

RECREATION FOR DEFENSE

Prepared by the
Division of Recreation
Office of Defense Health and Welfare Service

FEDERAL SECURITY AGENCY

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THE RECREATION DIVISION
OF THE
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WHAT VOLUNTEERS CAN DO

On the
Home Front

In these days when democracy is threatened as it never has been before, every good American wants to make a positive contribution to national defense. Many people who cannot perform military service are troubled because they do not know what they personally can do as volunteers. Actually there is a job of some kind waiting for all of us in our home communities. For it is a fact that the home front is as important in its way as the military front. Our soldiers on leave, as well as the workers in our defense factories and their families need opportunities for play and self-expression off the job. So indeed do all the people in every community big and little. In a time of national emergency like the present, when strains increase, all the people need healthy recreation more than ever before. Recreation, as you know, means being re-created, or renewed.

In case your community has not already organized a recreation program the first step is the setting up of a Defense Recreation Committee. This Committee should be responsible to the local defense council, or where no defense council exists, to the local governmental authorities.

WHAT VOLUNTEERS CAN DO

On the
Home Front

Before the Defense Recreation Committee makes any blue-prints for a volunteer service program, it should find out what type of activities are wanted and needed in the community. It is better not to start too many volunteer projects at once. Begin with only a few and concentrate on making them successful. Before organizing any projects look around to see what expert leadership is available in your community. A former big league baseball player can be called on to organize and coach a baseball team or league for young boys, or a twilight softball league for men factory workers. Or some one with good theatre experience may be itching to organize a dramatics program; or a trained musician, a choral or orchestral group. The local Civilian Defense Volunteer Office, if it has already been set up and has registered volunteers, will know available qualified people.

The choice of projects will be as wide as the talents and interests of the people in your community. You will find in the pages that follow a list of activities in which volunteers can engage. Some few projects will require paid recreational leaders, but not nearly all. Only a small number call for a considerable expenditure.

WHAT VOLUNTEERS CAN DO

On the
Home Front

Some will take up only an afternoon or evening; others can be spread over several months. Some will appeal to a special age group; others to a wide range of ages. Most are on a community-wide scale, but some may be carried on by volunteers within organizations to which they already belong.

First are listed activities for the average community; then activities especially needed in industrial defense areas; then activities suitable for training camp communities. These suggestions may aid the local Defense Recreation Committee to map out a successful program, and the individual volunteer to find his or her niche in the larger scheme. To be effective each person and each subcommittee must be an organic part of a Defense Recreation Committee. All people of good will in the community should work together.

In Average
Communities

Program Leadership

Since the range of recreation for various age and interest groups is practically unlimited, anyone who has a skill and can impart it to others, may be a successful program leader in such fields as:

Athletics, ranging from highly organized games of football, through swimming, boating, canoeing, life-saving, aquatic games, skating, tennis, etc. to the simple activity of hiking. (See also Work with Young People, pp.)

Music, instrumental and choral.
Painting and Sculpture.

WHAT VOLUNTEERS CAN DO

In Average
Communities

Program Leadership (continued)

Arts and crafts.

Stage, radio, and puppet shows.

Hobbies, such as photography, stamp-collecting, flower gardens.

Dancing - partners as well as instructors are needed.

Nature study, in which there is growing interest.

Forum discussions and lecture programs.

Social affairs, such as parties, picnics, barbecues, boat trips.

Reading club.

Library, to be organized in recreation center or in small community where there is no public library.

Work with Young People

Volunteers serving either with such agencies as the Scouts or religious associations, or with newly formed groups, can:

Serve as sponsor for playgrounds - visit them, attend special events, report needs, etc.

Serve as member of Parents' Council to safeguard standards on playgrounds, raise money for equipment, arrange community socials on playgrounds, serve as advisors to City Council.

Get use of vacant lots - private and public - and clear them for play purposes.

Devise ways to light play areas.

Make simple playground equipment such as sandboxes, teeters, etc.

Conduct all kinds of games.

Prepare or build benches and seats for mothers and older people.

WHAT VOLUNTEERS CAN DO

In Average
Communities

Work with Young People (continued)

Develop backyard play and organize inter-family play groups.

Conduct classes in swimming, tennis, gymnastics, archery, etc.

Organize tournaments; coach teams, act as referee, umpire, judge.

Get municipality to build swimming pool; build pool by damming stream; build pool for sailing boats.

Organize trips to beach, parks, picnic areas; provide transportation for poor children; assist lifeguards; start fly-casting contests.

Set up day camps; teach children to cook out of doors.

Arrange to get children into private and public summer camps.

Prepare facilities for winter sports: flood tennis courts for skating and ice hockey; guard coasting streets and areas; secure permission to use private property for skating, coasting, and skiing.

Teach skiing, ice sculpture; help build ice boats; organize skating carnivals.

Lead and instruct craft groups in woodwork, weaving, carpentry, pottery, needlework, etc.

Organize trips to historic and other important centers.

Help children make kites and conduct kite-flying contest.

Repair Christmas toys and distribute to needy.

Plan birdhouse building contest.

Help mark nature trail - make place marks.

Form hiking, book, astronomy, and other clubs.

Arrange pet shows, community circus, and lantern parades.

Provide and direct such entertainment as puppet shows, story-telling, dramatics, music festivals, magic, radio programs.

WHAT VOLUNTEERS CAN DO

In Average
Communities

Aid to Young Men Away in Camp

Since every community has sent its quota of boys to training camp, concerted efforts can be made by parents, friends and neighborhood groups to:

Write weekly letters; send snapshots; remember birthdays.

Send cookies, candy, cakes, Thanksgiving and Christmas gifts.

Make special items of clothing such as socks, sweaters.

Take up collection to help boys from home furnish their company rooms.

Send subscriptions to magazines and home-town newspapers.

Information Service

Collect and index catalogues, pamphlets, schedules and other informational material on recreation.

Prepare mimeographed or printed pamphlets on trips and tours, housing facilities, etc.

Make contacts with community agencies to facilitate the use by outside groups of meeting places, gyms, etc.

Conduct information services on housing, tours, amusements, other recreational activities.

Conduct trips and tours.

Special Services

Volunteer typists, stenographers, secretaries, file clerks, etc. are needed in the administration of almost every program.

For other special services see Service to Camp,

page

WHAT VOLUNTEERS CAN DO

In Average
Communities

Public Relations

Under the direction of the Publicity Committee systematic provision should be made for adequately publicizing activities and providing prompt and accurate new services to the press, radio stations, and cooperating organizations. Posters, printed matter and mimeographed materials may be produced.

Research and Surveys

Help in measuring existing recreation needs: facilities and services: and possible resources for serving unmet needs.

Assist in studying the recreation interests of the individuals to be served.

Training Courses

Specialists are needed to conduct training courses in all kinds of recreation leadership. Those who have had experience or training in teaching and possess some other skill, can be very useful in this field.

Committee Service

Committee members and secretaries who will serve faithfully are needed in almost every phase of a recreation program. Areas of service include:

Central Recreation Committee

County Recreation Committee

Hospitality, finance, and other administrative sub-committees.

Liaison committee between various public and private agencies and groups.

WHAT VOLUNTEERS CAN DO

In Average
Communities

Committee Service (continued)

Committee on space and facilities for recreation.

Special interest committees, such as hobbies, music, lectures, and athletic clubs.

Special event committees such as Christmas, dance, carnival, track meet.

Special organization and campaign committees for such groups and organizations as Boy and Girl Scouts, United Service Organizations, etc.

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In Industrial
Defense
Communities

The sudden influx of workers into defense factories has caused a housing shortage and put a strain on schools and community recreation facilities. Provision must be made for the defense workers and their families if they are not to be forgotten people. First of all they should be integrated as far as possible into the community recreation program. New projects should be adjusted to work shifts and special needs.

Social Life and Entertainment

Arrange parties for wives of newcomers so that they may get acquainted with each other and their neighbors.

Give parties and dances for young people.

Arrange company dances and provide music; arrange company smokers and department banquets.

Arrange with local movie theatres for special showings for men on night shifts. Help provide movies where facilities are inadequate.

Athletics

Serve on plant recreation committees; organize department teams, interdepartment leagues, and city-wide leagues and tournaments.

WHAT VOLUNTEERS CAN DO

In Industrial Athletics (continued)
Defense
Communities

Arrange for bowling.

Secure space and facilities for softball, baseball, horseshoes, etc. Get people to help mark courts; get company or union to provide equipment.

Organize tournaments in golf if courses are available; teach sports and games; coach teams; act as umpire, referee, judge.

Care of Children

Provide play centers and nursery schools for children of workers.

Arrange parties, picnics, and other activities listed on pp. 5 and 6.

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In Training
Camp
Communities

If you live in a community near an army training camp or a naval training station you have a special opportunity to help provide wanted recreation and comforts for our armed forces in their off-duty hours.

Every community so situated will welcome the opportunity to serve our young men in uniform. A program for service men should be many-sided:

Physical Recreation Activities

Help secure for service men use of facilities in public and private organizations, - gymnasiums, playfields, golf courses; secure additional facilities, secure loan of equipment; help raise money to buy or rent what is needed.

Serve as instructor in golf, fencing, boxing, tennis, etc.

WHAT VOLUNTEERS CAN DO

In Training
Camp
Communities

Physical Recreation Activities (continued)

Organize and promote tournaments, leagues, field meets; water tournaments; serve as umpire, referee, judge.

Arrange with commercial concerns for concessions in bowling.

Help publicize activities in community.

Social Activities

Plan dances for service men - in halls, churches, clubs, community centers, hotels; serve as hostess, chaperon, floor director, or dancing partner.

Help decorate dance hall; prepare and serve refreshments; play in dance orchestra; call square dances; make costume for masquerade ball.

Help arrange socials and parties in churches, lodges, clubs and homes.

Plan picnics, hikes, boat rides, excursions. Provide transportation.

Invite men in uniform to home for social evening or Sunday dinner.

Musical Entertainment

Arrange for, or lead community singing.

Sing solos or in quartets, play accompaniments, play in orchestra or string ensemble, etc.

Get loan of phonograph records; arrange listening groups on radio.

Teach or coach musical activities.

Arrange concerts for bands and choral groups from camp; arrange for men in uniform to play in church orchestras and to sing in church choirs.

Organize music appreciation groups.

WHAT VOLUNTEERS CAN DO

In Training
Camp
Communities

Dramatics

Organize and put on dramatic activities such as minstrels, pageants, plays, puppet shows in churches, schools, clubs.

Arrange for camp dramatic groups to put on shows in community.

Education-Recreation Activities

Plan and arrange for lectures, discussions, forums, concerts, special movies, etc.

Start hobby clubs for civilians and men in uniform or for service men only, such as camera, coin, stamp, nature or historical study clubs.

Arrange special library facilities for men in uniform; provide both general and technical books.

Help organize celebrations representing special features of community or city life.

Service to Camp

Collect books, magazines, musical instruments, game equipment if needed.

Help provide speakers (?) entertainers; arrange with morale officers for presentation of community dramatic shows.

Provide costumes and scenery for camp plays.

Prepare and send home-cooked specialties to convalescents in camp hospitals (if permitted); send flowers; read to and write letters for patients; give rides to convalescents.

Sew or mend for men off duty.

Teach special subjects in camp recreation program as requested by morale officer.

General Activities

Help educate public to be friendly.

WHAT VOLUNTEERS CAN DO

In Training
Camp
Communities

General Activities (continued)

Arrange transportation for sight-seeing trips.

Work in soldiers' and sailors' clubs supervising activities, serving food, leading specific groups or activities, acting as hostess.

Help prepare and arrange exhibits in show windows (?)

Raise money for program.

Help see that program for colored soldiers is adequate.

Check on undesirable commercial facilities.

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How to
Organize
Recreation
Volunteers

In every community some organization or coordinating body must assume responsibility for creating a recreation program and for enlisting volunteers. In certain localities public recreation agencies are already in the field. In others, churches, and such organizations as the Y.M.C.A., Y.W.C.A., Y.M.H.A., the various service clubs, the Junior League, and the Scouts, regularly recruit volunteers for recreational work. And now, in all communities, the Office of Civilian Defense will recruit through a local Volunteer Service Office volunteers who wish to make their contribution to national defense.

(See manual "A Civilian Defense Office" published by United States Office of Civilian Defense, Washington, D.C., September 19th, 1941.)

Chapter II

HOW TO SELECT VOLUNTEERS

Fitting the
Volunteer
to the Job

If a Civilian Defense volunteer office has been organized in your community your first job will be to make needs for volunteer personnel known to it. Be very specific as to the exact nature of the job volunteers are to do and the desirable qualifications for each job, giving other information such as days and hours, where the volunteer is to report, who will supervise him, etc. The volunteer office will refer prospective volunteers for the position, leaving to the particular recreation group the right to the acceptance or rejection of these volunteers. The recruiting of volunteers should not be difficult since in a national crisis people are readier to volunteer than under normal conditions. If possible everyone who shows a genuine desire to serve should be given some sort of work in a field with which he or she is familiar. Best results are secured if volunteers are assigned only to jobs for which they have some aptitude or preparation. All volunteers should have such qualifications as:

1. Character and a high standard of personal conduct.
2. Dependability.

HOW TO SELECT VOLUNTEERS

Fitting the Volunteer to the Job

3. Ability to work with others.
4. Readiness to accept training and supervision.
5. Ability and willingness to carry projects through to completion.
6. Acceptability to the community.

Judgment is needed in placing volunteers. Here are some good rules to go by:

1. Select each volunteer carefully in terms of the needs of the job to be done and the aptitude of the volunteer. To have too many volunteers for one job is almost as bad as the wrong person in the right job.
2. In choosing program leaders, remember that the person who can perform skillfully may or may not have the ability to organize, lead and arouse interest in others.
3. Give the volunteer a clear idea of the nature of the job. Make certain that the task interests the volunteer.
4. Allow the volunteer to participate as far as possible in the selection of the task, and in planning its execution so that he or she may gain some personal satisfaction from its completion.
5. Have a definite understanding as to the nature and extent of the service expected and of the responsibility to be assumed by the individual and by the Central Recreation Committee. Occasionally volunteers are asked to sign a form of agreement covering their duties and responsibilities, but in most communities verbal agreements can be relied upon.

Recruiting Volunteers

Recruiting should be tied in to a Volunteer Office if one exists. Recreational agencies should get the volunteer they know and want to register in the Volunteer Office.

HOW TO SELECT VOLUNTEERS

Recruiting Volunteers

The most satisfactory method of recruiting volunteers for positions of leadership is to approach individuals known to have the necessary qualifications. If, for instance, the Committee is looking for a conductor of a community orchestra, it should cast about for an experienced musical leader of first-rate ability. But if volunteers are only needed to transport a group of children to a swimming pool or a museum or to collect and repair Christmas toys, appeals for help may be broadcast through talks to local organizations and church groups, over the radio, and in the press.

If a Civilian Defense Volunteer Office has been organized in your community, it will do the recruiting for you. It will probably have people registered whom you can use. Only if no Volunteer Office has been organized will you have to do your own recruiting.

Volunteers may be recruited in many quarters. Agencies or city departments represented on the Defense Recreation Committee can suggest volunteers who are already serving with one agency or another. The Junior League, for instance, has for a number of years supervised volunteers in the social service field. Various associations and civic groups are likely to be sources of potential help. The American Legion often takes

HOW TO SELECT VOLUNTEERS

Recruiting Volunteers

charge of Fourth of July celebration or sponsors a boys' baseball league. The Parent-Teacher Association may be called on to conduct a backyard playground contest or an institute for training mothers in home play activities. The Woman's Club may sponsor a community garden project; and a service club, such as Rotary or Kiwanis, may promote an overnight youth camp or an outing for playground children. Labor unions may help in constructing recreation facilities.

What Occupational Groups Can Do

Any systematic search for volunteers should take in all the occupational groups which have a contribution to make to a recreation program. These include:

Professional People

Accountants can audit books, make cost evaluations of projects.

Physicians can examine people who wish to take part in an athletic program.

Architects can advise on selection, planning, and renovation of facilities.

Landscape gardeners can advise on lay-out and maintenance of playground, on settings for out-door parties; and instruct gardeners.

Teachers can train volunteers and leaders.

Technicians, such as airplane designers and radio experts, can lead special interest groups.

Lawyers can serve as consultants.

Business People

Business men and women can manage money-raising campaigns,

HOW TO SELECT VOLUNTEERS

What
Occupational
Groups Can Do

Business People (continued)

secure sites and empty stores, get advertising space, lead groups in hobbies.

Artists

Since a good recreation program encompasses almost every form of artistic expression, individuals are needed with talent and training in music, painting, sculpture, stage production and design, arts and crafts, and dancing, as suggested on pp. 4 and 5, Ch. I. Muralists are needed to decorate interiors of recreation buildings; writers to do articles and radio scripts; and photographers to lead clubs and make a pictorial history of the recreation program.

Women of the Home

The woman who would like to help in a recreation program, but regrets she has no special skill, can do a number of things:

Supervise children in pre-school centers, on playgrounds, beaches, in street play, neighborhood play spaces, community centers, and child clinics.

Give a welcome to such newcomers in the community, as service men and defense workers and their families, by inviting them to meals, offering baths, making social contacts for them.

Prepare and serve food for special events, club meetings and military men on leave.

Collect and distribute play materials.

Collect and distribute books and magazines for hospitals, clinics, camps, ships, etc.

Serve as hostess or chaperon at dances and social functions.

Plan recreation for shut-ins, the aged, and sick.

HOW TO SELECT VOLUNTEERS

What

Occupational

Groups Can Do

Office Workers

Young business people can fill many gaps in the recreation program. They can:

Serve as secretaries to committees, keep and file records, type reports, surveys, and case records; keep accounts.

Act as dancing partners.

Assist in preparation and serving of food.

Conduct an information service; answer telephone; be reception clerk.

Farm Folk

People living in rural areas and farm communities can contribute to a recreation program through the Grange, 4H Clubs, Farm Security Administration, and other agricultural agencies. They can:

Instruct in the care and protection of animals.

Lead and assist in planning camping trips.

Supervise and instruct in recreational home economics, such as candy-making, sugaring off, herb-cultivation.

Lead fishing and hunting clubs.

Teach and lead community dancing, including square dances.

Lead community "sings" and choral groups.

Start travelling library.

Other Sources

Volunteers may also be found among:

Hobbyists.

Married women who formerly served as recreation leaders.

HOW TO SELECT VOLUNTEERS

Other Sources Volunteers may also be found among: (continued)

People with school or college experience in sports, dramatics, music, discussion groups.

Older boys and girls associated with playground or community center activities.

Students in college recreation courses who would like experience working under supervision.

Chapter III

HOW TO TRAIN VOLUNTEERS

Extent of
Training
Needed

Recreation affords opportunities for volunteer service requiring varying degrees of professional capacity, technical skills of a wide variety, and varying types and degrees of training.

Where the recreation task for the volunteer involves group organization or leadership only those volunteers should be sought who have had the same background of training and experience that would be required of the employed professional. Where partial experience or training can be found the training program should emphasize the supplementary training needed to fit the individual to the task. For example, a manual training or art instructor in the public schools may have the necessary technical background and formal teaching skills, but may need to learn the methods involved in organizing a group and in conducting an activity in a manner adapted to voluntary attendance groups.

Sources of
Training
Personnel

The planning and organization of this special training can be carried out more readily in those communities with organized community recreation services with experience in training professional staffs, and with resources to use and supervise the volunteers when trained. Staff members of these agencies supplemented by capable training personnel from their national organizations, educational institutions, and sources with which they are familiar can organize and conduct a training program in general accord with professional standards.

HOW TO TRAIN VOLUNTEERS

Sources of Training Personnel

Smaller communities with limited resources will have to look to outside sources for help as well as to discover locally individuals whose avocations or hobbies may equip them to help effectively on this problem. Staff members of any local agencies should be carefully canvassed. When the extent of training help is determined, it is essential that the training program itself be limited to what can be well taught and the program for use of volunteers be limited to those activities for which adequate training is provided. In search for training instructors at home or in nearby communities, the following list of sources may be suggestive:

Public recreation officials.

Public school personnel such as directors of physical education, teachers of manual training, arts, music, dramatics.

Librarians.

Staff members of YMCA; YWCA; Scout Leaders, settlement workers and similar children's or youth agencies.

College extension departments.

Local hobbyists.

Agricultural extension departments.

Work Projects Administration Recreation Leadership Program.

NYA and CCC supervisory personnel.

Local athletes or former athletes.

Church organists, choir leaders, group leaders.

Red Cross for swimming instructors.

HOW TO TRAIN VOLUNTEERS

Types of Training Institutes

Three general types of recreation training institutes have been successfully used in training volunteers. The first is designed to train volunteers for service in a special type of facility or for a special group such as an institute for playground workers. This type of training program has four broad objectives:

- (1) To acquaint volunteers with the value of playgrounds, the significance of play, the place of recreation in community life and other aspects of the philosophy underlying playground service.
- (2) To familiarize leaders with the accepted procedures, rules, and operations of playgrounds and other recreation centers.
- (3) To improve leadership skill in various activities including knowledge of the various play interests of different age groups, diversification of activities to sustain interest, etc.
- (4) To develop technical knowledge of various games and activities.

The major part of the institute time is usually devoted to the last two purposes.

The second type of institute is for the training of workers in the conduct of different special activities where the outstanding need is to strengthen understanding of the significance of recreation and a knowledge of leadership principles and methods. Technical knowledge of the activity in which the volunteer is to participate is presumed in this type of program.

This institute usually comprises three to five sessions. A typical session opens with an address, forum, or panel

HOW TO TRAIN VOLUNTEERS

Types of Training Institutes

discussion, one of a current recreation subject such as

"The Present Crisis - A Challenge to the Volunteer";

"Recreation and Defense"; "Recreation and Community Life."

This is followed by section meetings for small groups

selected on basis of activity interest for practice

discussions of leadership methods. The session closes with

the entire group reassembled for conducting activities under

the leadership of those registered for the institute.

The third type of institute is usually conducted in larger

communities or where an area training program is possible, and

is restricted to a single activity such as music, dramatics,

social recreation, and deals with methods and resources.

Many factors contribute to the success of an institute but

the following are important items to keep in mind in planning

and conducting one for volunteers:

1. Subject matter - Topics for discussion should be related to major interests and needs of registrants and attractively presented, and should be carefully organized in advance for effective presentation.
2. Instructors - Faculty members must be competent and sympathetic to objectives of course.
3. Time - The course should be scheduled at a time convenient to those for whom it is given. Men can usually attend only in the evening. Number of sessions rarely exceed ten, usually there are fewer. Whether sessions are held on consecutive evenings or one evening a week will depend on local conditions.
4. Place - The institute should be held in a building centrally located or easily accessible. The building should have facilities suitable for the courses given.

HOW TO TRAIN VOLUNTEERS

Types of Training Institutes

5. Literature - Printed or mimeographed material related to courses given should be distributed to students. This saves unnecessary note taking in class and is useful for future reference.
6. Attendance - Registration should be limited to the number who can be effectively handled.

In-Service Training

Volunteer training must not stop with assignment to a particular task. It is essential that continued training and help be provided if the volunteer is to have the continued interest in the job which can come only from the knowledge of steadily increasing effectiveness and breadth of service. In-service training and supervision usually is more informal and personalized than pre-entry training. The most effective help is given where volunteers have an opportunity for day to day contact with professional staff workers of the organizations to which they are assigned.

Prior to assignment to a definite task volunteers should have an opportunity for observation of similar activities and practice work under close guidance. Personal conferences should be arranged periodically on the individual's work problems.

Additional methods for continued training of volunteers are:

Staff meetings.

Outlines for reading relating to the work of the volunteer.

Opportunities to observe similar work in different agencies.

Frequent observation visits by supervisory staff.

Resource materials.

Clinics.

HOW TO TRAIN VOLUNTEERS

Some Sources of Advice and Material in Recreation Training

1. Boy Scouts of America,
2 Park Avenue, New York City.
2. Camp Fire Girls,
88 Lexington Avenue, New York City.
3. Girl Scouts of America,
14 West 49th Street, New York City.
4. Jewish Welfare Board,
220 Fifth Avenue, New York City.
5. National Federation of Settlements,
147 Avenue B, New York City.
6. National Recreation Association,
315 Fourth Avenue, New York City.
7. U. S. Department of Agriculture, Extension Service,
Washington, D. C.
8. U. S. Department of Labor, Children's Bureau,
Washington, D. C.
9. Work Projects Administration, Recreation Division,
Washington, D. C.
10. Young Men's Christian Association,
347 Madison Avenue, New York City.
11. Young Women's Christian Association,
600 Lexington Avenue, New York City.

Local public libraries.
Local offices of public and private recreational agencies.
Public schools.
Colleges and universities.

Chapter IV

HOW TO SUPERVISE VOLUNTEERS

Supervision
by Professional
Staff

It is not enough to select, train, and assign a volunteer to a particular task. Since practically every volunteer needs help and guidance on the job, professional workers should supervise wherever possible. If there is daily or frequent contact on a playground, in an indoor recreation center or a boys' club, the staff member can give advice, encouragement, and help with problems that are bound to arise.

Staff members should avoid professional arrogance and recognize the volunteer's willingness to learn and zeal to serve. In case the volunteer happens to be as highly trained as the paid worker - or more so - all hands should work together in a cooperative spirit. While the volunteer's contribution, little or great, is to be sincerely appreciated, he or she should be held, within reason, to a definite schedule of hours and should be as responsible as the paid worker for the performance of assigned tasks.

HOW TO SUPERVISE VOLUNTEERS

Supervision by Professional Staff

Here are some sound rules for the supervision of
volunteers:

1. Assign each volunteer to report to a special person, either a member of the paid staff or volunteer chairman of volunteers.
2. Be specific in outlining each worker's duties in the particular job, time involved and when and where the volunteer should report.
3. Be sure a plan is made for introducing the volunteer into his job. This means introducing him to people in the program and giving him the broad objectives of the program.
4. Schedule volunteers for hours of service which will not conflict with their home or business responsibilities and which will leave them some free time. A volunteer needs a rhythm of work and play just as a professional does.
5. Encourage the volunteer to train a substitute or understudy to pinch-hit in case of an unavoidable absence.
6. Ask the volunteer to make progress reports and final reports. This will systematize the work, provide adequate records, give the worker a sense of importance of the task, and allow him or her to benefit from the supervisor's experience.
7. Help the volunteer plan the project and evaluate the achievement. The volunteer needs and is entitled to excellent professional supervision.
8. Make the volunteer feel like a person and not a small cog in a very large wheel.
9. Give the volunteer credit for the effort put forth, for training accomplished, and for unusual achievement. A pin, medal, or some other symbol of achievement is a good device.
10. Maintain continuous contact with all groups using volunteers in order to correct misplacements, more surely fit the volunteer to the job, and encourage others to enlist.

HOW TO SUPERVISE VOLUNTEERS

Supervision
by Professional
Staff

11. Keep a card index list of individuals who have offered their services, indicating what they can do, and recording their past service. Such a list is useful in emergencies.

Supervision
by Committee

In communities where professional supervisors are not available and all workers may be volunteers, the Recreation Committee must find other ways of overseeing the work of volunteers. Either a single qualified individual or a subcommittee of competent individuals may assume the responsibility for tactful direction and supervision of various projects. Harmonious human relationships are of the utmost importance in recreation, not only between the leader and the individuals served, but also between the Recreation Committee and the volunteer workers. It must not be forgotten that the volunteers are fellow citizens giving of their time and talents in the interests of others in the community. As such they deserve consideration, appreciation, and support. The committee should meet regularly with the leaders, discuss their problems with them and secure whatever facilities and supplies are needed. This will give the volunteers a sense of backing that is reassuring. The appointment of special committees to back specific projects encourages cooperative effort, and is particularly helpful on projects which extend over a

HOW TO SUPERVISE VOLUNTEERS

Supervision by Committee

considerable period and involve service by a number of people. If, for instance, a girls' club is to be established, a committee of women may be of great assistance to the volunteer club leaders, just as Troop Committees are a help to Scout leaders. Similarly, a Children's Garden Club or a Community Christmas Celebration is more likely to succeed if a committee is formed to carry out the project. Such a committee can formulate plans and recruit the volunteer workers, and also, through the personal interest, advice and cooperation of its members, help with the job itself.

Stimulation of Volunteers

Volunteers may be stimulated to do better and better work by:

Press notices and other publicity regarding faithful or outstanding service.

Public recognition of recreation volunteers, as through election to membership in a service club or honors paid them at an annual dinner.

Distribution to volunteers of bulletins, magazine articles, and other publications relating to their work.

Occasional conferences at which volunteers have an opportunity to discuss their problems with an outstanding recreation authority.

Interchange of service with neighboring communities, as through a play exchange circuit or exchange concert service.

HOW TO SUPERVISE VOLUNTEERS

Stimulation
of Volunteers

Opportunities to observe activities, and to talk
with recreation leaders in nearby communities.

Assignment to places of greater responsibility of
volunteers showing capacity and merit.

Attendance at events relating to their field of
service, such as a flower show, handcraft exhibit,
play demonstration, square dance festival, or Scout
jamboree, held in or near the locality.

The American Way

No matter with what organization you enlist as a volunteer - public, philanthropic, or a newly formed civic group--the spirit and zeal which you bring to your task will in the final analysis be the measure of your success. Now, more than ever, volunteer work can be a challenge and an adventure in contentment. Working as a responsible member of the community, you will know that you are doing your part to defend the home front and to make a better life possible for all the people.

This is the American way.

October 30, 1941

Dear Doc:

Dean Smith called me over yesterday morning to talk to me regarding the advising of graduate students. During the course of the conversation I dropped the idea that I have had a feeling that the University is in an excellent position to train recreation leaders for the army. He seemed to like the idea and suggested that I put my ideas in writing immediately. The attached is a copy of what I gave him. It is just an idea.

Sincerely,

A handwritten signature in dark ink, appearing to be 'D. Smith', written in a cursive style.

Mrs H -
485

Dear Dean Smith:

Relative to my suggestion regarding the offering of short term courses for training recreational leadership for branches of the military service I should like to submit the following tentative outline:

1. That the recreational and library facilities of the University, under the direction of the trained personnel of the University be used to conduct courses of from four to six weeks in duration with the idea of training sports and recreation leaders in the army. No University credit would be offered.
2. That opportunity would be offered to the army to send officers and non-commissioned officers who have had at least high school education and sports experience to the University for this intensive course of training.
3. That the entire athletic and physical education personnel be used in conducting such a course.
4. That the Department of Physical Education be in charge of the course and enlist assistance from other departments if necessary.
5. That these men be housed either in large houses (a number of which are vacant) fitted with army cots and equipment or be kept in various approved rooming houses, or perhaps fraternity houses.
6. That the Physical Education and Athletic Departments cooperate in furnishing equipment such as basketballs and footballs for practical demonstrations. While the individual trainees be equipped (perhaps by the army) with gym shoes, and simple gym clothing.
7. That the various sports be taught not only from the standpoint of developing various skills for use in coaching but with the idea of furnishing the trainees with basic facts regarding the administration of various sports.
8. That in the construction of a definite schedule the courses be so arranged that theory courses or activities not demanding extreme physical exertion be interspersed with those which demand a great amount of physical effort.

I would suggest the following sports. I have not considered it necessary to comment on some, while, for the purpose of clarity, I have some statements regarding others.

- a. Basketball-Instruction involving rules, offensive and defensive tactics, individual fundamentals, various types of plays, etc.
- b. Football- Touchfootball- Six-Man Football- American Football- Study of the rules of each. Discussion of the various systems of signals; basic plays from various formations. Fundamentals of individual and team offense and defense...
- c. Track and Field Athletics- Emphasis placed upon the methods of conducting meets involving large numbers.
- d. Theory and Practice of Athletic Training- The fundamental principles underlying athletic training and conditioning. The study of methods for emergency treatment for the more common athletic injuries.
- e. Softball.
- f. Volleyball.
- g. Swimming, Diving and Life Saving- Stressing the methods involved in water safety and the various methods of conducting swimming meets, etc.
- h. Individual games---Study of rules and the fundamentals skills of- Shuffleboard, Aerial Darts, Table Tennis, Deck Tennis, Dart Baseball, Horseshoe Pitching, Badminton, Handball....
- i. Boxing - This course would be designed primarily as a fundamental course. Special stress would be placed upon the rules and the conducting of boxing bouts.
- j. Wrestling-
- k. Baseball-
- l. Principles in the Administration of the Recreation Program- Methods of constructing schedules, tournaments, etc. Instruction in the construction of and care of equipment. Discussion of particular problems.
- m. Sports Officiation-- Theory and practice in officiating in sports. Would perhaps be possible to secure the volunteer service of experienced official in conducting rules clinics, and discussion sessions.
- n. Social and Mixer games-- To acquaint the trainees with various group games acceptable in programs for entertainments and social gatherings.

Sincerely yours

October 30, 1941

E. R. Elbel

Health Bulletin *for* Teachers

Out of Old Fields, New Corn

“How’s our health?” is the question that naturally arises in discussing the preliminary findings of the medical examinations made so far under the Selective Service Act of 1940. This question is highlighted to an extraordinary degree by the fact that the findings of the World War draft examinations were the spur that quickened the tempo of the child health movement in 1918. To many public-spirited people the situation revealed by the 1917-1918 examinations was intolerable. Here were more than a million young men—about one third of the nearly four million called in the draft—who were unfit for general military service because of physical defects, many of which were preventable and traceable to the period of childhood. It made little difference that the majority of these defects did not interfere seriously with useful careers in civilian life, but only unfitted men for the rigors of military life. Not passable health, but “radiant and abundant” health was considered to be the birthright of every young American.

Men and women in those days thought they had finished the job which now must be done again, and believed in the peace which has now been broken. And so with the faith that the scientific knowledge then available might be applied to bring children to healthy manhood and womanhood, not primarily for the sake of success in war but for success and happiness in times of peace, the newly founded Child Health Organization of America working in cooperation with the United States Bureau of Education raised that early cry of “Health! Strength! Joy!” which, with bitter irony, has since been twisted to the purpose of misguided men who seem to value youthful strength and enthusiasm only as instruments for destruction.

Beginning in 1918, pioneer efforts to improve the health of school children were expanded into a nationwide program for the improvement of the school environment, for the provision of school health services, and for the transfusion of health instruction with a new and vigorous appeal to the children’s own interests. During the Children’s Year inaugurated in 1918 by the United States Children’s Bureau, infants and preschool children all over the country were weighed, measured, and examined by physicians and found wanting to an alarming degree. As a result, both in volunteer and official quarters, the machinery was set in motion for child health centers, well-baby clinics or conferences, prenatal and postnatal clinics, the expansion of public health nursing,

and the creation of child hygiene divisions in city and State departments of health. Within five years of the close of the first World War, 43 States had public, tax-supported divisions of child hygiene.

The special efforts in behalf of babies and children were only a part of the huge ground swell of public health action which has steadily been gaining force and volume during the interval between the two wars. From year to year physicians and public health officials have been able to say: "We know more and are in a position to do more than at any period in the past."

Vigorous and increasingly successful attacks have been made on communicable diseases, particularly the acute childhood infections, the venereal diseases, tuberculosis, and pneumonia. Of the "four grim horsemen of contagion," diphtheria, measles, scarlet fever, and whooping cough, one—diphtheria—has been conquered in some localities by immunization, and could be conquered everywhere. The other three are far better controlled than formerly by preventive and therapeutic measures and consequently take fewer lives and leave fewer serious aftereffects. The incidence of rheumatic fever, which is responsible for most of the heart disease in early adult life, has appreciably declined during the past two decades, with a consequent reduction in the heart defects caused by it. With the advent of the "sulfa drugs", puerperal fever, pneumonia, gonorrhoea, wound infections, and a number of other acute diseases and conditions are losing ground as causes of death.

Tuberculosis, the first disease to be called the "Foe of Youth" and the "Captain of the Men of Death," has had directed against it an educational campaign unparalleled in public-health history. Partly, at least, as a result of this effort there has been a steady decline in the tuberculosis death rate. In the interval between the two drafts, this decline for white males at all ages has been 80 percent and for men at the selective service ages nearly 90 percent.

The so-called water-borne and milk-borne diseases including typhoid fever, dysentery, and the intestinal diseases of infancy, referred to variously as infant diarrhea, summer complaint, and cholera morbus, are on the way to practical extinction. Except in certain rural areas, experts in public health engineering have been able to accomplish this feat by measures taken to improve the healthfulness of the environment, including the protection of water supplies, the safeguarding of milk and other perishable foods, the inspection of food-handling establishments, the control of insects, and the sanitary disposal of sewage.

Furthermore, in the fields of public health action concerned with the improvement of living and working conditions, extraordinary progress has been made. Housing, one of the knottiest of all public health problems, has at last been given special attention. Revolutionary improvements have been made in working conditions in industrial plants, and sound health and safety conservation programs for workers have been inaugurated. Research in nutrition has gone on at a rapid pace, and serious attempts have been made to educate the public con-

cerning the fundamentals of good nutrition in terms of adequate, well-balanced diets.

A picture of the activities of the past two decades would show industrious scientists in pursuit of new knowledge; health and education departments eager to apply every form of disease prevention proved to be safe and good; and enthusiastic nonofficial lay and professional groups working together to safeguard life and health. And into this picture the Federal Government has recently stepped with financial aid under the Social Security Act of 1935 for public health and welfare activities in the various States.

Thus the young men of 21 to 25 upon whom the hand of the Selective Service Act of 1940 principally falls, have grown to manhood in one of the richest flowering times of medicine and public health. They have had the benefit of the extraordinary progress made in curative and preventive medicine, besides being the objects of a wide-scale program of health guidance and protection which was greatly expanded since or shortly before they were born. No wonder that deep interest attaches to the relative importance of the various causes of disqualification in the two drafts! Never before has it been possible to examine medically a sizable cross-section of two succeeding generations in the civilian population at approximately the same age level, the second generation the beneficiary of efforts initiated by the shortcomings of the first.

At first sight it would appear that we have in the two sets of examinations a clear-cut and concrete check on the success of those efforts. As a matter of fact, this is not so. It is impossible to compare the incomparable. Early indications that more than 40 percent of the men examined under the Selective Service Act of 1940 are being classified as unfit for general military service has tended to give the impression that the health of American youth is inferior today to what it was 20 years ago in spite of all our efforts to improve it. However, neither the situation, the purpose, the means of measuring health status, nor the physical standards are the same today as they were in 1917-1918.

The very progress which has made it possible to give better health protection also enables physicians to give better physical examinations. Diagnostic techniques and instruments and tests for detecting objective signs of defects in structure and function have been vastly improved. The very insistence on the right of youth to be "well born," well nourished, adequately protected against communicable diseases, and free of remediable defects has tended to raise the standards of physical and mental fitness. We have become "allergic" to malnutrition, dental caries, preventable diseases of every description, even though we have not yet found a way to apply universally the known methods of dealing with them. Finally when the Selective Service Act of 1940 was passed we were not at war as we were when conscription was put in force in 1917. There has not been the immediate urgency for man-power that makes expedient the sifting of men through a coarser screen than is used in less hurried times.

Better facilities for detecting defects, more rigid definitions of fitness for military service, less urgency in supplying men fit to fight, have undoubtedly combined to increase rejections for certain defects, and for others to indicate only slight improvements when we might reasonably have expected far greater ones on the basis of the observed national morbidity and mortality rates. It has been pointed out that national vital statistics give a much truer picture of the Nation's health than do the preliminary statistics of physical defects brought to light in the selective service examinations. The death rate is lower now than it has ever been, and longevity is at its peak. There is no question but that there has been marked improvement in the health of the civilian population with a vastly greater chance now for young people to win through to adult life than 25 years ago.

Let us not forget, however, that it was *physical defects* at a period when health should be at its best, and not the death rate, which aroused the crusaders of 1918. It was to equip for life, that led us then to start working for healthier boys and girls. It does not help us much to know that the young men of today must pass more rigid tests and meet higher standards than did their fathers; that on the whole they are taller and better educated, and stand a good chance of living longer. This is the year 1941, not 1918. We are judging and being judged by the standards we have helped to establish. And by those standards preventable and remediable defects and diseases are still all too common among American youth.

On the other hand, if we have failed to achieve dramatic and universal improvement in the young men of one generation as compared with those of the preceding generation, there is no reason to be discouraged. In Emerson's words, "Our knowledge is the amassed thought and experience of innumerable minds." As the generations succeed one another, new methods are tried out, new facilities are made available, new information is spread, old prejudices and superstitions are overcome. With each generation we begin afresh, with well-tried knowledge constantly growing, with workable machinery constantly being improved, with a few spectacular triumphs to hearten us. What we have already accomplished, what we have yet to do, is the theme of this year's HEALTH BULLETIN FOR TEACHERS.

*For oute of olde feldys, as men sey,
Comyth al this newe corn from yere to yere.*

CHAUCER, *The Parlement of Fowles*

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SCHOOL HEALTH BUREAU—WELFARE DIVISION
METROPOLITAN LIFE INSURANCE COMPANY

In reply address not the signer of this letter, but Bureau of Navigation, Navy Department, Washington, D. C.

Refer to No.

Nav-1431-FS
NC1(620)

NAVY DEPARTMENT
BUREAU OF NAVIGATION
WASHINGTON, D. C.

January 12, 1942.

My dear President Malott:

It is the hope of the Navy Department that the students of all the Universities and Colleges throughout the country will realize fully the seriousness of the present war and the sacrifice and toil each must make in order to fashion a total victory from it. It is further hoped that the men of the Universities will institute among themselves a regime of self-discipline and conditioning in order to better complete the immediate job at hand and prepare for the greater tasks to come. It is sincerely urged that the college officials and faculty members will support and participate in all such programs.

Today, not tomorrow, the youth of America must undertake the most colossal task and assume the most terrible responsibility of any generation in history. This, our country, must be defended with the last measure of our strength and the last ounce of our wealth. Only in democracy and freedom can mankind exist with faith in the future and confidence in the final fruition of the valiant efforts of the past. It is our way of life, our creed and our hope. Democracy has long protected the rights of individuals and the sacredness of personality. It is now the duty of each individual, in turn, to protect and perpetuate that order which has now been placed under desperate attack and seige by totalitarianism. No one can avoid his part in this task, nor retire from his responsibility of American citizenship.

The Nation has passed through an era of soft living and rampant individualism. Today as a result, there is a tremendous effort being made in all the armed forces of the Nation to correct the result of this long period of wasteful existence. The rejection figures for physical defects released by the Selective Service Commission are staggering. The armed forces are succeeding slowly with the actual training and mental and physical conditioning of their men. While this is being done, other young men of the nation should be taking time by the forelock so that the job will be less weighty for the armed forces when they join the ranks.

The Navy has underway a tremendous program to make the officers and the men of the Fleet hardened and physically fit for the fighting job confronting them. Into every Naval training station pours a cross section of American youth. The Navy trains them with drills, military science and physical exercise. The Secretary of the Navy has directed that every provision should be taken to guarantee that American Naval Officers and Bluejackets be second to none in physical fitness.

It appears, therefore, that the American college students, especially, should be keenly conscious of the job in national defense that lies just ahead of them. The nation will put its trust in these students as a natural reservoir of leadership, and officer material. They, therefore, should be more than anxious to maintain themselves in the best physical condition possible. Theirs is truly a rendezvous with destiny -- not in a vague and shadowy future, but tomorrow. They are preparing themselves mentally for the task ahead and it would seem inconsistent if this preparedness did not include physical and spiritual development of a similar rigorousness, quality and quantity.

The students of all Universities have within their grasp the opportunity to develop a plan and pattern of self-discipline, physical fitness, and preparedness for eventual service in the armed forces of their country, or as skilled and hardened workers in civilian defense that could serve as a model and inspiration for all Americans.

The challenge to our University men is at hand. Will they take the initiative as natural leaders and prepare themselves to "Fight the good fight"? For it is only by the most strenuous and complete preparation on the part of all that we can expect ultimate victory for our way of life. Those young men who accept this challenge and assert their leadership, and their numbers will be legion, are urged to select the U. S. Navy as the instrument through which they will strike the final blow to preserve America and keep its symbol of honor, our Flag, flying unsoiled and nobly over its institutions in whatever part of the world they may be.

Sincerely yours,

RANDALL JACOBS
Rear Admiral, U. S. N.
Chief of Bureau

President Deane W. Malott,
University of Kansas,
Lawrence, Kansas.

