

. PARK SUPERVISION SCHEME.1. General Introduction.

The only other activity of the J.M.S.W.D. concerned with children of school-going age, i.e. up to about 14 or 15, is the Park Supervision Scheme.

While the majority of the activities of the Play Centres are directly educational or have strong educational bearings, the activities of the Park Supervision Scheme are more directly play activities, with educational significance, rather than directly educational activities.

Under this scheme the play activities of children are being supervised by trained supervisors in some of the parks of Johannesburg, with the twofold object of avoiding undesirable activities and contacts, and promoting healthy and useful play interest.

2. Historical Background.

Children have played from time immemorial and they will continue to do so until the end of time.

There was a time when no particular notice was taken of children's play, when it was taken for granted or tolerated.<sup>1)</sup> Gradually, however, play was encouraged under certain conditions and circumstances and later express provision was made for it. This provision has been organised around certain institutions and has passed through certain definite stages. Among these institutions the home, the church, the school and the community have been most prominent.

The oldest and most important institution around which play and recreation have been organised is the home. It has been so until a century ago.

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1). Mitchell & Mason; The Theory of Play. p. 14.

In the early community the church supplemented the home in this respect. Children were, for instance, taken on Sunday School picnics.

Until recently the school has played but a small part as a play and recreational centre. There play was usually confined to a few minutes before school and to play-time. The games that were taken after school were for the few and not for the mass of the pupils, for whom the afternoon bell heralded the rush home. Even now it is often a punishable offence to be found on the playground after school has closed for the day.

The community likewise offered very little in the line of play and recreation. The little that there was grew up around days of community interest, such as threshing days, when all the community played together.<sup>1)</sup>

Play and recreation create special problems in Cities. As already stated<sup>2)</sup> opportunities for activities were cut down in cities. One consequence of this was that there arose a tendency among children and adults alike to become spectators instead of being participators as is typified by the case of 30,000 or more watching 30 players engage in a rugby match at Ellis Park.

With the increase in the size and the density of the city open spaces have shrunk and have often vanished. The trees and the swimming pools have disappeared. No wonder that the child has been forced into the role of the spectator, where before he participated.

Nash<sup>3)</sup> says that the cutting-down of the wholesome types of activities have brought with it opportunities for

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- 1). Nash; The Organisation and Administration of Playgrounds and Recreation. pp. 1-4.  
 2). Vide p. 34 & 53  
 3). Nash; The Organisation and Administration of Playgrounds and Recreation. p. 8.

unwholesome activities instead. The busy street, the fight around the corner, stealing a ride on a truck, or tormenting the Sammy, are the new and unhealthy lures which often lead to delinquency. This increase in the number of unwholesome activities in cities have thrown upon the community a tremendous burden which is not being carried. The result is that an alarmingly high percentage of criminals are under 21 years of age.<sup>1)</sup>

Nash quotes Hutchinson<sup>2)</sup> to say in "Can the Child Survive Civilisation": "Half a century ago our social and industrial organisation was so loose that there was plenty of room for the children to grow up in the gaps and interspaces. Now it is so compact that he scarcely has breathing room and no play room." He says further that the alley and the backyard have gone and the lawns and flowers have taken the place of "our yard" with its brickbats, barrels and boards, and all its superb possibilities for play. Instead the children have been driven to the streets and these have been made unsafe. There they pay the price in accidents. But what about the "moral accidents", as Nash calls the delinquents?

The schools, instead of helping, have not improved matters, since they simply attempted to correct the under-development of the child's body by over-development of his mind. Not only has he nowhere to play, but he is shut up in the schoolroom for long hours. Hutchinson says: "The real business

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- 1). In U.S.A. 17% of crime committed during 1946 was by youths under 21 years old. Sunday Times, Johannesburg; 1/6/1947. See also p. 69.
  - 2). Nash; The Organisation and Administration of Playgrounds and Recreation. p. 8.

of the child is not to pass examinations, but to grow up. And where can we find time for that under the present system?"<sup>1)</sup>.

The result is that instead of opportunities for wholesome play and recreation children and adults have to turn to commercial recreation, with the consequence that the latter is gradually squeezing out the life-giving play activities. Although commercial recreation is not bad in itself, it emphasises the place of the spectator against that of the participant.

The result of all this was that new demands arose for proper and more adequate play facilities.

America was the first in the field with a constructive policy in an endeavour to meet the new demands. Both the school and the church started to adjust themselves to the new situation. They began to realise the need for guiding the leisure-time of the young people and organised social functions and formed athletic leagues.

A great change has also taken place in connection with parks. Where formerly they were mere places of beauty, where children were chased off the lawns and were generally unwelcome unless accompanied by their elders, they are now changing and becoming places of utility, where children may play in safety. They are no longer the congregation places of stiffs and other undesirable characters, but have come to occupy a very important place in the community.

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1). Quoted by Nash; The Organisation and Administration of Playgrounds and Recreation. p. 9.

New institutions arose to supply in the urgent need of providing for the play and recreational needs of the community. Among these the playground takes a prominent place. It has arisen especially to meet the demands of the new order. It began in 1886 and went through the same changes as the public school in America, viz. the charity stage, the partially tax-supported stage, and the present stage, where it makes a desperate fight for tax-supported playgrounds for all children.<sup>1)</sup>

The stages through which Playgrounds developed are briefly:

(a). Charity Stage: (1890 - 1900).

Playgrounds were provided for the children of the poor with money raised by private contributions, etc. Familiar slogans at the time were: "Keep children off the streets", "Prevent juvenile delinquency", and "Promote the health of the poor".

(b). Park Stage: (1900 - 1910).

During this period tax support came to the aid of the playground movement and some arm of the city government had to administer the activities. This at first fell to the Parks Department, simply because it had land. This department could, however, not meet the real needs, because from their point of view grass was to be looked at and not played upon. That was the reason why The Playground and recreation Association of America came into being in 1906 and paved the way for the next stage.

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1). Nash; The Organisation and Administration of Play Grounds and Recreation. p.p. 20-23.

(c). Playground and Commission Stage: (1910-1920.)

The dominant argument for a separate playground commission was that experts must be trained to handle people and organise activities, and that this training was distinct from that of park employees. For this a separate arm of the city government other than the parks department was needed.

(d). The School Stage: (1920 onwards).

Then the War came in the middle of the third stage and showed many of the weaknesses in the existing provisions. The result was a flood of legislation relative to physical education, which was largely the basis of the fourth step, and which according to Nash, bids fair to bring the solution to the problem.<sup>1)</sup> With the new interpretation placed on physical education, the school is able to assume responsibility for the full out-of-school play time of children. In California, for instance, there is a state law establishing a civic centre at every public school. Nash means that with the school already having contact with all the children of the community, it is the only institution that can guarantee full play opportunities to all the children.<sup>2)</sup>

It is significant that in America park supervision was only one of the stages of a comprehensive scheme to provide for the play and recreational activities of the community.

3. Functions of the Playground.

Educational authorities the world over not only consider playgrounds essential, but emphasise the importance of large play areas.<sup>3)</sup>

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1). Nash; The Organisation & Administration of Play Grounds Recreation. p. 23.

2). Nash; op. cit., p. 23, see also p. 136.

3). Butler, (edited by); Playgrounds, their Administration

Playgrounds were primarily meant for children's use, but more recently they also started to serve youths and adults, since they now have more leisure-time and time to play. At the beginning of the century playgrounds were almost unknown, but now they are becoming widely recognised as an essential community feature.

According to Butler<sup>1)</sup> they contribute to the fun, the safety, the health, and the character of the children. From the educational point of view the last-named is particularly important, because the playground through its various play activities contributes to character through development of the right habits, attitudes, and responses. Great emphasis is also placed upon the playgrounds as a factor in the reduction of delinquency. The potentiality of the playground as a positive force in the formation of character and in the development of leadership qualities is of even greater importance.

#### 4. The Ideal Playground.

According to Braucher the ideal playground is primarily a place for developing power to do. Swimming, running, playing games, acting, singing, making kites, model aeroplanes, and observing nature are not dependent on costly materials, but rather upon power to do and upon individual skill. Thus, the task of the playground is to help the individual child to do well and happily what he most wants to do now and will want to do later.<sup>2)</sup>

The ideal playground is one where all the children in the neighbourhood have room enough to engage in their favourite play activities. It must therefore be a large playground.

- 1). Butler; Playgrounds, Their Administration and Organisation, p. 1.
- 2). Braucher; Playgrounds Built for the New Era; quoted by Butler, p. 4.

Attractiveness, orderliness, and good design are desirable as a pleasant setting for play. It is a place where children can let off steam and use their energy without repression by or annoyance to their elders, where each one gets a chance to play, including girls, where a variety of skills can develop, in crafts, games, sports, etc., where all kinds and degrees of abilities are recognised, where a wide variety of interests find opportunities for expression, where new acquaintances are made, and where children are given opportunities for service, the older boys and girls helping with the younger.

It is also a place where fair play is the rule, where there is always something interesting to do, where children may have a good time, with a minimum danger of getting hurt, where activities are carried on in such a way as to develop strong, healthy bodies, where every child, including the physically handicapped, receives fair consideration and has an opportunity for happy, satisfying play activity, and where, in so far as space and facilities permit, families and neighbourhood groups may play together.<sup>1)</sup>

The ideal playground will bring to reality the limited possibilities which are afforded for fun and good citizenship. It will provide happy experiences for the individuals coming to it. This will be attained by providing opportunities for participation in activities which children want to engage in, but also by helping them to do them well. The playground will

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1). Butler; Playgrounds, their Administration and Organisation  
p. 4.

provide activities which give momentary satisfaction, but also develop in children skills and interests which will enlarge their capacity for enjoyment in later years.<sup>1)</sup>

### 5. Play and Education.

Jacks said, "The education which is not also recreation is a maimed, incomplete, half-done thing. The recreation which is not also an education, has no recreative value".<sup>2)</sup> Recreation and play are so closely allied that the latter could be substituted for the former and the quotation would be no less true.

#### (a). Defination of Play.

The various definitions given of play are confusing. The dictionary does not help us much, because the meanings given range from saying almost nothing to saying too much. Play is thus given to mean, amongst other things, to exercise, to amuse, to perform on a musical instrument, to gamble, to act with free motion, etc., etc.

It is perhaps best to first state what we do not mean by play.

Play is not idleness as it is commonly conceived to be. Too long have children suffered from the common idea that play is synonymous with fooling, or is an activity that is not worth while. On the contrary, play is the most serious thing of the child's life. Nash says that if there is an opposite to idleness it is play.<sup>3)</sup>

Play is not recreation, although it is closely

- 1). Butler; Playgrounds, Their Administration and Organisation. p. 5. See also Reaney: The Place of Play in Education. p. 76.
- 2). Jacks; Education through Recreation. p. 2.
- 3). Nash; The Organisation and Administration of Playgrounds and Recreation. p. 30.

allied to it. Play refers primarily to children, recreation to adults. Play is creative, recreation is re-creative. In play the emphasis is on the big-muscle type of activity. This type of activity is the focal activity, with other play activities, such as dramatic, manual and musical, on the fringe. In recreation the emphasis is less on the big-muscle type of activity. There is more interest in the dramatic, manual and musical types of play.

Play is not amusement, because it involves active participation of the individual. Play represents the expression of an inner drive rather than an<sup>of</sup>outer stimulus. It is a fundamental human drive.

Play is self-directed activity. It is self-directed work, especially joyous work, where drudgery is at the opposite end. Dewey says that activities include both work and play and that the difference between them is largely in time span and attitude. Thus play would be dressing in a joyous way, while hating to dress oneself would be drudgery.<sup>1)</sup>

(b). Connection between Play and Education.

After discussing various definitions on aims and nature of play Mitchell and Mason<sup>2)</sup>. state that where play was once looked upon as a curious and unimportant feature of child life, it is now considered a factor in education.. With this change in view-point has also come a change in the definition of play, the term now including a wider range of activities than before. At first only aimless activities were classed

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1). Dewey; Democracy and Education. p. 237 f.

See also Reaney; The Place of Play in Education p. 50 f.

2). Mitchell & Mason; The Theory of Play. p. 14.

as play, then activities with fictitious or make-believe purpose were added. Later a real and serious aim was conceded as a possibility in play, but always with the provision that the object to be accomplished lies within the activity and is part of it, rather than a remote object of value.

At this stage it became evident that adults play as well as children. To-day, stressing even more the educational significance of play, we are inclined to further widen the concept of play and include in it the fact that in occupation that seeks and accomplishes useful and permanent results, the play spirit may be present.

That there is a definite connection between play and education is indicated by the fact that we speak about "the play method", "play in education", "education through play", etc.<sup>1)</sup>. Here play has a new meaning. The play way or the play method is the interest method of education. It constitutes the difference between intrinsic learning and extrinsic learning, between learning with interest or effort.

Seen from the modern educational viewpoint play and physical education are almost analogous.

It is through activities that individuals are educated, whether they be bodily or mental activities. According to Nash the bulk of these activities are play activities, mostly the big-muscle activities, whose

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1). Reaney; The Place of Play in Education. p. 54 f.

objectives are fourfold:

- (1). Development of organic power;
- (2). Menti-motor development;
- (3). Development of impulses; and
- (4). Development of judgment.<sup>1)</sup>

These big-muscle or play activities require space to be performed in. In cities the most suitable place to play is in the park.

#### 6. Need for <sup>and</sup> Establishment of Park Supervision Scheme in Johannesburg.

Johannesburg is fortunate to have a number of beautiful parks under the direct control of the Parks and Estates Department. Some of these parks, such as Ellis Park, Milner Park, Joubert Park, The Wilds and Hermann Ecksteen Park, are well known to visitors to the City. There are also a number of parks not so well known, a few of which have shady reputations.

Some areas of Johannesburg have been so densely built up during the last decade or two that the parks provided are too few and far between. What open spaces remain are eagerly made use of <sup>by</sup> both children and adults.

Parks are, or ought to be, excellent places for children to play in. There they can be safe from the dangers of the streets. There is open space <sup>with</sup> trees and grass and, what is more important from the child's point of view, there are other boys and girls to play with.

The conditions in some of these parks are, however, far from satisfactory. They are often the congregation places of undesirable characters with the consequence

1). Nash; The Organisation and Administration of Playgrounds and Recreation. p. 38.

that the more respectable element of the population has either to go elsewhere or suffer the unwelcome attentions of these people. The example set by them seems to have an unfavourable influence on a certain type of youth and young girl who also frequent the parks. The result is that many new recruits are obtained for the "sherry gangs" and for the "oldest profession".

Nursemaids, who bring young children to the parks from nearby dwellings or flats, are often rowdy, ill-treat the children or allow them to develop unhygienic habits.

A few of the parks have even become notorious and unsafe after dark. Numerous cases of crime ranging from robbery, to rape and murder are being committed there, sometimes within a stone's throw of the nearest house.

Because of the unsatisfactory state of affairs existing in some of the parks and also because of the awakening sense of responsibility towards children and their play and recreation activities, the Parks and Estates Committee, at its meeting held on the 16th of November, 1945, discussed the question of the supervision of the parks. It was realised that a specially qualified person was needed for this purpose, as the average park attendant was psychologically unfit for the supervision of children. He was more interested in the care of the grounds than the care of the children and keeping order among their attendant nursemaids.

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The following recommendations were consequently adopted:

(1). That the referendum be forwarded to the General Purposes Committee, pointing out the desirability of the experimental appointment by the Social Welfare Department of two or more lady supervisors for children's playgrounds.

(2). That after a period of two months a joint report on the desirability of extending the supervision scheme to other playgrounds be considered by the respective committees.

These two recommendations were agreed to at the General Purposes Committee meeting held on the 19th of November, 1945, and a start was made with the supervision of the Joubert and End Street Parks.

An initial survey was made of the existing conditions in these two parks and from the information thus gained a tentative scheme was drawn up for the experimental stage. Thus, during February, 1946, observers patrolled these two parks from early morning till late in the evening, making observations and taking notes. They also investigated the possibilities of organising the leisure-time activities of children.

The initial survey showed that conditions in the parks were far from satisfactory. The infants were looked after rather indifferently by nursemaids, but no cases of actual ill-treatment were come across. Attempts to segregate the infants from the older ones did not meet with much success. Nor were attempts at group work over successful as they were easily distracted.

The Boys, 6 - 11 years, were spending energy aimlessly. They soon took an interest in the scheme. A number of them were sent to the special treatment centres suggested by the Park Supervision staff. The interest of the girls (6 - 11 years) was gradually aroused and the number attending the park increased daily. The response from the boys, 12 - 16 years, was satisfactory, in spite of lack of equipment and other necessities. The need for organised activities is most urgent in the case of the girls, 12 - 16 years. Most of them were of low social and economic status and had unhealthy interests. They would welcome learning to dance and to do sewing. At first the nursemaids were insolent and aggressive and resented the Park Supervision staff, but they soon became accustomed to the new conditions. Home visits were paid to the homes of the children. Most families resided in flats or rooms, although conditions were on the whole not unsatisfactory round Joubert Park, in the majority of cases round End Street Park they were unfavourable. In this area there was overcrowding, alcoholism, neglect of children while many parents were unsatisfactory.

The numbers attending group activities increased daily. The response of the children was magnificent. The children were keen on such games as football and netball and they showed great interest in physical training, dancing, handcraft, clay and cardboard modelling, drawing, painting, making of necklaces, etc. Story-telling was not very successful as it was difficult to find a quiet corner.

Community singing appealed to all, while the few excursions undertaken were much enjoyed.

The initial report mentioned that the response proved that the scheme met an urgent need. The staff was enthusiastic and was of the opinion that this service offered great scope for important welfare work, especially once better facilities were available. Among the benefits which it was hoped the scheme would bring could be counted prevention of juvenile delinquency, raising the moral and cultural standards, developing fundamental skills, formation of pleasant social relationships, developing strong healthy bodies, and teaching of self-control, courtesy, and respect for the rights of others, which make for good citizenship.<sup>1)</sup>

As the result of the findings of these observers it was realised that the particular nature of their duties demanded that the park supervision staff had to be fully qualified social workers, aided by such specialists as trained gymnasts and art and craft instructors. Among the special qualifications needed were that they should have real interest in children, have some knowledge of child psychology, and the needs of the community, that they should be pleasant, tactful and possess the ability to deal with people and children. They should be able to organise groups for children of all ages and of both sexes, and in either official language. They should also have a knowledge of park rules and municipal ordinances in connection with parks, a knowledge of first aid and

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1). Social Welfare Department: Park Supervision Scheme File.

home nursing, and the ability to make reports and keep records.

To begin with a staff of four was appointed, consisting of three social workers and one gymnast. Their hours of duty were from 8:30 to 4 p.m. for the first shift, and from 10 a.m. to 6 p.m. for the second shift, with week-end duties from 6 to 10 p.m.

#### 7. Present Activities of the Park Supervision Scheme.

Since the beginning of 1946 Park Supervision was conducted in collaboration with Play Centres, but with a separate section under its own supervisor, but retaining the closest association with the Play Centres. Although it was at first thought that the experimental stage would continue until ~~7~~ <sup>December</sup> 1947, the Council at its meeting held on 30.7.1947 decided that the Park Supervision Scheme be approved of, as it had definitely proved its right of existence.<sup>1)</sup>

At present the following parks are being supervised: Joubert Park, End Street Park, Fairview Park, Rhodes Park, and Gilfillin Park.

The most important activities of Park Supervision from our point of view are:

(a). Checking of neglect and ill-treatment of children by nursemaids:- A watchful eye is also kept over unsupervised children.

(b). Dealing with cases of truancy:- Cases are reported to the attendance officers for attention.

(c). Watching difficult children:- These are often referred to the Child Guidance Clinic for testing

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1). Johannesburg City Council Minutes. p. 860.

and investigation, or are sent to the nearest Play Centre, or the staff of the Park Scheme make their own investigations, or have them made by some or other competent body.

(d). Dealing with suspicious-looking characters:- Vagrants, tramps, homosexuals, "sherry-drunks", and other undesirable or suspicious-looking persons are referred to the proper authorities for removal, as they have a bad influence on children.

(e). Doing more constructive work with children:- Where the above activities were more particularly aimed at the general welfare of the children, the following ones aim more directly at the uplifting of the children, and are thus of importance from the educational point of view.

(f). Botanical interests and nature study:- gardening, study of plants, their diseases and pests, and their control.

(g). Art interests:- Arranging tours, lectures, attendance of exhibitions, sketching, life drawing, etc. and visiting the Art Gallery in Joubert Park.

(h). Dramatic activities:- Story-telling, miming play acting, puppets, discussion groups, etc.

(i). Excursions:- To concerts, plays, recitals, games and folk-dancing.

(j). Miscellaneous activities:- Kite-flying, marbles, doll and pet interests, minstrel shows, first aid, library, clean-up weeks, organising for Y.M.C.A., Y.W.C.A., Scouts and Guides, etc. to work here, municipal orchestra, sand and clay modelling, constructions, ring games, singing, handcrafts, etc.

(k). Co-ordination of different activities by different organisations for different age groups:- Musical

activities, drama festivals, dancing, decorations, camping and hiking, and community singing.

(1). Helping with educational publicity:-

Pamphlets distributed, lectures arranged, exhibits of work, bulletin board on facilities offered, and activities to participate in and their location.

(m). Social activities:- Many social activities are being carried on among the children. These include meeting and making friends with the parents, arranging of weekly interchange visits between the parks, visits to places of interest, such as the fire station, power station, sweet factory, and children's theatre, also regular physical training classes, folk dancing, outdoor games, and attending concerts in the Youth Social Centre.

(n). Keeping of records:- Besides the activities already mentioned, there are a number of records to be kept. The most important of these are:

(1). Diary of observations: Herein are noted patrol hour, number of children in the park, ages, sex, activities engaged in, other persons, such as nurse<sup>and</sup> girls, and mothers in the park/observations, suggestions, recommendations, notes and comments, etc.

(2). Advance planning of activities.

(3). Preparation of groups.

(4). Case work:- This is undertaken where necessary and referrals<sup>are</sup>/done.

(5). Routine records. The following cards and records are kept: Admission card, containing name of child, name of father and of mother, address,

case number, central register number, names of brothers and sisters, date of birth, school attended, standard, and remarks.

Record Card, containing name, date of birth, age, school, class, date of admission, date of leaving, attendance, school attendance, health factors, personality factors, intelligence, general behaviour, attitude towards home, attitude towards school, school development, attitude towards staff, and creative leisure-time activities.

Patrol Form, containing name of patroller, date, place, weather, time, number of infants, boys 6 - 10, girls 6 - 10, boys 11 - 14, girls 11 - 14, boys 15 - 18, girls 15 - 18, vagrants, male and female, and nursemaids, in the park, general behaviour, approaches to individuals, accidents or occurrences, and general remarks and suggestions.

Home Visit Reports are kept of all visits to homes. For this a special form has been drawn up.

### 8. Probable Future Development.

The Park Supervision Scheme has barely emerged from the experimental stage. It will no doubt have to undergo a certain measure of change before it has reached its full development. Whether it will form only one step in a comprehensive play and recreational scheme, as is the case in America, or whether it will develop on its own, but act in the closest conjunction and co-operation with the other schemes of the Social Welfare Department, remains to be seen. Opinion in this respect differs.

At the inception of the scheme it was the opinion of the Parks Department that it should have control over it. The Social Welfare Department, on the other hand,

thought that the very nature of the work made it imperative that it should have control over it. The Council seems to have favoured the claim of the latter department, because the control of the scheme was entrusted to that department, as we have already seen.

It appears, however, that there is a third school of thought which seems to be gaining ground lately, namely that this and the other allied schemes at present conducted by the Social Welfare and the Parks Departments should be combined under a new department, namely the Recreation Department. The desirability or otherwise of this plan will be discussed in the last chapter of this work.

Next to the question of the future control of the scheme are the questions of the extension of it and the resulting financial burden which it entails.

The Park Supervision Scheme is at present confined mainly to the 6 to 16 age group. The Social Welfare Department hopes that at a later stage it will cater for all age groups as regards social, recreational and educational programmes. The department is of the opinion that this scheme has tremendous possibilities for adult education.<sup>1)</sup> As one of the first steps in this direction it is planned that a shelter be available at each park from which the scheme can function. The ideal requirements are a hall of about 30' X 20', an office 10' X 12', a first aid room, a store-room and cloakrooms with showers at each park. Horizontal and

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1). M.O.H. to Town Clerk: Report M.O.H. to P.H. and S.W. Cte. Special Meeting, held on 19/9/1946.

parallel bars should be standard equipment.

Beside the extension of the activities of the scheme the department's policy is to also extend it to serve a greater number of the parks of Johannesburg, providing first where it is most urgently needed.

This extension brings us to the financial aspect.

Up to the present the City Council has had to bear the entire financial responsibility for the scheme. Efforts to move the Union Social Welfare Department to subsidise it has so far not met with much success. The City Council has explored a new field by establishing park supervision in Johannesburg and it is of the opinion that it has proved that the scheme is worth while. The Council consequently feels that the time has now arrived when a subsidy should be paid in respect of this service before it can be materially extended. The extension of the Scheme thus depends to a large extent on the receipt of the desired subsidy from the Union Social Welfare Department.