. Inoculation clinics, 39 at dental clinics.⁵²

The same Annual Report went on to give the curriculum schedule of the Kindergarten:

Curriculum: 9:-10: A.M. Free Play; 10:-10:30 Replace toys, roll call, prayer, hymn, rest period; 10:30-10:45 snack; 10:45-11:00 Handwork or story; 11:00-11:30 Calisthenics, song games, musical drill, remedial exercise.

We are acquiring social ease . . . members . . . were impressed . . . by the polite way in which their greetings were responded to and hand out-thrust for salutation. There were various parties at which children received special treats. Useful clothing was distributed to many children. Children and some older girls were allowed the use of the yard and showers. 204 visits were paid throughout the year.⁵²

Some of the social attributes shown in the above quotation as being learned by the kindergarten children were expounded in other records of the University Settlement such as the following:

Playing together, taking turns with the toys and choosing partners in the games, engenders a spirit of friendliness and tolerance. In some of the homes there is not a sign of any plaything. The parents are rather intrigued that their children obey when spoken to quietly.⁵³

The year 1934 saw the largest enrollment and attendance figures in the history of the Kindergarten with 134 children registered and a daily average attendance of sixty. For many years after, the enrollment and attendance figures came close to this peak.

The poverty of the children and the homes they come from were remarked on in many reports, only a few of which could be mention-

⁵²Annual Report of the University Settlement of Montreal, 1933.

⁵³Annual Report of the University Settlement of Montreal, 1935.

ed here.

23 nationalities were represented in the group. Many of them were suffering from under nutrition.⁵⁴

Lack of clothing had been keeping some children from attending.⁵⁵

The doctor reported more cases of malnutrition among the children than has been evident for some time.⁵⁶

With a new administration in the University Settlement in 1947, the Kindergarten reported:

45 enrolled. Program is carried out along modern nursery school methods, with free play, singing acting folk songs, story hour and craft projects. Milk is provided by the Progress Club of Montreal. Seven volunteers help out. Several trips made to Toyland, the Children's library at the Fraser Institute, McGill campus and Museum. Health exams were given all the children through the Chandler Health Centre. An unmet need is for dental treatment for these children.⁵⁷

When the full-time teacher left the following year, the kindergarten program did not fare as well. It was a half year later that the Settlement procured a full-time teacher.

The kindergarten program of the University Settlement continues to this day.

Conclusions

We have just seen a picture of the indoor program, group work and recreation services of the University Settlement of Montreal. Glancing back one can not help but stand in awe at the myriad variety

⁵⁴ Minutes of the Board for March, 1938.

⁵⁵ Minutes of the Board for December, 1940.

⁵⁶ Minutes of the Board for November, 1942.

⁵⁷ Annual Report of the University Settlement of Montreal, 1947.

of program that was carried on through the years. The program was indeed ambitious and the willingness to give of oneself in order to fulfill this program was always apparent on the part of the residents, workers and board members.

In the next chapter we will see an extension of the group work and recreation program to the out of doors.

Chapter V

B. Group Work and Recreation

2. Outdoor Program

We have just seen the Indoor Program of the University Settlement of Montreal. The variety of activities engaged in by the members were supplemented by another variety of activities conducted outside of the University Settlement Building. The increased number of program media thus augmented and extended the work done with the members toward the goals of social integration and the widening of interests. Besides this:

Program media are tools which are used within the group setting to help individuals and the group-as-a-whole achieve desirable personal and social goals.¹

This chapter deals with the outdoor program of the University Settlement of Montreal. Besides pointing out the philosophy and goals of each activity as these could be determined, an effort will be made to point out areas and groups in which the group work process was attempted.

a. Hockey--Ice, Floor and Broom

The game of hockey is a team game with a great deal of competition involved. In this game the team work is of most importance although individual skill and initiative also play a role. Games of all kinds have been popular for centuries and their values have been recognized early.

The activity skills of games provide unlimited potentialities for development of motor, sensory, and intellectual areas; for the ex-

¹ Gertrude Wilson and Gladys Ryland, Social Group Work Practice, (Houghton Mifflin Co., Boston, Mass., 1949) pp. 197.

pression of feelings of friendliness and love, hostility and hate; for emotional satisfaction through the acquisition of skill and the achievement of a place in the group.²

This applies to the game of hockey as well as other games.

The recreation value of playing hockey was recognized early in the University Settlement's history.

Ice hockey was one of the first recreation activities in which the University Settlement took part. In the earliest written report on activities, it is stated:

In the winter, hockey games and outdoor games in the summer.³

In June, 1926, it was reported that:

eleven hockey teams were reported as desiring a fall in temperature. Ten hockey teams using Dufferin rinks and general skating every night from 8-10.⁴

Interest in the University Settlement's ice hockey program reached a high in 1928 when it was reported that

during the hockey season, 6,521 persons had participated on Dufferin Rink as audience and players.⁵

The following season, more rinks were needed by the many teams and dressing rooms were requested. The teams were entered in the Quebec Amateur Hockey Association and were supervised by that organization.

²Gertrude Wilson and Gladys Ryland, Social Group Work Practice (Boston: Houghton Mifflin Company, 1949), pp. 221-222.

³Report dated 1912, found in University Settlement files.

⁴Minutes of the Board for June, 1926.

⁵Minutes of the Board for March 1928.

Every year, ice hockey as a recreative program was part of the outdoor program of the University Settlement. Some years it was more popular than others, as in the late 20's. In the early 30's there was a sharp decrease in ice hockey activity.

Apparently due mainly to the shifting population of a large cosmopolitan city. Also perhaps a tendency of the present age, for boys to be rather erratic in their interests.⁶

Ice hockey games at the Montreal Forum were added in the thirties, but most of this activity was for spectators instead of players.

The depression years had an effect on the ice hockey activity of the University Settlement.

Ice hockey

is not popular a sport as it was a few years ago. Boys are not as strong physically, on account of the difficult conditions under which they live, and therefore cannot 'last out' through such strenuous exercise as a game of hockey. Also, hockey equipment is expensive—boys cannot afford to buy hockey sticks, etc.⁷

During the Second World War, money was procured for hockey equipment.

The spending of \$40.00 of the Montreal Athletic Commission Grant for sweaters and hockey sticks was approved.⁸

Rotary Club donated \$40.00 to send Settlement hockey team to Shawbridge by bus.⁹

⁶Annual Report of the University Settlement of Montreal, 1931.

⁷Annual Report of the University Settlement of Montreal, 1934.

⁸Minutes of the Board for December, 1943.

⁹Minutes of the Board for February, 1945.

Ice hockey in the post-war years continued with enthusiasm until this day.

Hockey teams entered in City Leagues. Boys have developed a high degree of respect for equipment and well-ordered games procedure. Police Juvenile Clubs helped with them.¹⁰

b. Hiking

Hikes and trips provide contact with nature. As an activity media, hikes and trips could open new vistas and horizons to the young and old alike. The value of hikes and trips, besides the group and enhanced social values derived from this experience, is the communion with nature and the sense of security and peacefulness that can come from a hike through the woods or along nature trails.

Hiking as an outdoor activity was conducted by the many clubs and friendship groups during the years. For the children, hiking took the form of nature study expeditions. For the teen ager, hiking for the friendship value of doing something together with one's peers was enough.

There was a hiking club at the University Settlement as indicated in the Minutes of the Board for February, 1929, which stated that the Comus Cats Hiking Club of boys under 10 years met on Saturday at 10:00 A.M.

There is no mention of other clubs or groups organized for the specific purpose of hiking, although most of the groups were known

¹⁰Annual Report of the University Settlement of Montreal, 1950.

to have used this media at one time or another.

c. Visits to Other Places
(Museums, Art Galleries, Trips, Picnics, Other Centers, etc.)

Important aspects of the outdoor program of the University Settlement were the trips and visits made by Settlement groups to places of interest. For the dusty, slum embraced children and youth to see and enjoy a forest area, stream, museum, art gallery, etc., was a broadening experience. The widening horizons of the lives of the people in the Settlement district was an important task performed by the Settlement through the years.

Other values are apparent when a group decides to go on a trip.

The planning for a special trip provides experience in corporate action, for many decisions have to be made about the place, the day, the hour, and methods of financing. Group controls and limits appear as the members insist upon certain standards of appearance and behavior as appropriate in the new setting. The member who disregards the standards expected by the group is quickly brought into line.¹¹

The earliest record of the University Settlement mentions this important activity.

In the summer: car rides, excursions; winter: snow shoe tramps. Sixty children were taken to the pictures by the "Herald" and several groups also to concerts, entertainments and to the Fete de Nuit.¹²

The following year "it was decided to keep up a large class of girls for excursions during the summer."¹³

¹¹Gertrude Wilson and Gladys Ryland, Social Group Work Practice (Boston: Houghton Mifflin Company, 1949), p. 341.

¹²Report of the University Settlement of Montreal, 1912.

¹³Minutes of the Board for June, 1913.

Miss Hall had taken the girls on frequent excursions to St. Helen's Island and the mountains.¹⁴

During the following years when the records of the University Settlement are lean, the reports of this activity were also scant, but again in 1925 the reports indicated a return to this activity.

Miss Guiton reported that Kiwanis Club had entertained the women's social club of the Settlement at an automobile drive.¹⁵

These automobile drives became fairly popular with the Settlement groups and they continued for many years, even until today.

Mothers' Club taken on summer motor drive. Mothers and children were taken to visit the lovely gardens of 'Ravenscrag.' Lions Club motor drive to 300 children.¹⁶

When the numbers of people going on these drives increased, buses were used instead of automobiles and picnics were included.

Kiwanis bus drive on a hot summer evening for 50 boys and girls who had no summer holiday. Fifty children visited the Coleen Movie Doll House. Drives and picnics and Rotary--278 boys, 462 girls.¹⁷

The following year, the motor drives and picnics given by Rotary totalled 255 boys and 286 girls. In 1938, the Annual Report showed a great increase in the number of boys and girls taking these motor drives and picnics by Rotary. During this year, 462 boys and 555 girls were on these trips. In 1939 and 1940, the number increased

¹⁴Minutes of the Board for September, 1916.

¹⁵Minutes of the Board for June, 1925.

¹⁶Annual Report of the University Settlement of Montreal, 1929.

¹⁷Annual Report of the University Settlement of Montreal, 1936.

still further. Throughout the war period, the Rotary and Kiwanis motor drives and picnics continued. In the Annual Report for 1947, these picnic trips seemed to have been planned on an educational basis to places of interest in the city. These same educational trips continued to date, with 3,855 people participating as listed in the Annual Report of 1951. Visits to museums and art galleries began early in the life of the Settlement. In 1916 the Annual Report says that the girls of the Settlement visited museums and picture galleries. In later years, arrangements were made for Settlement children to attend art classes.¹⁸

For many clubs and special interest groups in the University Settlement, trips and visits to the museums, art galleries and other centers of education were made. These were part of the internal program of the clubs and interest groups that existed through the years at the University Settlement of Montreal.

d. Outdoor Movies as a Program of the University Settlement of Montreal

Outdoor movies was a small part of the outdoor program of the University Settlement. As early as 1912, it was reported

Re: a scheme for open-air motion picture shows in several parks and squares during the summer. Miss Helm reported that through Mrs. Laing and Mrs. Spicer, funds were provided for equipment to be operated in conjunction with other agencies, but to be controlled by the Settlement. With the plans once secured, it is thought that the running expenses will be fully met by the income from advertisement. The plan was discussed and approved of.¹⁹

Through discussion with several former Board members, the writer was given to understand that these outdoor movies were operated during the summer for several years beginning in 1912 and going through the First World War. The strange thing about the outdoor movie as a

¹⁸Minutes of the Board for February, 1938.

¹⁹Minutes of the Board for July, 1912.

program of the Settlement, is that there is no mention of this activity between the First and Second World Wars. It was only in 1940 when the need for these activities was again expressed.

Expressed need for movie and talking machine.²⁰

During the Second World War, movies were shown in Dufferin Square Park.

Movies were shown on alternate weeks in Dufferin Square. Several hundred people gathered. Movies attendance--5,582.²¹

This program was continued in 1945 and again in 1946. There is no mention of this program continuing after the 1946 Annual Report was written.

e. Camp

Camping as a program media was early recognized for its intrinsic value. Taking a group of children to a camp site, eating, sleeping, playing and living together in nature's environment provided the group with most intense group living experience with the possibility that this experience, under wise leadership, will give the individual maximum physical and mental benefits. Camping has changed from its pure recreational function of former years to a recognition that its informal educational purposes and group work processes coupled with the recreational setting can be an everlasting positive factor in the growth of the child. The values that can be derived from a camping experience

²²Annual Report of the University Settlement of Montreal, 1940.

²¹Annual Report of the University Settlement of Montreal, 1944.

have been written about in books that are listed in the bibliography.

A tent has been procured for \$16.00 and Mr. Morris and Mr. Shepherd propose to utilize the same for week end outings with the club boys during the month of August.²²

In this way, the camp program of the University Settlement of Montreal was begun.

Summer camp with one tent at Ste. Rose, Quebec. Camp was in residence 3 week ends during August. Thirty-four boys--none had ever camped out before, bathing, boating. It is our hope that this may be just the beginning of definite summer work for the Settlement outside the city.²³

The importance of camp as an activity of the University Settlement for its members was recognized year after year. As the records show, the camp grew from this one tent almost every year. The following year, after this beginning, the Board asked Mr. Shepherd to continue the week end camp and a Board Member, Mr. Irvine offered to pay expenses not exceeding \$100.00. During the First World War period, there was a cutback in the limited camp program, but this was only because of staff limitations. Therefore, in 1915 the camp was opened for one week for a group of girls. The following year, camp was again opened all summer. The summer camp in 1916 was at Rosemere, Quebec. One club of girls used the camp for eight days.

The importance of getting younger boys and girls away from the hot summer slum district of the Settlement was recognized by the Board. The costs of camp were cut down to an extremely low price. For most of the boys and girls it was practically free.

²²Minutes of the Board for July, 1912.

²³Minutes of the Board for August, 1912.

Boys and girls at camp gratis. The Board undertook to pay for 28 children through a special fund. (\$7.90 for a 2-week period per child.)²⁴

During the camp season in 1922, 84 girls and 139 boys enjoyed the camp facilities. The boys and girls went to camp at separate periods. In 1923, the campsite at Ste. Rose had been sold, and the new owner was building. This required the Settlement to look for a new site. A Board member had a friend who offered to loan a camp site at the Bazard indefinitely. After visiting the place and finding it satisfactory, it was decided to use the site for the 1924 season. Meanwhile, contributions from various groups were coming into the Settlement fund for the specific purpose of sending boys and girls to camp gratis. The students and faculty of the Royal Victoria College, the Kiwanis Clubs and the Rotary contributed money, boats, buildings and materials for camp. In 1924, about 200 boys and girls enjoyed camp. The problem developed of getting a permanent camp site for the future use of the University Settlement of Montreal. The temporary nature of the camp site being used had to be revised and a permanent site was desperately needed. During 1925 and 1926, the Board members took various trips and made several inquiries about camp sites. In March of 1926, the Board reported that a camp site had been bought. In March of 1927, more land was bought at the same site by the Board. The Board member who was greatly instrumental in the purchase of the land was Dr. Hersey.

Mrs. Greenshields spoke of the work of the Settlement and expressed appreciation of Dr. Hersey's deep interest in the welfare

²⁴ Minutes of the Board for June, 1922.

of the children, not alone in our neighbourhood, but of all in Montreal who can take advantage of his gift of Lake Hersey with its fine buildings.²⁵

With the purchase of the new camp site, a camp policy was deemed necessary. This camp policy is quoted below as example of the thoughts of the Board members of the University Settlement.

Camp Policy.

- a. Any publicity of camp should be entirely in the hands of the Executive of the Board. No publicity should be given out without being endorsed.
- b. The suggestion that older school boys of the better class than those in our own district should be taken as helpers was thought a good one, but as only 2 volunteer workers were to be taken (with board and transportation, but no pay) it was felt that the camp could probably not carry more free of charge. If possible, the volunteers are to go for the whole period and if unable to do so, and 2 groups are thus necessitated, the volunteers must pay their own fare one way. This whole discussion applies equally to the girls' camp.
- c. Suggestion to open a bank account for camp at Chertsey was not approved. Payment by cheque should be made by the Honorary Treasurer.
- d. Cutting wood.
- e. Fee be deposited by each applicant for camp--\$1.00 in advance. Camp rates estimated that the board per child would cost \$10.35 for 2 weeks (transportation not included) and mentioned that staff workers in this case would pay their board at camp. This latter point was not discussed. It was decided after considerable discussion to charge all boys and girls of whatever age the same rate, mainly \$5.75 if staying one week, and \$5.50 per week for more than one week. Transportation would cost between \$3.00 and \$4.00 per child.²⁶

The camp policy, especially item "b," above, carried forward for many years. The reason the camp fee or the cost per child per week was so low throughout the many years the camp existed was because of this

²⁵Minutes of the Board for February, 1928.

²⁶Minutes of the Board for March, 1928.

policy of non-payment to staff. In later years, only the permanent Settlement staff which acted as the Executive of the camp were paid.

The acquisition of Lake Hersey and the surrounding land gave the University Settlement of Montreal a base for future camp growth. Always conscious of the inter-racial and inter-national character of the Settlement area, the camp, in its reports, always stressed the different boys and girls who came there. Besides this, the important aspects in camp were whether the weight of the children had improved.

Girls numbered 81. (Protestant--33, Roman Catholic--25, Hebrews--23.) Boys numbered 92. (Protestant--48, Roman Catholic--18, Hebrews 26.) Doctors from the Montreal General Hospital and the Western Hospital gave each child a careful medical examination. There was no serious illness and no accident throughout the summer. Weight improved, on an average 4 pounds for each girl. The Ford car, now worn out, was the greatest item of expense. Milk was bought nearby, groceries were sent at regular intervals. Meals were varied with fresh fruit and vegetables and frequent roasts. It is proposed to hold a Camp Night, to be attended by the camp children, the members of the Settlement Board, and those who helped with donations.²⁷

The same year saw the beginning of camp reunions in the winter-time. For all the children coming down, the biggest attraction at these reunions was the food. At the annual reunion, begun in November, 1928, there was served cold roastbeef, potatoes, corn, ice cream and cake, apples and lollipops. The roasts were donations promised by members of the Board. New features were added to the camp program in 1930. These included the following:

1. Running the camp as an Indian Village, which proved very popular.

²⁷Minutes of the Board for October, 1928.

2. System of awards, the group, rather than the individual stressed.
3. Activities divided into "major subjects" which campers entered into.
4. Camp shield on which the outstanding boys in each major subject were engraved, the goal for which every camper strived.²⁸

From all the writings in the files of the University Settlement and in discussion with Board members, the Executive Director and the camp Directors and staff, and with personal observation, it can be said that these four features inaugurated in 1930 continued until the present times. The advance in knowledge and understanding of group work practice has not changed these four features of camp life. The organization of the camp as an Indian Village developed a caste system within the children's groups. Various chiefs were chosen according to ability and conformity. Competition was the goal and the children worked against one another for the privilege of being a higher chief than they were. The chiefs of the camp, made up of the older boys and girls, formed a clique and worked throughout the year as a leaders' training course. At the time this Indian Village organization was instituted, there was a great lack of qualified staff members. The Indian Village system, therefore, worked in such a way as to help the few staff members control and regulate the campers.

A marked improvement in the physical health and mental outlook. Operettas, camp fires, prizes to best 10 campers, 70 clothes prizes. All of them gained in weight and most certainly learned a great deal of the great art of living. A group of older boys spent 2 weeks preparing the camp.²⁹

²⁸Annual Report of the University Settlement of Montreal, 1930.

²⁹Annual Report of the University Settlement of Montreal, 1933.

The choosing of the "best 10 campers" and the other prize winners, as well as those whose names are engraved on the camp shield, continue until today. The depression years brought a greater demand for camp and the University Settlement camp, Lake Hersey, grew in the numbers of boys and girls it served. The boys came out to camp the first half of the season, usually in July. The girls came out the last weeks of camp.

The Ladies Benevolent Society, the Kiwanis Club and the Rotary International helped to send children to the University Settlement camp year after year.

Money was raised and labor and material donated for the new building in camp. Tents and new huts went up, and in 1937 a new dining hall was built.

The practice of sending up a dozen or so working boys before the summer camp started, proved a valuable asset to the camp site. A new diving wharf was built in 1937. Other projects were built around the development of the physical site of camp. The year 1939 showed the greatest number of different boys and girls coming to camp. Two hundred and seventy-one boys and two hundred and sixty-one girls enjoyed camp that season. In this same year, the Ladies Benevolent Society purchased their own land and planned to set up their own camp.

Although the future years in camp never brought the great amount of boys and girls for a summer vacation, the building program was of necessity carried forward.

There was a gift of \$400.00 from the Rotary Club to provide a new hut for camp. Mr. Vasey reported the receipt of a work bench and tool chest and \$50.00 from Kiwanis for the summer camp. Mrs. Bourne advised that a better system of sanitation for Camp Hersey

was required.³⁰

The following year an innovation was made in the boys' camp. Art, as a program medium, was introduced. These art classes continued for a few years. In 1948, the Camp Hersey Leaders Club was organized. This club was made up of all former chieftains of the camp. This club provided the camp with a permanent leaders group studying camp policies and procedures. This leaders club continued until this writing.

In the summer of 1950, this writer had the opportunity to visit the camp in action. He found a scrupulously clean camp. The meals were wholesome, varied and well-prepared. The children were extremely well-ordered. A military man would have gloried in the stringent discipline under which the camp operated. The theme of competition was rigidly adhered to in all phases of camp life. One hut of children was made up of those living in a small street area. The Director said that these children were put together in the hut because the street was known as a "tough district."

There was much less of a military atmosphere and rigid control in the girls' camp, which the writer visited later the same year. An attempt was made to bring in some group work practice into the structure and operation of the girls' camp.

The Lake Hersey Camp of the University Settlement of Montreal continues to remain a major program of the University Settlement. Its contributions to the physical well-being of the children of the area is undoubtedly of a high nature.

³⁰Minutes of the Board for October, 1943.

f. Parks and Playgrounds

Parks and playgrounds were established before the turn of the century in many cities of the United States and Canada. The beginning of the playground movement is generally accepted to be the opening of the sand garden in Boston in 1885. Previous to this the opening of outdoor gymnasiums at several schools and universities between 1820 and 1840, the purchase of land for Central Park in New York City in 1853, the vacation school in Old First Church of Boston in 1866, and the purchase of land for two playgrounds in Brookline, Massachusetts in 1872 were considered important events "influencing the recreation life of the people and focusing attention upon the value of a public recreation program."³¹

Parks and playgrounds were of necessity an important part of the University Settlement program. The physical building of the University Settlement of Montreal never was big enough for the many people who wanted to use it. In extremely warm weather or when ice-skating or ice-hockey weather came around, it was important for the program of the University Settlement to include parks and playgrounds. The first record of the University Settlement in 1912 mentions the use of the McGill University rink for boys' sports. As early as 1914, the Parks and Playgrounds Association was prevailed upon to develop an organized playground in Dufferin Square. Through the many years, there

³¹George D. Butler, Introduction to Community Recreation (New York: McGraw-Hill Book Co., Inc., 1949), pp. 58-59.

have constantly been discussions and a sharing of the work between the Parks and Playgrounds Association, the City of Montreal Administration and the University Settlement. At different times, the University Settlement would be asked to appoint a worker for the supervision of the playgrounds. At other times, the Parks and Playgrounds Association would appoint a worker for this job or have that person supervised by the Settlement staff.

The demands for the time for repair, replacement and the building of bigger playgrounds were always brought up for discussion.

Re: Dufferin Square. A supervisor was to be in attendance 8 hours per day under the supervision of the Settlement Committee.³²

Kings' Lane Playground. Parks and Playgrounds Association would appoint a worker for this property if the Settlement would have the area cleaned and leveled off. It was used during the summer by children of the neighborhood. It could be a rink during the winter.³³

Various activities were developed in the playground program. Evening dances were held, outdoor movies were shown, various sports were played in teams, such as soccer, baseball, and basketball. Field days were held and the Annual Boxing Championship was held in Dufferin Square. In 1922, 1926, and 1944, the University Settlement went out of its way to ask for improvements to the Dufferin Square park and playground area. In 1943, a carnival was held in the Square. Dances and evening movies were held as a regular feature. Softball leagues were organized and children's games were supervised.

³²Minutes of the Board for March, 1919.

³³Minutes of the Board for June, 1922.

During the Second World War the City of Montreal made changes in Dufferin Park in order to allow boys to properly run the softball leagues. A three-year program of development in Dufferin Park was completed in 1945. In that year the Board of the University Settlement commended the City of Montreal in organizing its playground department.

The 1946 and 1947 Annual Reports of the University Settlement mention outdoor movies, street dances, but no other activity in the parks and playgrounds. However, the teams used the parks and playgrounds, the clubs and interest groups had sessions in these places. After 1947, there is no record in the Settlement files of the use of parks and playgrounds in an organized fashion by the Settlement workers as part of its extension program. Evidently, the city of Montreal was furnishing this service in which the University Settlement had proved after thirty-five years of work.

The parks and playgrounds are still today actively used by the various groups and clubs of the University Settlement.

g. Gymnasium, Team Games, Boxing, etc.

Facilities for the introduction of certain programs are very important to their success.

The obtaining of a gymnasium for the use of team games, athletics, boxing, etc., was an early problem of the University Settlement of Montreal. In May, 1912, the reports state that the headquarters of gymnasiums is located at 91 Ontario Street, West. This gymnasium was not conventional as it was only a small room. In May of 1912, the use

of McGill Rink for boys' sports was obtained. Between May, 1912 and April, 1913, the gymnasium at Strathcona Hall was occasionally offered. The members of the University Settlement did not have a gymnasium in the true sense of the word. When a community basketball league was formed in 1913, the games had to be held at the Y.M.C.A. gymnasium. Other facilities had to be arranged with the Protestant Board of School Commissioners. At various times all the schools in the district were used by the University Settlement as their gymnasiums, including Strathearn School, Strathcona Hall, the use of Molson Hall of McGill University. The Dufferin, Alexandra, and Sarah Maxwell Schools were all used at different times. The gymnasium in the University Settlement building was extremely small, being a rather large room with posts interfering in the center. The difficulty in not having a home gymnasium was multiplied because it necessitated special expenditures for the use of gymnasiums belonging to the school system and other agencies. Provisions had to be made for janitors, heating and lighting. The use of the Rubenstein Bath for water polo, life-saving and swimming was achieved. The McGill University Stadium was used for track and field work. Sports and athletics, being the major recreational program of the University Settlement for many years, were very well attended and had a very healthy history. The University Settlement has a scrapbook available to visitors in which the multitudes of champions and championship teams, as well as near champions are recorded. The competitions held between the Settlement and Community Centers in the City of Montreal and in the Province of Quebec were well represented by the University Settlement of Montreal. Baseball crowns, medalions, papers,

boxing championships, wrestling championships, swimming awards and other evidence of athletic prowess are abundantly shown in the scrapbook. In 1934, Tommy Osborne, who was connected with the University Settlement for fifteen years, won the Dominion of Canada Championship in the 175-pound boxing class. He was sent to England to take part in Empire competition. Many other University Settlement boys and girls grew into fame and near-fame through their beginning instruction at one of the University Settlement gymnasiums or teams. During the late thirties and for most of the 1940's, boxing assumed a very popular place in the boys' activities in the University Settlement. Joe Gagnon won the Dominion of Canada Championship in May, 1939 and three other boys from the University Settlement finished at the top of their class in the Golden Gloves Championship. Boxing shows were held fairly frequently with the purpose not only of displaying athletic prowess, but also of raising funds for the purchase of "gym" equipment for the soldiers fighting in the war or for the equipment needed by the University Settlement.

Softball teams were always a part of the Settlement program. In some years there were more teams on the field than in others, but always there were some University Settlement representatives in district, city and provincial leagues. Ice-hockey was also a very popular sport. During the thirties, however, there was a marked drop in ice-hockey activity. During and after the Second World War, ice-hockey resumed its former place as a popular Settlement activity. With the plans for a new building for the University Settlement in progress at this writing, there is provision for a large and effective gymnasium.

This will be the first time that the University Settlement could really call a gymnasium its own. The acquisition of this facility should greatly enhance the athletic and sports program of the University Settlement.

Conclusions

This chapter has given a view of the outdoor recreation program of the University Settlement of Montreal. In the absence of recorded evidence it is difficult to establish whether the group work method was used or not. The variety of program media used throughout the years is an indication of the scope of the activities of the University Settlement.

These last three chapters conclude the descriptive survey of program activities of the University Settlement of Montreal from its inception to 1951. Other aspects such as: administration, staff, volunteer leaders, leadership training and supervision, board structure and members, budget and fund-raising, and areas, though interesting, are not considered in this study. Insufficient material of an authoritative nature to warrant inclusion here-in came to light. These shortcomings are recognized as a limitation to the depth of understanding of the University Settlement of Montreal.

Chapter VI

Conclusions

Looking back over the past four decades concerning the program of activities of the University Settlement of Montreal from its formal inception in 1912 until the present, one stands in wonder at the myriad of activities, the immense work that has been done over these years. The variety of the undertakings during this period of time demanded of the staff and workers a great deal of flexibility and understanding. Although the research that has been done to uncover the material over the past three chapters has been stimulating and awe inspiring to the writer, in the breadth of activities undertaken by the Settlement, it is impossible to do complete justice to any one particular program of the University Settlement. Many things were left unsaid, gaps were found in the records and some significant materials were left discreetly to the reader's own imagination. However, the object of research is truth and the truth of the matter is that some matters which were left out of the records would have helped to clarify the purpose, motivation, practice, and conclusion of programs.

The University Settlement of Montreal is, at this writing, beginning a new era in a new building and in a new location. Important to its renewed life could be the transfer of positive, wholesome and successful programs of the past to the new location. Certainly, the possibility exists that the new environment and area demands an entirely new program, with a different emphasis and motivation. Although the past experiences may have a minor role in the new setting,

it is strongly felt that the riches of the past, the gargantuan accomplishments of former years must be sifted and understood to bring to the new setting those things that help to bring real meaning to the future program of the Settlement. Historical lessons can give the new program those richly endowed traditions upon which growth may be measured.

Over the years the University Settlement has done many things. At certain periods of time, the recreation and group work program was the most important. When conditions existed that demanded another kind of program, the health and welfare aspects of the program became more significant and meaningful. In the hot summer months the outdoor program of the University Settlement became the most important over the indoor program. In the depression years, the relief program of the University Settlement became paramount in importance. In the war years, the mass program was significantly increased over the more individualized small group programs. In years of economic, political and military crisis, the open door policy ruled instead of the closed membership policy of other years. These changes in program, policy and emphasis show the flexibility of the University Settlement program to the changing conditions and times. These changes show an ability to adjust to new situations and new demands. It is felt that the demands of today in the new location will soon find the University Settlement adjusting its program to fit some of these needs.

In a period when specialization in many situations is becoming more pronounced, there may be demands put to the University Settlement to announce its specialized area of competence and leave some of

of its former programs for other agencies to carry out. Carrying this policy out may help the University Settlement develop its limited program to a high level of accomplishment. The flexibility of program and emphasis in program that was so characteristic of the University Settlement in the past may suffer under a rigid definition of area of competence and function. The University Settlement is primarily a group work and recreation agency which function it never gives up to other agencies. The health and welfare services offered in the past were primarily due to the fact that there were few or insufficient agencies in the area that could undertake the task of providing this service. Medical and dental examinations, diagnosis and treatment were woefully lacking before the University Settlement began this program. Some of the questions that must be answered before the University Settlement steps out of this field of work follow: Are there now sufficient and adequate agencies that provide this service to all the people and, if need be, free of charge? Has the University Settlement educated the Welfare Federations, City and Provincial Governments to the point where it has proved the need for continuous and adequate service of this kind by other more specialized or qualified agencies? Are the specialized agencies in this field adequately prepared to meet the need of increased service should an emergency arise such as an economic or military crisis? Has the University Settlement a referring agreement or understanding with these agencies in which individuals sent to the other agencies would be handled promptly and adequately? Without an affirmative answer to these questions, the abandonment of these services by the University Settlement would be a retreat from

reality and a disservice to the clientele and community.

Similar questions should be answered of other services that have been given by the University Settlement in the past before abandonment is decided. Will the University Settlement abandon forever its programs in relief, case work and family counseling, courts and juvenile delinquency, child welfare, pre-natal clinic, milk station, lunch-room and others of a similar nature?

With the erection of the new building in a different neighborhood it will be very important for the University Settlement to restate its purposes and objectives, publicizing and interpreting to its members and to the community at large what it is, what it could do and how it intends to accomplish these things. Perhaps even before this, it may be necessary for a self study and evaluation so that the Board of Directors, Executive Director and staff workers can formulate the purposes and objectives of the agency. The need for continuation of its former service program by the members may be largely mitigated by the removal into another area. It could be seen that in this day and age other and new agencies exist for the purpose of doing those things which the University Settlement has done for these many years.

What about the Dufferin Square area which the University Settlement is leaving? Is the new site convenient or within easy reach of its former neighbors? If not, will the University Settlement develop an extension program in the Dufferin Square area, using school buildings or other facilities that may be present or developed?

Should the University Settlement concern itself with prob-

lems of housing, employment, and other health and welfare problems of the community that may not be strictly considered within its "area" of competence?" Who is more competent? Will the University Settlement offer more than the palliatives it has used in the past in dealing with these "bread and butter" problems?

Another area, which may be important to study, is the democratic nature of the Board of Directors of the University Settlement. Conducting regularly held meetings and elections and following the rules of parliamentary procedure according to the Anglo-Saxon tradition is a very commendable objective. At this writing, the members of the board are almost all men and women of great financial importance in the City, Province, and Dominion. They live in better areas, far away from the teeming multitudes of the Settlement district. The neighbors of the University Settlement have not been asked to join the board to take part in discussions or in decisions regarding the policies and practices of the University Settlement. Yet it is the immediate community in the district that is at once affected by whatever is decided at the board meetings. Participation in the democratic process by the local people may increase the effectiveness of whatever program is carried out.

The social group work approach and method is a relatively recent development in social settlements and community centers; it has had its greatest development over the past decade or so. The adult who is sensitive and understanding, who is a helping person or an "enabler", and one who is conscious of what he does in the group, how he does it

and why he does it that way, can help the individual grow by helping him learn to relate to other people, to groups and to the community as well as to help the group as a whole in its social development as a result of guided group interaction. The conscious adult worker in the group is the key person in using social group-work techniques and is therefore a very important person on settlement staffs.

Self-supporting and self-running groups have functioned within the walls of the University Settlement with understanding workers as their leaders even before social group work as a method was formalized and as widely accepted as it is today in most settlement houses. On looking back over the history of the University Settlement one finds the unconscious use of the social group work method with different programs and groups at various times. The full implementation of professional social group work practice might be one of the first objectives in the University Settlement's new building, to bring it into line with modern professional concepts and the present level of other social settlements.

A serious problem exists which involves the recruitment and retention of competent and adequately trained workers since on the staff rests the responsibility of the program. In previous chapters it has been shown that programs weakened or collapsed when the volunteer leaders or when workers could not continue and left. The ups and downs of the group work and recreation program were related to the availability of qualified volunteer or paid part-time leaders and workers. In recent times social settlements have developed leaders and workers

from the neighborhood, helping them identify with the agency and thereby encourage the growth of the settlements' roots in the community. The University Settlement may well consider this as an important aspect to its program in the new sitting and one of utmost importance.

The role the community plays in the University Settlement is another important aspect of community identification with the agency. There is not merely a call for volunteers and paid part-time workers from the neighborhood, important as this may be, but also the problem of how and where the neighbors fit in with the structure and decision-making in regard to the vital program arranged in the University Settlement for the community. The goals and objectives, as stated at various times in the history of the University Settlement, assumes that the means will be found to implement the philosophy behind the program and its goals. That the gap between philosophy and practice is common and nation wide was pointed out in 1940 as follows:

Many types of gaps are evident: gaps between our philosophy and our processes; gaps between our insights and our skills; gaps between the practices we advocate and the practices we use.¹

Efforts might be made for a comparative study of the philosophy, goals and objectives in relation to the actual practices in the work of the University Settlement. Such a study may bring out needs for improved methods of work and be a further impetus toward the goals as set forth.

Another worthwhile study might be one of the needs of the

¹Roy Johns, "An Examination of Group Work's Practices", an article in *The National Conference of Social Work*; (1940, Columbia University Press, New York, 1940) p. 552.

community and the changes in program that are indicated to meet these needs. As a Social Agency, the University Settlement of Montreal has the responsibility to the community to know it thoroughly and to know the changes, transitions and movements which occur and to find those needs that ought to be met by the changes in work. Perhaps this requires annual studies of various kinds in order that the Settlement keep close to the needs of the community.

In these few pages the writer has tried to indicate those areas of program, activity and policy which need clarification, thinking, studying and re-evaluation, as shown in the study and records of the previous chapters. Without continuous study and research it is very difficult for an agency to develop a well balanced and rounded program of activities that is meaningful to the community and meets specific needs of the community. It will be very difficult to answer the serious questions that one can extract from the previous chapters and from the last few pages. In writing this work, and after two years of field work at the University Settlement, the writer feels some identification with the agency and is perhaps overzealous in some of his remarks. The writer feels also that the social agency called the University Settlement of Montreal has a unique role to play in the deprived area around the Dufferin Square Park as well as north of this area. Its clientele is composed of multi-nationals, multi-religious and multi-racial groups that constantly face severe strains of every-day living. Faith in these people to achieve their own salvation and to better their lot is needed by all who work and live with them.

Understanding of the people is very important to the proper functioning and development of the University Settlement. To understand is hard-very hard. However, once one understands, action is easy.

DIVISION OF PROGRAM

A. THE SERVICE PROGRAM, ESPECIALLY HEALTH AND WELFARE.

1. Financial Aid
2. Relief in Kind
3. Medical Services
4. Dental Services
5. Child Welfare Clinics
6. Milk Station
7. Lunch Room
8. Sanitation
9. Case Work
10. Work With Problems of Youth
11. Housing
12. Social Action in Education
13. Social Action in Unemployment
14. Social Action in Other Issues

B. GROUP WORK AND RECREATION PROGRAM

L. Indoor Program

- a) Arts and Crafts (Hobbies, Woodcraft, Basketry, Drawings, Cooking, Painting, Typewriting, Gardening, Collecting, etc.)
- b) Sports and Games (Boxing, Basketball, Floor Hockey, Games Room, Field Days, Contests, etc.)

- c) Clubs
- d) Dances (Social, Folk, Square, Modern, Interpretive)
- e) Yearly Special Functions (Christmas, Easter, Closing, Rotary, Kiwanis, St. Patrick, etc.)
- f) Music (Appreciation, Choirs, Orchestra, Instrumental, etc.)
- g) Dramatics and Story Hour
- h) Library
- i) Movies, Concerts, Exhibitions
- j) Formal Education (Forums, Discussion Groups, Lectures, etc.)
- k) Scouts, Cubs, Girl Guides, Beavers.
- l) Other Groups Affiliated With a Larger Body (Councils, Inter-Agency Organizations, City Provincial and National Bodies, etc.)
- m) Kindergarten

2. Outdoor Program

- a) Hockey-Ice, Floor and Broom
- b) Hiking
- c) Visits to Other Places (Museums, Art Gallery, Trips, Picnics, Other Centers, Mountain, etc.)
- d) Outdoor Movies
- e) Camp
- f) Parks and Playgrounds
- g) Gymnasium, Team Games, Boxing, etc.

QUESTIONNAIRE GUIDE SHEET

1. Under what chapter heading would the information be used?
2. What part of the Settlement program would this information refer to? (Under Document Schedule No. 1.)
3. What age and sex group did this program involve?
4. How was the need for this program determined?
 - A. Rumour.
 - B. Investigation.
 - C. Facts.
 - D. Whims and wishes of leaders, Board.
 - E. Other. (Specify)
 - F. Undertermined.
5. Why was this program adopted?
6. How was this program carried out?
7. When was this program initiated and carried out?
8. Was it a short term program? A long term program?
9. Was it continuous? Intermitent? Why?
10. What changes took place in the program after it was begun? When and Why?
11. Were the originally determined needs met?
12. How does this program compare with other programs of the Settlement? What part did this program play in the total scheme of things; context of the program?
13. When and why did this program cease to be an activity of the Settlement?

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