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RECREATION

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FEDERAL SECURITY AGENCY

Office of the Regional Director
Arkansas, Kansas,
Missouri, Oklahoma

414 Dierks Building,
Kansas City 6, Missouri,
June 7, 1944

Dr. F. C. Allen,
Director,
Kansas University Health &
Physical Education Department,
Lawrence, Kansas

Dear Dr. Allen:

We are enclosing "What About Us," a pamphlet on youth activities, recently issued by the Recreation Division, Office of Community War Services, of the Federal Security Agency. We feel that this pamphlet is especially timely in view of the Nation-wide discussion of youth problems and of efforts and plans of numerous communities to solve these problems in a satisfactory manner.

This pamphlet contains many suggestions for community organization and planning for youth activities and describes plans already in operation in many communities throughout the country. We hope it will be of benefit to you and to other community leaders in developing such a program in your community.

We should like to suggest that Mr. J. Lee Brown, our representative in Kansas, is available for consultation and advice on community recreation problems. His address is 800 Kansas Avenue, Topeka.

Sincerely yours,

A handwritten signature in blue ink, appearing to read "E. Ward Cole". The signature is fluid and cursive.

E. Ward Cole,
Regional Recreation Representative,
Community War Services

Enclosure

What About Us ?



A Report of
**COMMUNITY
RECREATION**
for Young People



The Division of Recreation is the agency of the Federal Government responsible for helping communities to organize, develop and maintain adequate recreation programs for military personnel, war workers and their families, and young people. Through its 70 field representatives, the Division offers expert advice on organization, the development of programs, the best use of facilities and funds, and the employment and training of leaders. Where local resources cannot be stretched to cover war needs, Federal funds are also available. However, it is the continuing aim of the Recreation Division to help communities solve their own problems in the best tradition of local self-government and local initiative.

Herwood Gates

Director,
Division of Recreation

Undoubtedly there have been changes in programs since the experiences described in this booklet were assembled. The Division of Recreation will welcome reports of new developments.

A Report of
**COMMUNITY
RECREATION**
for Young People



FEDERAL SECURITY AGENCY
OFFICE OF COMMUNITY WAR SERVICES
DIVISION OF RECREATION

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FOREWORD



This is the story of recreation for youth in wartime America. Here are examples from the big city, the small town, the rural area, the quiet village which overnight became a blue pin on someone's production map. Here are the case histories. What they add up to is not so much a formula or a set of instructions as the realization that every town in America needs recreation for its young people—and can see that they get it.

Some towns are thinking in terms of community recreation for the first time; others had programs that needed only easing at the seams to fit a war setting; many found that the half-measures they had limped along with for years just weren't good enough to meet the demands of war.

All these towns, however, have this in common: they are worried about their kids, troubled by the restlessness of youth, its craving for excitement. They are appalled—and with reason—by those few youngsters who get completely off the reservation, who fall down hard. They recognize some of the immediate causes: a big brother gone, a war effort that doesn't seem to need the young, a disrupted home, or simply an overdose of battle news.

But they see, too, that within the community are some of the immediate antidotes, and of these none is more effective than recreation. They are coming to realize that education doesn't stop at 3 p. m.; that a sixteen-year-old's free time is as much a part of his education and as much the community's responsibility as his lesson in math.

So they are shifting their emphasis from curfew to canteen. They are opening school buildings and social centers and municipal playfields, and keeping them open through winter evenings and summer vacations. They're putting their weight behind a wholesome well-rounded recreation program.

Not all the communities that are doing a job of youth recreation are mentioned in these pages, nor could they be. There are too many. Though many familiar names are missing, the common experience is there. It is presented in the hope that it may furnish some practical clues to the solution of problems that are baffling the boys and girls of America as well as their elders.

Mark A. McCloskey

Director,
Community War Services
March 1, 1944.

I.

OFF TO A START

Every recreation program begins with the recognition of a basic human need: the need for relaxation, for play and for a satisfactory social life. At no time in our lives is this need more urgent than during the "in-between" years of adolescence. War did not create this need, but war intensified it, pointed it up, brought it to the attention of hundreds of American communities. And hundreds of communities are doing something to meet it.

Often the teen-agers themselves have been the first to recognize their needs and to lay them before their elders. Their practical ideas and enthusiasm have sparked many community recreation programs.

Youth Makes Its Point

Here is a record of successful teen-age projects which originated with the boys and girls themselves:

The high-school boys in *Kalamazoo, Michigan*, began their campaign for a recreation center of their own by gathering facts to prove their need. They checked court records of juvenile delinquency, teen-age patronage of bars. They surveyed youth programs in nearby towns. Then they took their problem to the Council of Social Agencies, and with its help were able to open a part-time canteen at the YWCA. This fell short of their needs, but they still boycotted adult-organized dances, held out for their own program. Finally, they were allowed to take over the city's dance-band contract, managed it well, and proved themselves capable of running their own show. Today, they have a center of their own, self-supported, self-governed, and highly popular.

A high school junior in *Walla Walla, Washington*, wrote to the mayor, asking for a youth center. He told of boys

and girls being crowded out of their old drug-store hang-outs, of friction between teen-agers and servicemen. The mayor invited high school leaders to submit their ideas for a center, and today a youth canteen is a lively reality.

In *Monroe, Michigan*, a group of teen-age boys and girls rebelled because the town had eight taverns, but no center for youth. They told their story to every service club in town and raised money for a place of their own.

The youth center in *Moline, Illinois*, originated with a group of high school students led by a 17-year-old girl. They petitioned the city, asking that liquor and gambling laws be strictly enforced, and that the city "do something about providing places where Moline youth can enjoy decent, clean entertainment."



Three *Riverdale, Maryland*, girls took their troubles to a newspaper columnist. "Our crowd spends its evenings idling," they wrote. "In stories, youth always has a place where friends gather to play games and talk. Shouldn't we?" Now they have a center in the village councilroom over a firehouse. The clubwoman who sponsors it says the idea will work anywhere, "so long as stuffy adults

don't try to run it instead of letting young people do their own planning."

"Tune in for Teens" was the idea of a 17-year old *Houston, Texas*, boy. His club, begun on a shoestring, has a soft drink bar, a thirty-five cent cover charge, and a profitable juke box. The owner's mother is chaperone, and most of the work is done by customers.

Communities Initiate Programs

Many good programs have originated with public and private community agencies, with clubs, schools, churches; with local officials or public spirited men and women, with newspapers and radio stations. Experience shows, however, that even where adults take the lead, youth wants a voice in the program from the beginning. The most successful projects have had the cooperation of teen-agers in both planning and operation.

City Government Takes Steps

The mayor of *Bainbridge, New York*, called a town meeting to propose a curfew law. After talking it over, the gathering decided instead to appoint a five-member youth committee to consult with teen-agers.

Out of their suggestions came a social center, a swimming hole, and a series of dances. The boys and girls helped to put the center in operation, took a hand in building the swimming hole, and managed their own dances.

Young people in *San Diego, California*, found themselves high and dry in a war-jammed city, until the community came to their aid. Public officials, schools, business people, church leaders, the PTA, city government, and the recreation department joined forces and, as a start, converted four vacant stores into recreation centers.

When the city council of *Atlanta, Georgia*, voted down a \$25,000 budget for youth recreation, two dozen civic groups appeared before it to recommend more money rather than less. An appropriation of \$63,000 was finally passed.

Schools and Parks

School boards and park departments often undertake to organize after-school and vacation programs. An outstanding program, described in detail near the end of this booklet, has been developed by *Milwaukee, Wisconsin*.



There are many other examples: In *Cleveland, Ohio*, the Board of Education, through its community center department, has recreation projects going on at 21 schools. Teenagers go in for basketball, boxing, dramatics, tap dancing, music, craft work, model building and table games. Instruction is given in tennis, golf, bridge, personality development, millinery, and interior decoration.

The 100 play centers operated by the *Chicago, Illinois*, park district cater to wartime interests. Boys' clubs, called Junior Commandos, emphasize physical fitness. Craft classes make games and equipment for the Red Cross, hospitals, and servicemen. In the summer of 1943, 15,000 school children cultivated 14,000 victory gardens, each 95 feet square.

Public and Private Agencies

Recreation agencies, both public and private, have stepped up their services to youth, and, in many cases, developed new programs.

The city recreation council in *Provo, Utah*, sponsors a work-recreation program. Boys and girls help in the fruit orchards, and their work is balanced with sport and social life. The high school student council continues during the summer to plan dances and picnics.

In *Morgantown, West Virginia*, the Recreation Commis-

sion sponsors junior civilian defense programs on its playgrounds. In *Charleston, West Virginia*, a junior baseball school offers the attraction of a former big league player as coach.

The Youth Activities Division of the Council of Social Agencies in *Boston, Massachusetts*, together with the United Settlements of Greater Boston, has expanded summer play facilities. A series of evening events competes for teen-age favor with downtown commercial attractions; neighborhood block parties, open air movies, band concerts, and street dances fill the program. The City-Wide Boys and Girls Work Conference also holds meetings and dances which bring together young people from all sections of the city.

In *Casper, Wyoming*, the Coordinating Council opened a Campus Canteen. Boys and girls did much of the work, and raised money for equipment through benefit parties and donations.

Churches

The war has brought new problems to church leaders, and in the field of youth recreation these problems are being met in many communities by offering young people the kind of entertainment they want.

A *Hilton Village, Virginia*, minister converted his parish house into a community youth center modeled on the Stage Door Canteen.

Twenty *Washington, D. C.*, churches have organized a committee to provide summer recreation for young people, with each church responsible for one activity.

One hundred *Detroit, Michigan*, churches turned waste land and vacant lots into playgrounds; the plan succeeded so well that the same group is promoting it throughout the nation.

More than 5,000 New York City clergymen of all faiths are opening their churches to recreation for the city's million boys and girls.

Clubs, Individuals, Press, and Radio

Often the impetus for a community program comes from an unofficial source. In *Spokane, Washington*, the Active Club sponsored a center, called the Hi Nite Club, where youngsters now spend their leisure time.

The Rotary Youth Committee of *Oneida, New York*, surveyed teen-age recreation and recommended a center; they made it a community project by setting up a teen-age committee and inviting 20 other organizations to share in its building and operation.

A citizen of *Buchanan, Michigan*, stood for and won appointment to the school board in order to work for winter recreation activities, and went on the park commission to promote summer programs.

A *Dayton, Ohio*, couple, learning that 9,000 boys and girls between 15 and 17 had no organized recreation, helped the county establish a youth center.

A small group of citizens organized the Panther Club in *Lufkin, Texas*, and helped the town finance it for a year. Then they turned it over to the youngsters to operate, with adult supervision.

Newspaper and radio campaigns are also building the fires which start action. Many newspapers are campaigning for canteens instead of curfews, for positive instead of negative approaches to recreation for youth. And the young people of *Raleigh, North Carolina*, got their first recognition from the manager of a radio station. His interest was aroused by the letters he received from the local boys and girls, and he began a campaign which resulted in a program.

II.

COMMUNITY ORGANIZATION AND PLANNING

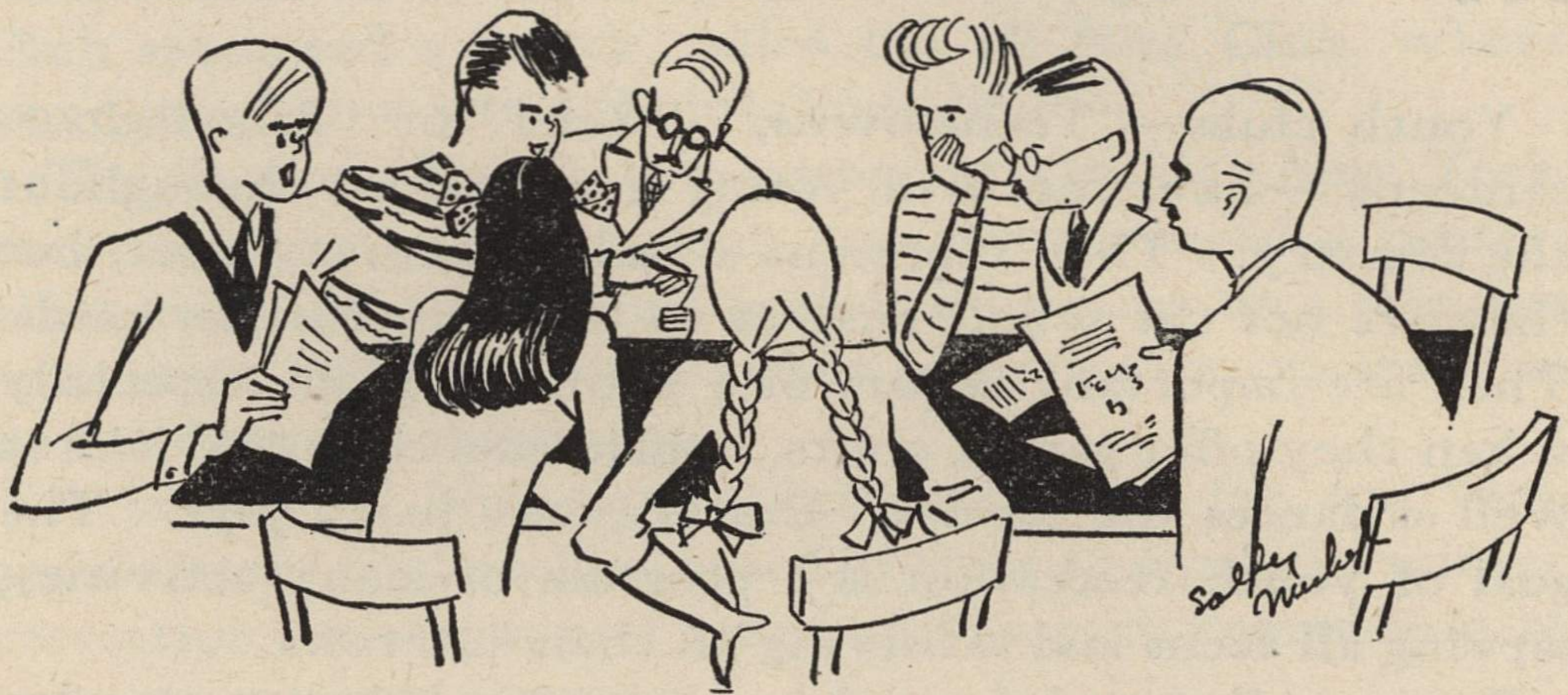
Youth clubs—"Teen-towns," "Reks" or "School-door-canteens"—have captured young imaginations throughout the country. They represent a real community asset, but they are not the whole answer to youth recreation needs. They are important as part of a youth program, especially when they offer games, crafts, hobbies and club activities as well as dances and parties. But they are just a part. The goal of youth recreation is a program of many activities, serving all teens and satisfying all their interests.

Every well-rounded youth program should be community-wide and neighborhood-based. Part of its appeal may be in the "down-town" attraction, but its strength is in neighborhood activities. For this reason, neighborhood centers, playgrounds and playfields are needed. Good leadership is needed, both professional and volunteer, both adult and teen-age. Equipment and funds are needed. A strong and representative committee structure is needed, to plan and act. Such a program is a sizeable job to be undertaken by the whole community.

The War Recreation Committee

The experience of 1,300 communities shows that it is wise to place central responsibility in the hands of a *War Recreation Committee*. Its job has become well defined: to survey the needs of the whole community, to assess existing facilities and programs, to stimulate their expansion, to map new programs, and to find the necessary funds and leadership. War Recreation Committees may be started by Defense Councils, by Mayors, by public or private agencies. But one thing is sure, no single group or interest can hope to

do the job alone. No program can succeed without the help of all interested people.



The Youth Recreation Committee

The War Recreation Committee will probably want to appoint a subcommittee for youth to represent the interests of young people in the whole community program. Sometimes youth committees have sprung up independently, and later joined with the central committee.

Providence, Rhode Island, has a Mayor's Committee on Recreation, representative of 50 civic organizations. This became the city's Youth Recreation Committee and a board of 25 was appointed to submit plans. The Mayor of *Peru, Indiana*, asked the school board to serve as the official Youth Recreation Committee, with an advisory group chosen from youth organizations, the Parent-Teacher Association and the school faculty.

Membership of the Youth Recreation Committee should be representative of all interested community groups—not forgetting the young people themselves. This is essential if the program is to be not only *for* youth, but *of* and *by* youth. The city recreation, education, health, and police departments, public and private welfare groups, the Parent

Teacher Association, the churches, service clubs, housing authorities, employers, labor organizations, commercial recreation interests, as well as youth leaders from all sections of the community should be invited to join. The County Commissioner or other county representative may be included when the needs of youth outside the city boundaries must be considered. This is especially important when war industries and military areas outside the city affect the picture.

The *Alameda County, California*, defense council organized a Youth Committee for Recreation and made plans for the entire county. Local Committees were named in each of the towns and unincorporated villages, and subcommittees of boys and girls work with them.

Many large cities find county lines more useful than city dividing lines. *Los Angeles and Los Angeles County, Detroit and Wayne County, Chicago and Cook County*, for instance, plan on a county-wide basis.

The Neighborhood Committee

In large communities the neighborhood committee has proved the best means of developing local programs close to home, of spreading recreation opportunities as widely as possible, and of capitalizing on neighborhood spirit. On a smaller scale, the neighborhood committee parallels its parent, the Youth Recreation Committee, and collaborates with it in tapping neighborhood resources and planning year-round activities.

Denver, Colorado, decentralized its projects by dividing the metropolitan area into 42 neighborhood districts, each with its own committee, which, in turn, is represented on the City Youth Council.

In other communities, the neighborhood committee is organized by a club, school or PTA, and represents all groups

in the neighborhood concerned with recreation. Often the neighborhood committee has the benefit of youth advisory groups or youth leaders as full-fledged members of the committee.

The neighborhood committee is the base of an organizational pyramid. It is responsible to the Youth Recreation Committee, which is in turn a subcommittee of the War Recreation Committee. Often a county committee coordinates several War Recreation Committees, while the State Recreation Committee plans on a State-wide basis and may also serve as a liaison between Federal services and communities.

Planning the Program

When Committees are organized, their first task is to make a survey which will answer these three questions: What are the needs of young people and how many are neglected by existing programs? What resources are available and where can they be expanded to meet the need? How can projects be financed?

Surveys are made in a variety of ways.* Neighborhood recreation committees sometimes undertake the job. Civilian Defense Block Leaders make house to house canvasses; groups like the PTA divide the town into districts; schools poll their students for information.



Needs

Teen-age members to advise the committee on youth needs and preferences are not only helpful but essential.

*See "Guide For A Community Survey" in the Appendix of this booklet.

Texarkana, straddling the Arkansas-Texas border, called a meeting of representative high school students, who were unanimous in their desire for a teen-age center.

In *Concord, Massachusetts*, where the league of Women Voters initiated a youth canteen, questionnaires were sent to high school students. Returns showed which activities and hours youngsters preferred and the locations most accessible to them.

The PTA of *Alameda County, California*, conducted a useful survey to find out the population of the area, the number and ages of children; number of children employed; number of children left unsupervised day or evening; the facilities available; and specific wants of the boys and girls.

Facilities

Surveys should explore existing facilities and find out whether new ones are needed. They should ask—and answer—such questions as:

Are community centers used to capacity?

Are parks and playgrounds open at needed hours?

Are programs accessible and attractive?

They should look for facilities that are not being fully used, such as schools, municipal buildings, churches, clubs, libraries, museums, swimming pools, and commercial recreation centers. Even empty stores, auto showrooms, white elephant houses, and vacant fields offer possibilities. Federal Recreation Buildings can be put at the service of young people when not in use by military personnel or war workers.



Personnel

Both paid and volunteer leaders are needed. Professional leaders may be found in city recreation departments, in social agencies and in colleges. These people, however, have many calls upon their time, and the search cannot end there:

A week before a city-wide summer program in Akron, Ohio, was scheduled to begin, only 15 of 100 leaders had been found. The mayor sent telegrams to teachers who had worked on playgrounds in previous years. "Help Wanted" ads went to the newspapers. The superintendent of schools appealed to teachers to take summer jobs. The program opened with a full staff.

Denver, Colorado, employs high school seniors to supplement its regular trained staff. College students majoring in physical education are employed for more responsible jobs. Both these inexperienced groups are directed and trained by professional recreation workers.

Volunteer workers come from all parts of the community usually through the Civilian Defense Volunteer Office as the central source. If there are not enough qualified volunteers enrolled in its files, the Volunteer Office will turn to sources such as musicians and artists, women's clubs, service clubs, churches, labor unions and business groups. It can reach the public through press and radio and can arrange for house to house canvassing if this seems desirable.

Agencies can often get more volunteers by asking those serving to bring their friends. However, it is desirable that any large-scale recruiting be done through the defense council or its volunteer office.*

*For further information on volunteer training write for *Volunteers for Youth Recreation Programs*, available without charge from Office of Civilian Defense, Washington 25, D. C.

Finances

Youth recreation committees are responsible for both the raising of money to finance projects and for using it well.

Strong support usually begins with public funds. Many cities finance permanent recreation programs on tax levies, and increase the apportionment as the need arises. Others make appropriations from current school and general city funds.

Richmond, Virginia, approved a \$12,000 appropriation to extend the regular Recreation Bureau activities through the use of school buildings and playgrounds.

San Mateo, California, a community of 22,000, budgeted \$11,000 from city funds and \$1,500 from school department funds.

The city commission in *Augusta, Georgia*, put up \$56,000 to establish a department of recreation.

Youth programs also receive help from the Community War Fund and from popular subscription.

Los Angeles, California, is spending \$234,000 of War Chest money on youth recreation.

Dayton, Ohio, budgeted \$14,900 for the first year's operation of a teen-age center. The War Chest furnished \$8,500, and another \$5,000 was raised through a scrap drive.

With a population of 1,500, *Fowler, California*, raised \$9,000 by popular subscription, and received \$3,900 from a private foundation.

The Saturday Nighter's Club building in *Dedham, Massachusetts*, is supported by the Greater Boston Community Fund. Running expenses come from salvage drives, benefits, and dues.

Danville, New York, teens collected \$100 for their center at a dance, and \$103 at a firemen's bingo party. The Community Chest pays the rent, and the young people are raising money to pay off a small deficit.

The Deck, a center in *Robinson, Illinois*, started with a drive for funds. Half the rent now comes from an industry, and operating expenses are paid by juke box and snack bar revenue.

Business men and service clubs donated equipment to "The Cardinal Attick Club" in *Waukesha, Wisconsin*. The YMCA provides the room and a snack bar pays most of the expenses.

Slender budgets are often stretched by enthusiastic volunteers. Teens and adults have built furniture, painted walls and waxed floors for their own centers. The contents of attics and basements have furnished many rooms.

In one town, the mayor painted the basement floor of a club, as a surprise to the youth committee. Another youth group asked meter readers of a utility company to spot unused furniture in homes, and followed up with requests for donations.

Fixing Responsibility

Its survey completed, the Youth Recreation Committee reports its findings to the War Recreation Committee. Teen-age recreation is thus integrated with the whole community program.

On the basis of its survey, community resources are put at the disposal of the Youth Committee. On the basis of these resources the program is mapped and specific agencies are asked to take responsibility for specific projects.

The Youth Recreation Committee of *Bend, Oregon*, assigned a baseball program to the Elks Club, junior baseball to the American Legion, softball to the Veterans of Foreign Wars, and named a woman to take charge of a program for girls. Private interests were induced to build a commercial skating rink and boxing pavilion. The Kiwanis Club raised money to build a swimming pool in the *Deschutes River* which flows through the center of town.

Where several groups cooperate on a project, it is usually a good idea to make one of them chiefly responsible for it.

The *Greenwich, Connecticut*, Social Planning Committee of the Community Council approved a plan for a youth center and recommended it to the Community Chest. Responsibility was assigned to the YMCA, with other groups working under its direction.

Publicity

No youth recreation program can be successful without community support. To this end, a sound public relations program is essential, and public relations should be a concern of the Youth Recreation Committee from the start. The Committee may appoint a subcommittee on Information with members chosen from newspaper, radio, and advertising people, who know the town's information channels and can plan a campaign of broad scope.

Their task is twofold: *first*, to enlist support for the youth recreation program, and *second*, to keep the community informed of what goes on.

A publicity program may start with the announcement that a Youth Recreation Committee has been formed. It should be sustained through radio programs and newspaper feature stories which highlight the need for teen-age programs and tell what is being done. Surveys of needs and resources should be publicized. As the program develops, speeches, interviews, picture layouts, spot news and calendars of coming events are all helpful.

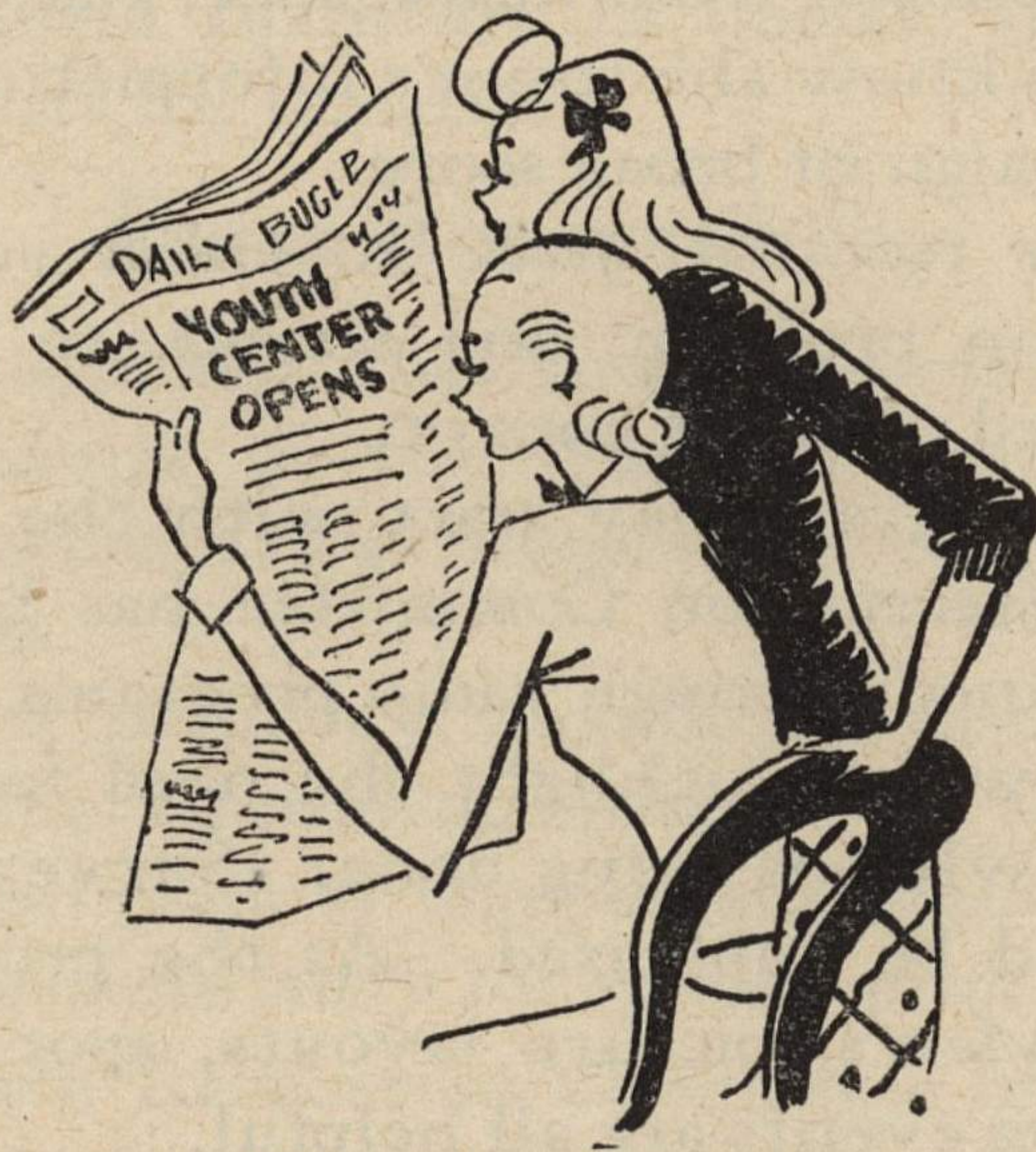
A four-page layout in a *Palo Alto, California*, newspaper announced a summer recreation program. Stories told of the need for better facilities, described the projects which made up the community program, and listed future events. Local advertisers financed the spread.

When a Teen Town center in *Watertown, New York*,

was ready to open, the slogan, "Have You Heard About Teen Town?" was used for fillers by a local paper.

Fliers, booklets, pamphlets, mimeographed material, and posters all help to put over the program. They should be given the widest possible circulation in public places. Utility companies, banks, and department stores can cooperate by using fliers as statement fillers.

For more detailed suggestions, write to the Division of Recreation, Office of Community War Services, Federal Security Agency, Washington 25, D. C., for a leaflet, "A Community Information Program, for the use of War Recreation Committees."



III.

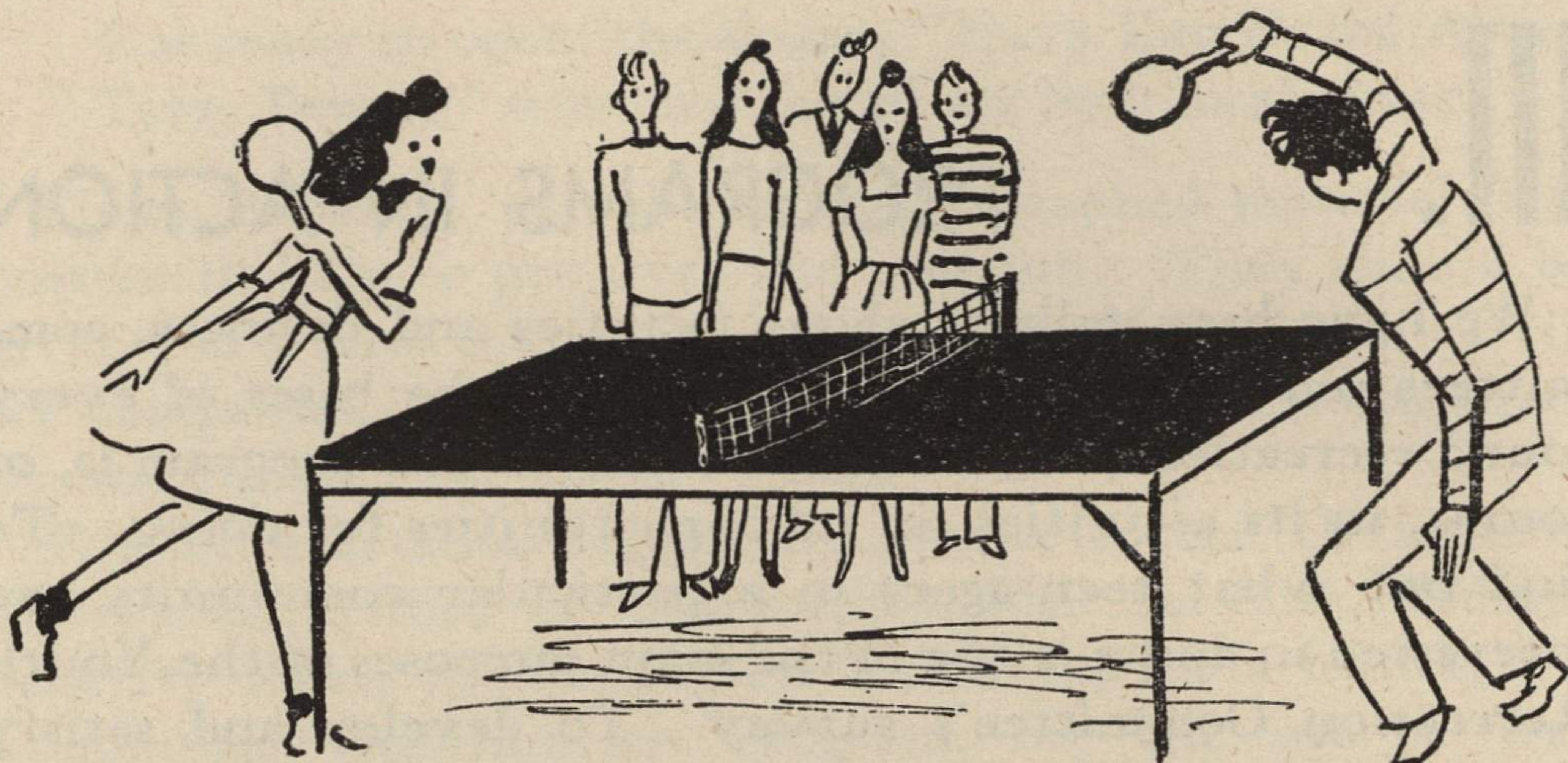
PROGRAMS IN ACTION

We have been talking about facilities and finances, committees and subcommittees. These are the bases of every sound recreation program. The meat of the program is, of course, in its activities, in its opportunities for *doing*. To find out what teen-agers in a particular community are interested in doing is one of the main purposes of the Youth Recreation Committee's survey. To develop and satisfy those interests is the aim of the program in action. Here are some signposts toward successful youth programs: They try to cater to the interests of minorities as well as those of the majority. They gear activities to seasons and vacations, and this means planning ahead.

Recreation draws young people closer into the life of the community. Part of its job at this time is to satisfy the universal urge of young people to be part of the great national enterprise of war. Good programs offer boys and girls the chance to participate in community war services as well as to play.

Sports and Athletics

In *Atlantic City, New Jersey*, teen-age recreation is built chiefly around a city-wide athletic program. In addition to school facilities, its children have 350 acres of outdoor play space where activities are directed by the superintendent. For its size, Atlantic City has one of the outstanding junior football leagues in the country. Over a thousand 13 to 16 year-olds belong to twelve baseball leagues, and over three hundred 16 to 21 year-olds belong to a single league. Others play softball, badminton, basketball, and touch football. Three basketball leagues of sixty teams of junior boys and girls were organized in 1943.



Los Angeles, California, has operated park programs for youth for many years. The city's fifty-one playgrounds are now lighted for evening games the year round. Extensive sports programs are conducted in housing projects.

New Haven, Connecticut, attracted over 3,000 youngsters to a series of Park Booster Clubs. Each club offers a supervised physical fitness program that includes obstacle courses, baseball, track, touch football, dodgeball, flashball, folk dancing, and individual sports such as horseshoes and football throws.

In *Omaha, Nebraska*, a centrally located building serves as a sports center. New park programs were developed and swimming pools which had been closed for years are now open.

In *Kenosha, Wisconsin*, labor unions cooperate with the city recreation department in organizing baseball, softball, bowling, and other leagues. Under the banner of the union recreation council, 30 teams played a regular schedule during the summer of 1943.

A number of cities have given sports the green light. Golf courses and horseshoe and volleyball courts are open nightly in *Shreveport, Louisiana*.

The *Riverside, California*, YWCA swimming pool is used by groups of young people from the city playgrounds, and the Junior Army Corps put on a water pageant there.

Berkeley, California, keeps a high school pool open daily throughout the summer, conducts twilight and Sunday baseball games, and offers skate days, swimming meets, tennis tournaments, and organized hikes.

In *Salt Lake City, Utah*, where youth clubs are active, inter-club competition is scheduled in baseball, softball, basketball, and other sports.

Outdoor Fun

With gasoline rationing making distant camps less accessible, the city day camp came into its own. More than 4,500 boys and girls from *Atlanta and Decatur, Georgia*, took part in a regular camp program which ran from after breakfast to late afternoon. Counselors taught wood lore and nature studies, and, in general, followed the schedule of any good summer camp. Campers paid from 50 cents to \$2 a week, and stayed from 4 days to 8 weeks.

Eight stay-at-home camps in *Camden, New Jersey*, offered arts and crafts, dramatics, music, dancing, nature study, games, and hikes. Most programs lasted 5 to 8 weeks, and some continued over week ends. Fees ran from 25 to 75 cents a week.

All boys in *Fort Worth, Texas*, were offered swimming instruction in a public pool. Ten miles outside the city, a fishing camp was established, providing, among other things, a worthy destination for hikes.

Housing projects in *Seneca, Illinois*, ran picnics, marshmallow roasts and hikes for their teen-age tenants.

In *Milwaukee, Wisconsin*, an old granary was converted into a youth hostel, for use by hostel pass holders. Another



hostel program is active in Washington, D. C., and a summer camp is operated there by the Boys' Club.

In Los Angeles, California, playground groups took camping trips to Griffith Park, Los Angeles' 3,000-acre city park.

Schools of Topeka, Kansas, held week-end outings at a nearby summer camp.

In other cities, building an outdoor recreation center provided an activity in itself. A Florida church congregation built its own playground, with boys and girls furnishing both labor and ideas.



Music

Only a few teen-age musical organizations have made the headlines, but hundreds of programs provide both fun and music appreciation. Many centers teach their members to play musical instruments. Several have organized club orchestras.

A teen-age band led by a Lions Club member in Rockville, Connecticut, made its debut at a club dance and acquired a financial backer. A midwestern church has its own youth symphony orchestra, while the young people of another

church present costume musicales, with homemade settings and amateur dramatics.

A symphony orchestra, sponsored by the *Kenosha, Wisconsin*, Musicians' Union has built a fine reputation. Glee clubs are also popular with boys and girls and have an important role in community activities. Drum and bugle corps add a wartime flavor.

Musical quizzes are a highlight of the *Ravenna, Ohio*, summer program for high school boys and girls. And in *Dayton, Ohio*, a youth center has a scheduled program of recorded classical music. Outdoor summer band concerts are an American institution and attract all ages. Most famous among them is *New York City's* band concerts on Central Park's Mall.

Literature, Debates, Forums

Because a well-rounded recreation program stimulates minds as well as muscles, literary clubs, debating groups on current problems, and writing clubs all figure in the wartime recreation picture.

The *New Haven, Connecticut*, Park Booster Club conducts forums in which teen-agers learn government procedure and help to decide policies in the operation of their parks.

A large number of study clubs are under church sponsorship. A *Kentucky* church group, for instance, organized a 20th Century Prosody Club which studies American poets, writes poetry and has produced a giant scrapbook with autographed letters and poems from well-known American poets.

When the *Dansville, New York*, teen-age center was getting under way, the teens discussed its organization in their civics classes, as a model for studying the problems of self-government.

Many teen clubs, in centers or elsewhere, have debates on current and future problems, with which their generation will have to deal.

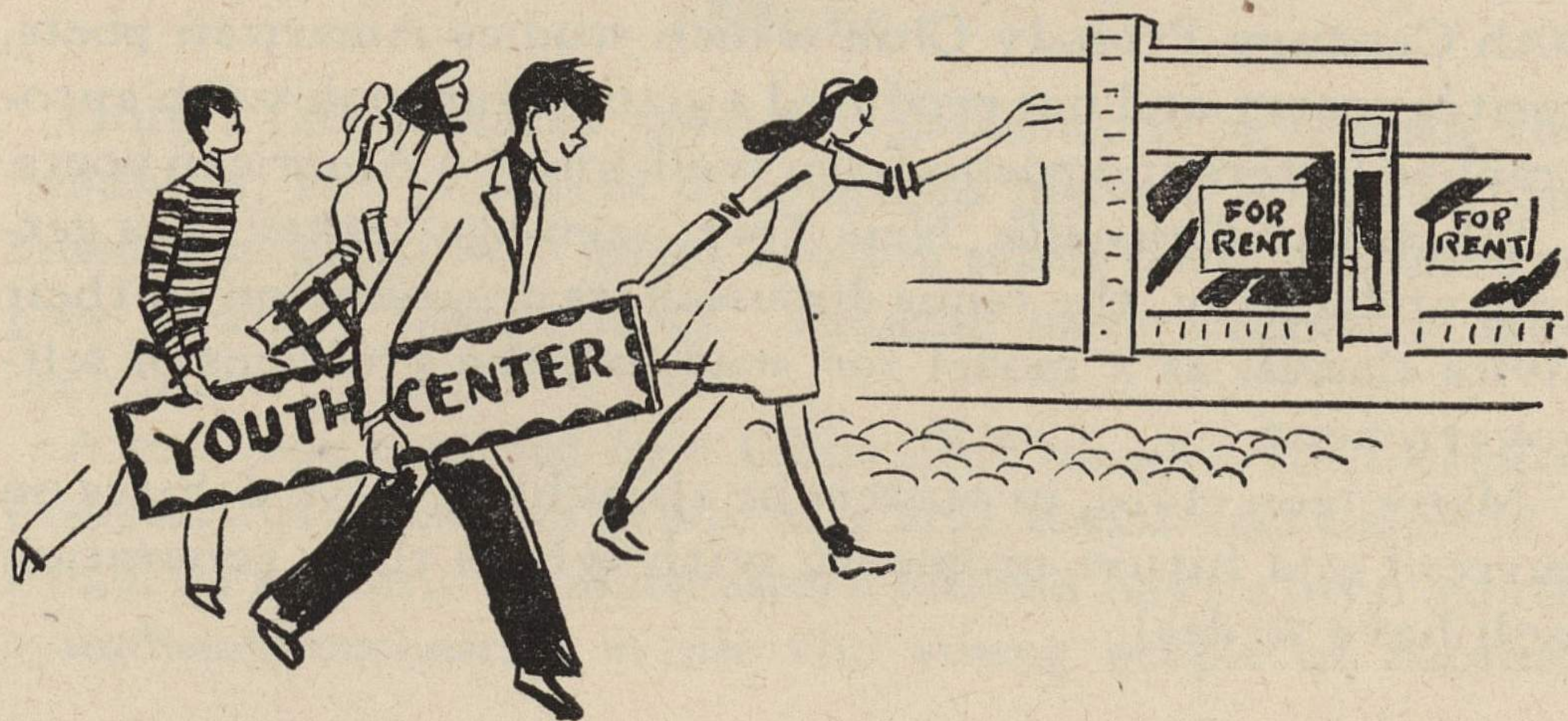
Social Centers

The most important factor in the success of a youth center is, of course, the participation of young people in planning and management. Here is something the teens can do themselves, with unobtrusive adult guidance. It is something to build and to develop. Both making and using a center can be fun.

The Teen-Age Club of *Raleigh, North Carolina*, is a pioneer center which has been copied widely. Sponsored by the Raleigh Recreation Committee, it originated at the request of teen-age boys and girls. A junior board of directors governs it.

The center is in an old garage. Boys and girls presented their plan to city clubs and raised money to pay 4 months' rent in advance. They built a stairway, office, craft shop, library and orchestra platform, now used by their own band. They sanded floors, installed a soft drink bar and juke box, and went to work on tables and chairs; it was a thorough and handsome job of interior decoration. At the request of the teens, a parents' club provides chaperonage.

The Teen-Age Club does not stop at being a hangout. Hayrides, swimming parties, junk parties, are organized; a newspaper, "*Tween-Teen Times*," is published at the club;



and on Thursday nights there is entertainment for young working girls.

A youth club, sponsored by a woman's club in *Lowville, New York*, meets 5 days a week in a servicemen's center. Three committees composed of town leaders, parents, and teen-agers joined in running the club. Activities include party nights, scavenger hunts, roller skating, and occasional formal dances.

The Y's sponsor many youth centers. *Seattle, Washington's* Flamingo Club in the YWCA is run by high school students. Every Friday night, up to 500 boys and girls gather to dance and drink cokes and have fun. Other YWCA projects include the Newcomers' Club in *Washington, D. C.*, the Bar None Corral in *Oklahoma City, Oklahoma*, the Bombardier in *Des Moines, Iowa*, and Tumble Inn of *German-town, Pennsylvania*.

Teen-age parties are held every Friday night at the North-side YMCA in *St. Louis, Missouri*, with an average attendance of 175. Teen-age sponsors from schools and factories plan the programs, which include dancing, swimming, games, and contests.

In *Lake Charles, Louisiana*, a town busy with war industries and army camps, the Kow Kat Club on a beach pavilion is open 2 nights a week for more than 200 members.



One of the most colorful and successful of all youth centers is the Open Door at Hudson Guild House in *New York City's* Chelsea area. In the neighborhood once known as "Hell's Kitchen," the Open Door has brought many teens into the settlement house for the first time. More than half of the Open Door's regulars are newcomers to Guild House activities.

There is little regimentation at the Open Door. Teens may not gamble but those who want to, play cards and smoke. To critics of this policy, the sponsors have two answers: It is better to let teens smoke and play cards at the canteen than to send them away. It is noticeable that there are fewer teen-age smokers as time goes on.

The Open Door is noisy and the lights are bright. Chaperoning is provided unobtrusively by a young married woman who grew up in the neighborhood and knows most of the youngsters.

"We're all here together, girls and fellers," one of the members said. "You say what you want, do what you want, dance, come and go as you want, and the more noise the better we like it. We know we have to keep in line, or they'll close the place, and then we'll have no place to go."

Pattern for Success

By now, the pattern for such youth centers is fairly well set. Club atmosphere prevails; tables, a dance floor, milk bar and juke box are standard equipment. Club names must sparkle and entertainment must be varied. Often the high school orchestra becomes the club orchestra, and plays for amateur floor shows. Home-made decorations, changed from time to time, add a theme to the program. A teen-age Gay Nineties club may have singing waiters, costume parties, and music to carry out the period. Again, the club may be decorated in Mexican trappings, and the orchestra or juke box will "give out" rhumbas.

An occasional radio singer or popular actor is a tremendous drawing card.



The ideal of most centers is to be self-supporting, at least after opening costs have been paid. Club dues help defray expenses and give youth a sense of belonging. A membership card must be presented at the door. The fact that it may be revoked for reason places high value on a club.

Dues vary. A *San Diego, California*, boys' club fixes membership dues at 50 cents a year for high school juniors, \$1 for seniors. The Club Kasbah in *Greenwich, Connecticut*, pays most of its expenses on a dollar annual membership fee. Another club is self-supporting on a 35-cent cover charge for each evening's entertainment. A recreation center in a large city charges 25 cents a season, and offers a wide variety of activities.

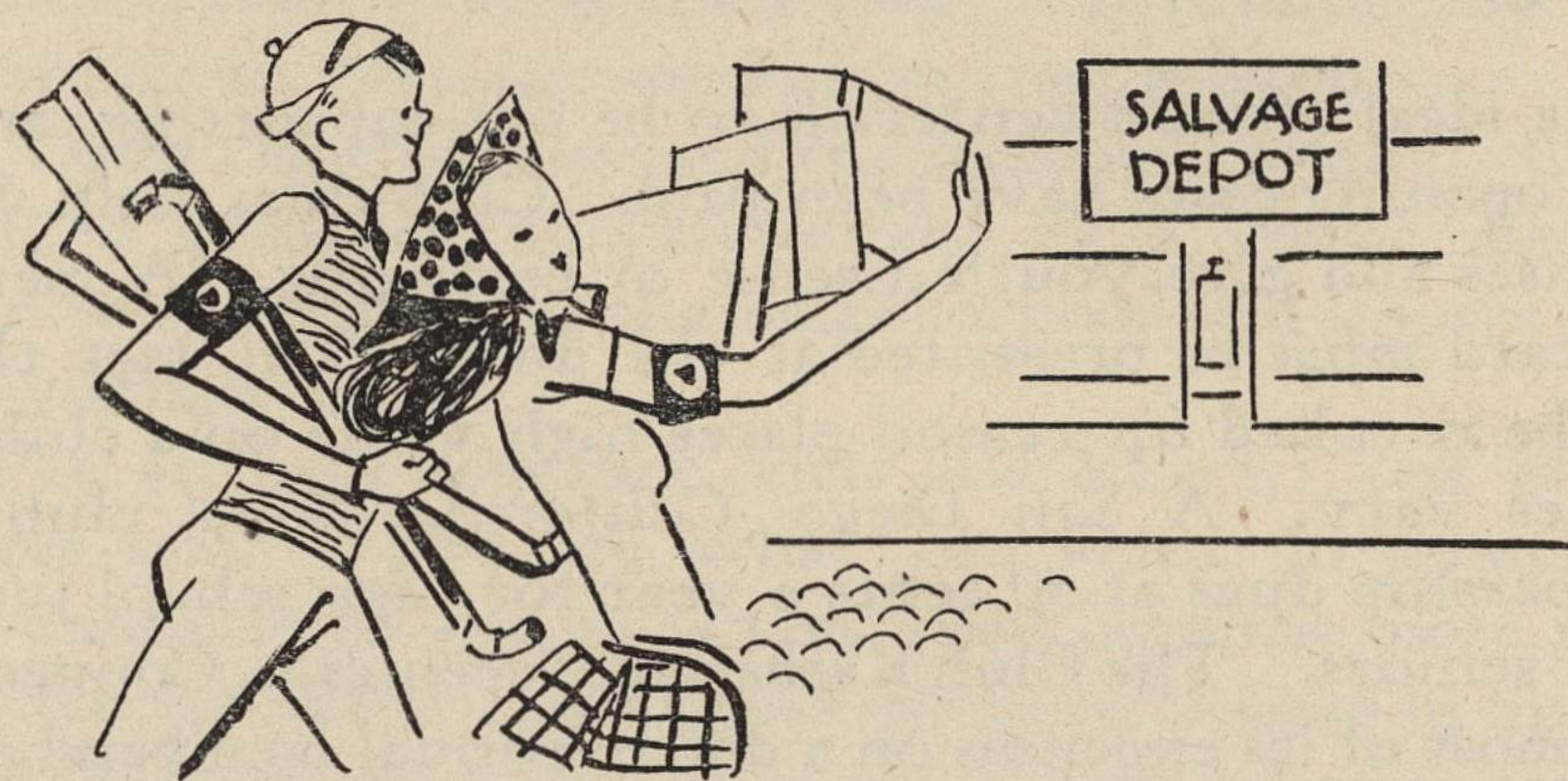
War Service Projects

Boys and girls have done their share in national salvage programs, bond selling, civilian defense, and similar war services. They have done a good job as tin can and paper collectors, blood donor recruiting agents, and bond salesmen.

One outstanding volunteer job is protecting the nation's forests. In the *San Bernardino National Forest, California*, 75 high school boys served as Civilian Defense forest fire watchers during the summer. Before going on duty, they were trained in forestry and fire prevention.

Teen-age boys and girls often help in recreation programs for younger children. In *Minneapolis, Minnesota*, they serve as aides in playgrounds, city parks, and settlement houses.

Youth employment bureaus are popular in many communities. The Girls Cadet Corps in *Arlington, Virginia*, opened a bureau through which mothers may find girls to stay with their children while they shop. A teen-age manager keeps a chart of available girls. Other successful bureaus have been opened in *Raleigh, North Carolina*, and *Nevada, Missouri*.



The Junior Citizens Service Corps, sponsored by the Office of Civilian Defense, provides many opportunities for war service. These include recruiting blood donors, victory gardening, messenger work and scrap collecting. The corps enrolls youngsters under 16; above that age, they are eligible for the U. S. Citizens Service Corps.

The *Baltimore, Maryland*, Youth Mobilization Committee recruited teen agers to help with all the war drives. They saved the Eastern Maryland asparagus crop. They give valuable service in child care centers. And Boy Scouts above 15 serve in hospitals, working night shifts and Sundays in accident wards.

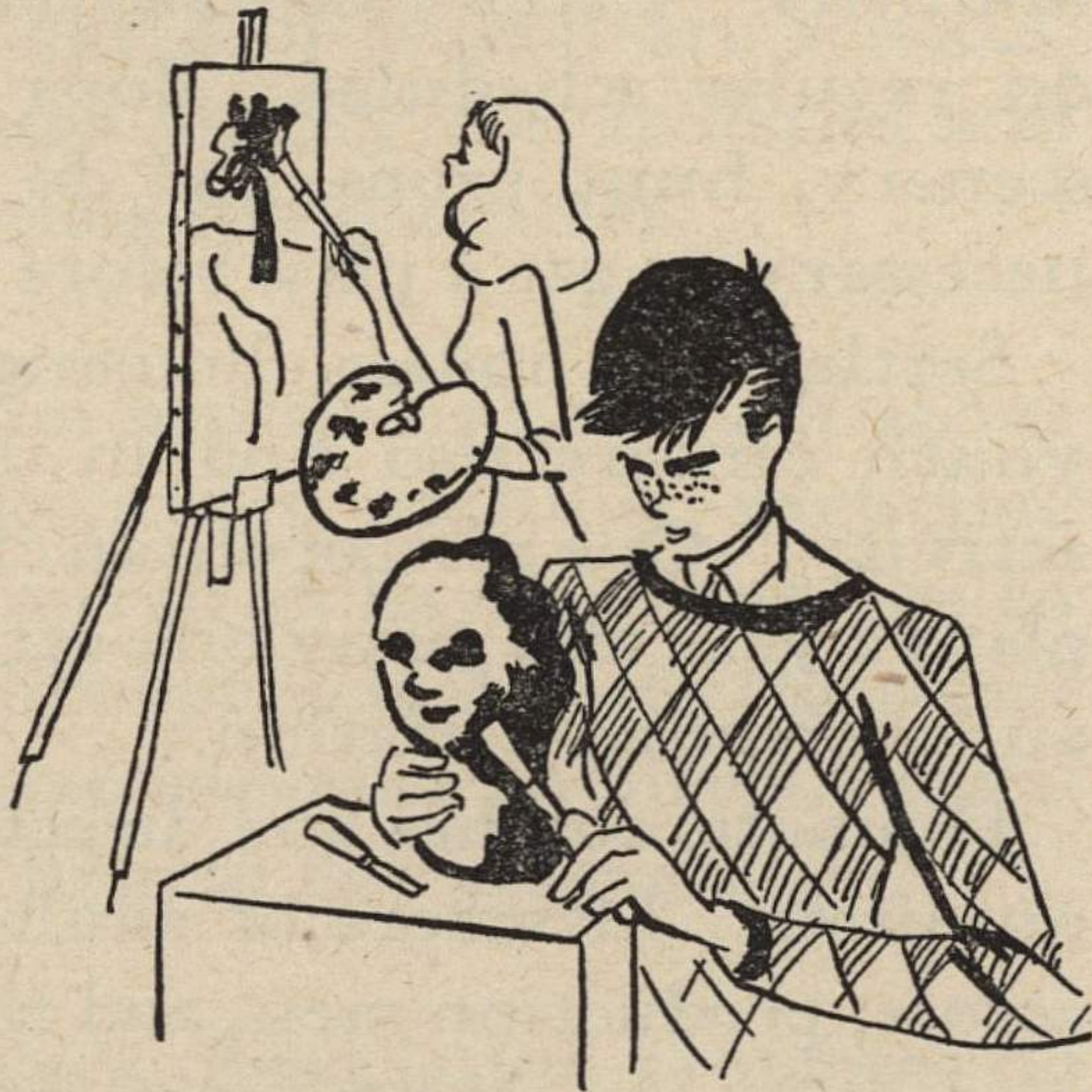
Provo, Utah, organized a work-recreation program under the sponsorship of the City Recreation Council. Work in

fruit orchards was varied with dances, picnics, and sports.

New York City Girl Scouts went to *Ulster County* to help farmers in harvest time. They picked 30,000 quarts of currants in 10 days, harvested thousands of crates of onions, carrots, tomatoes, beans, and fruits, and were valuable helpers at weeding, hoeing, haying, and packing.

Arts, Crafts, Hobbies

Hobbies begun in youth can become life-long interests. In *Salt Lake City, Utah*, where the community plan provides a boy and girl club within half a mile of every home, each club has its own workshop or sewing center with instructors for these crafts as well as for music and photography.



A *Washington, D. C.*, woman has turned her basement into a workshop for a group of civilian defense messengers. Here the boys can do clay modeling, record foreign broadcasts, collect coins and stamps, build model planes, carve woodwork, and print war posters.

The *Racine, Wisconsin*, Art Association offers groups of all ages a community program which includes painting, sculpturing, photography, gardening, interior decorating and sketching. The *Museum of Fine Arts* serves as headquarters.

There are handcraft classes for various age groups at the *Highland Park, Illinois*, community center.

In *Detroit, Michigan*, the YWCA has classes in clay modeling, leather, metal and woodwork.

In *Seattle, Washington*, night programs include crafts, music, photography, and dramatics.

Many housing projects also bring their teen-age residents into hobby groups. Settlement houses have long understood the value of arts and crafts for all.

Dramatics

Ever popular high school dramatics have multiplied into extensive out-of-school theatre activities in many communities. Often full-length and one-act plays are produced on regular schedules. Boys and girls act in them, build scenery, hunt props, and do the thousand and one things necessary to get a play before amateur footlights.

Settlement houses, housing projects, church groups and youth centers also find in dramatics a first rate creative activity. One metropolitan church presents two full-length plays a year and many one-act plays. Puppet shows furnish an interesting variation.

Dramatic coaches and directors can be found in most communities. Members of adult Little Theater groups, radio actors, production men, and the housewife who once taught dramatics, are all potential directors.

THE MILWAUKEE PROGRAM

Among recreation programs worthy of study by communities embarking on experiments of their own is that of *Milwaukee, Wisconsin*, where a city-wide recreation program has been an integral part of community life for more than thirty years.

Organization

Milwaukee's recreation is directed by the Department of Municipal Recreation and Adult Education, a division of the public schools. A State law places organization and financing in the hands of the School Board, which can request a lax levy of 8 mills on each dollar of city valuation. The money must be used exclusively for recreation.

The law provides for cooperation between the Department of Recreation and other municipal bodies which have facilities. In this way full use is made of public parks, school grounds, and city swimming pools for which the Recreation Department provides all supervision and instruction.

The city program has grown steadily since its start in 1911. Its activities today are centered in 62 organized playgrounds and 32 buildings, all but 4 of which are schools. Eleven of the buildings are used chiefly for athletics and games; the rest operate as full-time social centers.

Personnel

The Department of Recreation maintains a corps of about 50 full-time professional workers. In addition, part-time workers are hired for specific activities having from one to three sessions a week. The school principal heads the social center, with the aid of a full-time assistant to direct activities. Almost 1,000 volunteers help in the program.

Sports and Athletics

Milwaukee's Municipal Athletic Association promotes no less than 28 sports. In 1941, more than 26,000 people belonged to 1,871 teams organized into leagues, which run a regular schedule of tournaments and meets. A handbook reports the year's activities and lists individual, team and league champions. A separate boxing program for boys includes training, tournaments, and exhibition bouts.

The Women's Municipal Athletic Association promotes an extensive sports program for women and girls 15 years old and up. Besides competitive sports, there are gymnastics, keeping-fit classes, informal games, and social and rhythmic dancing. Daytime and evening leagues are a part of the women's sports schedule.

Social Activities

To watch one of its 32 neighborhood centers in action is to know a good deal about Milwaukee. On any evening there will be classes, meetings, lectures, hobby groups and indoor

sports going on simultaneously. Neighborhood dances and parties are held on week-ends.

The teen-age hangout is also part of the Milwaukee social center. Teen rooms and lounges are set aside for meetings, games and parties. There are 124 boys' clubs, 102 girls' clubs, 36 co-recreation clubs and many informal groups, all organized under an All-City club council. Scientific, dramatic, and debating groups cater to special interests.

Competition between clubs is keen, particularly during charter club week when each club elects its king and queen, and the all-city king and queen are chosen.

The Department of Recreation also sponsors the Municipal Children's Theater, an adult group producing plays for children, and the Milwaukee Civic Light Opera Company.

Readjustment for War

Though designed for peace-time, the Milwaukee program has stood up well under the demands of war. Many of its regular activities have been given a war service slant. Craft classes are devoted to making table games and other articles for servicemen. A Women's Auxiliary Service has been organized for high school girls' clubs, with physical fitness as the major objective. Centers are open from 3:30 p. m. to 10:00 p. m.

Many boys and girls are organizing into uniformed drill groups. For instance, 450 boys from 13 to 17 meet in social centers under the sponsorship of Marine veterans. The Victory Corps, which is part of the regular school system, as one of its many volunteer war activities sold \$744,000 worth of bonds in one drive.

The Department of Recreation interprets its responsibility broadly as education in the wise use of leisure. It has, like scores of other recreation departments, grasped certain fundamental principles: to begin where people are, to help them develop the interests and talents they have, to reach all the people, and to make the fullest possible use of the resources the community has.

APPENDIX

Principles in Developing a Community Recreation Program for Young People

1. *Plan for the whole community*

Bring together all community groups concerned with recreation for teen-age youth. Learn what the total needs are, what resources can be mobilized to meet them. Determine how the job is to be accomplished. Reach all children—omit none.

2. *Let youth participate*

Give much of the job of organizing their own leisure-time activities to teen-age boys and girls. Given the opportunity, they will demonstrate ingenuity and enthusiasm, develop self-discipline. Success depends on the extent youth is allowed to inject its own thinking and planning into the program.

3. *Allocate responsibility for providing services*

Fit all public and private youth agencies into a broad community plan and allocate responsibility to each for the various areas in the community. Gaps in existing services can thus be filled and overlapping or duplication of effort avoided.

4. *Develop neighborhood activities*

The neighborhood should be the central point in planning recreation activities for teen-agers. Keep boys and girls in their own neighborhood with their own neighborhood groups by developing varied programs that youngsters themselves want.

5. *Strengthen existing services*

Secure wider and fuller use of existing recreation facilities—private and public. Adjust hours of service. Broaden and revise programs to answer all present-day needs of the teen-age group.

6. Use school and church facilities

Make full use of school and church facilities—during afternoons, evenings and holidays—for clubs, hobby groups, social activities and athletics. Lighted school houses are symbols of community concern for its adolescents.

7. Develop new play spaces

Encourage the establishment of youth centers and playgrounds where needed. War-created problems are calling the attention of many communities to the fact that their services to the youth population are sadly inadequate.

8. Find capable leadership

Adequate leadership is essential to good programs. Getting the right supervision is of vital importance and only qualified and sympathetic people should be recruited for the task. A great bulk of the work will be done by volunteers—adult and youth—but professional leaders are needed to direct and coordinate activities.

9. Diversify teen-age activities

To satisfy all interests, a wide range of activities should be planned—social get-togethers, dances, parties, athletic tournaments, hobby groups, camping programs and participation in civilian war services.

10. Secure community support

Get youth and parents interested through frequent forums, discussions. Give activities wide publicity. Do a community education job, interpreting the purposes and results of your program.



Planning a Youth Recreation Committee

1. *Why an over-all committee?*

No single group has the facilities and means to answer all needs. An organization capable of mobilizing all talent and resources is necessary to develop a coordinated program.

2. *What kind?*

A Committee on Youth Recreation should be set up as part of the community War Recreation Committee. It should be affiliated with the Youth Council or other agencies concerned with allied problems.

3. *Who should belong?*

All interested groups, public and private, should be represented on the Youth Recreation Committee. Public agencies usually include the city recreation department, the board of education, park and police departments, the city council, the county commissioner, the juvenile courts, health and welfare departments, and housing projects.

Civic groups usually include social agencies, churches, service clubs, women's clubs, the chamber of commerce, labor unions and commercial recreation interests.

Youth representation should include high school councils, church leagues, youth clubs and teen-age workers.

4. *What does the committee do?*

a. Surveys the community's problems, created or intensified by the war, which relate to recreation for young people. The needs of working youth should be considered, as well as those of school boys and girls.

b. Finds out what is needed and what resources the community has to meet these needs. Develops a plan of community action to meet these problems. Subcommittees may be designated to report on specific problems, such as facilities, leadership, youth interests, finances and neighborhood programs.

c. Considers existing programs and facilities—public and private—school, church, park, for example, to determine whether they are being used to capacity and efficiently.

d. Where gaps exist, devises ways and means for expanding and supplementing established programs and providing new services where needed.

e. Coordinates neighborhood and community services by acquainting each with the work of the others and providing a continuous exchange of information on planning and programs.

f. Recruits recreation workers, promotes training institutes for volunteers and arranges for their placement with operating agencies.

g. Gains support for community activities through the promotion of public understanding and interest.

Guide for a Survey of Youth Recreation Needs

1. *What is the teen-age population of your community?*

(13 to 20 is generally considered the teen-age range.)

Analysis by neighborhood

<i>Name of neighborhood</i>	<i>Boys</i>	<i>Girls</i>
.....
.....
.....

(Locate areas where truancy and delinquency are greatest. A map will be helpful in spotting areas.)

How many go to school?
How many go to work?

2. *What recreation programs are now available for teen-age youth?*

(Itemize each separately.)

Who sponsors it?

What are its activities?

Are they sufficiently varied?

What facilities are being used?

What is the schedule of hours?

What leadership is available—professional, volunteer?

How many participate in the program?

What does it cost each participant?

Is it easily accessible to large numbers?

Are there other restrictions to participation?

What is the total budget of the program?

3. *What is the reaction of young people to these programs?*

(Find out by taking a poll of young people in school classrooms and clubs. The man who runs the corner drugstore or other hangouts of young people can supply helpful information.)

Could you get fuller participation by gearing the program to current interests of young people by means of:

youth participation in planning and operation.

better facilities.

better trained and volunteer leadership.

4. *What needs to be done?*

Reorganize and expand activities and present facilities.

Rearrange schedule of hours to meet present needs.

Redesign layouts of buildings and playgrounds to get more efficient use.

Make present programs available to greater numbers by reducing membership fees and other restrictions.

Open a downtown center as a hangout for all youth in the community.

Get school buildings and playgrounds open for after-school programs.

Get church buildings open for neighborhood activities on a non-denominational basis.

Improve playgrounds and playfields and develop new ones in areas where the need exists.

Seek new equipment for indoor and outdoor activities.

Improve park and picnic areas.

Organize junior war services projects.

Organize neighborhood sport leagues.

Organize community-wide tournaments and contests.

Organize community-wide dances, forums, dramatics and music groups for young people.

Tell the community about the program.

Keep young people informed of regular activities and special events.

5. *Who can help?*

Schools:

Superintendent, principal, faculty, student councils, parent-teacher associations.

Public recreation agencies:

Recreation board, park department.

Private social agencies:

Youth-serving agencies, settlement houses, USO.

Public safety departments:

Police, safety and fire officials.

Churches:

Clergy, young people's groups, men's and women's clubs.

Neighborhood associations:

Housing-project tenants' groups, improvement associations, dramatic and musical clubs.

Office of Civilian Defense:

Junior Service Corps, volunteer bureau.

Veteran groups:

American Legion, Veterans of Foreign Wars.

Lodges and fraternal organizations.

Labor unions:

Locals, women's auxiliaries.

Clubs:

Athletic, hiking, camera and other hobbies.

Publicity channels:

Newspapers, radio stations, advertising clubs.

A Check List of Resources

A number of organizations offer guidance to communities through personal field service and printed materials. A selected list follows. For information about their programs and for materials, write to:

- | | |
|---|---|
| Amateur Athletic Union of the United States,
233 Broadway, New York, N. Y. | Folks Arts Center,
670 Fifth Avenue, New York, N. Y. |
| American Camping Association,
330 South State Street, Ann Arbor, Mich. | Four-H Clubs, c/o each State's University
Agricultural Extension Service |
| American Folk Dance Society,
670 Fifth Avenue, New York, N. Y. | Girl Scouts, Inc.,
155 East Forty-fourth Street, New York,
N. Y. |
| American Library Association,
520 North Michigan Avenue, Chicago, Ill. | Jewish Welfare Board,
220 Fifth Avenue, New York 1, N. Y. |
| American National Red Cross,
Washington, D. C. | Leisure League of America,
1309 West Main Street, Richmond, Va. |
| American Nature Association,
1214 Sixteenth Street NW., Washington,
D. C. | National Bureau for the Advancement of
Music,
45 West Forty-fifth Street, New York,
N. Y. |
| American Youth Commission,
744 Jackson Place, Washington, D. C. | National Recreation Association,
315 Fourth Avenue, New York 10, N. Y. |
| American Youth Hostels, Inc.
87 Main Street, Northfield, Mass. | Office of Education, Federal Security
Agency,
Washington 25, D. C. |
| Board of Education, The Methodist
Church,
810 Broadway, Nashville, Tenn. | Physical Fitness Committee, Office of
Community War Services, Federal Se-
curity Agency,
Washington, 25, D. C. |
| Boy Scouts of America,
2 Park Avenue, New York, N. Y. | State Extension Service (in cooperation
with the U. S. Department of Agricul-
ture, usually in connection with State
University or State Agricultural College) |
| Boys' Clubs of America,
381 Fourth Avenue, New York, N. Y. | State Recreation Committees and Youth
Councils (usually in connection with
State Defense Councils) |
| Camp Fire Girls,
88 Lexington Avenue, New York, N. Y. | Y. M. C. A., 347 Madison Avenue, New
York 17, N. Y. |
| Catholic Youth Organization, National
Council of Catholic Women,
1312 Massachusetts Avenue NW., Wash-
ington, 5, D. C. | Y. W. C. A., 600 Lexington Avenue, New
York, N. Y. |
| Children's Bureau, Department of Labor,
Washington 25, D. C. | |
| Cooperative Recreation Service,
Box 333, Delaware, Ohio. | |

Check List of Recreation Activities

In planning activities for young people, remember that they should be varied enough to satisfy all ages and all interests. Remember too that the success of program activities depends largely upon the skill and ingenuity of leadership.

The following list is not by any means complete, but is intended to suggest the kinds of activities which can be developed economically and with small use of critical materials.

Sports

- Archery
- Badminton
- Baseball
- Basketball
- Bowling
- Boxing
- Croquet
- Golf
- Hockey
- Horseshoes (quoits)
- Obstacle race
- Paddle Tennis
- Ping Pong
- Rope Skipping
- Shuffleboard
- Skating (Ice and Roller)
- Softball
- Swimming
- Tennis
- Tobogganing
- Volleyball
- Wrestling

Crafts and Hobbies

- Basketry
- Block Printing
- Carpentry
- Coin Collections

- Cooking
- Finger Painting
- Home Decoration
- Leather Work
- Painting
- Photography
- Plaster Casting
- Poster Making
- Sketching
- Soap Carving
- Printing
- Sewing
- Stamp Collecting
- Weaving
- Wood Carving
- Wood Work

Outdoors

- Bird Study
- Campfires
- Camping
- Collecting Nature Specimens
- Hiking
- Picnics
- Star Study
- Scavenger Hunts
- Straw Rides
- Treasure Hunts
- Tree Study

Social

Banquets
Dances
Dance Classes
Folk Dancing
Parties

Music

Bugle, Fife and Drum Corps
Chorus or Choir
Creative Song Writing
Folk Songs
Glee Clubs
Music Appreciation—Listening
Group
Playing in Band or Orchestra
Singing in Operetta

Dramatics

Acting
Charades
Puppet Shows
Making Scenery
Marionettes
Minstrel Shows
Producing and directing plays
Reading Plays
Shadow Puppets
Stage Lighting
Stunt Night Performances
Theatrical Make-up
Writing Plays

Literary

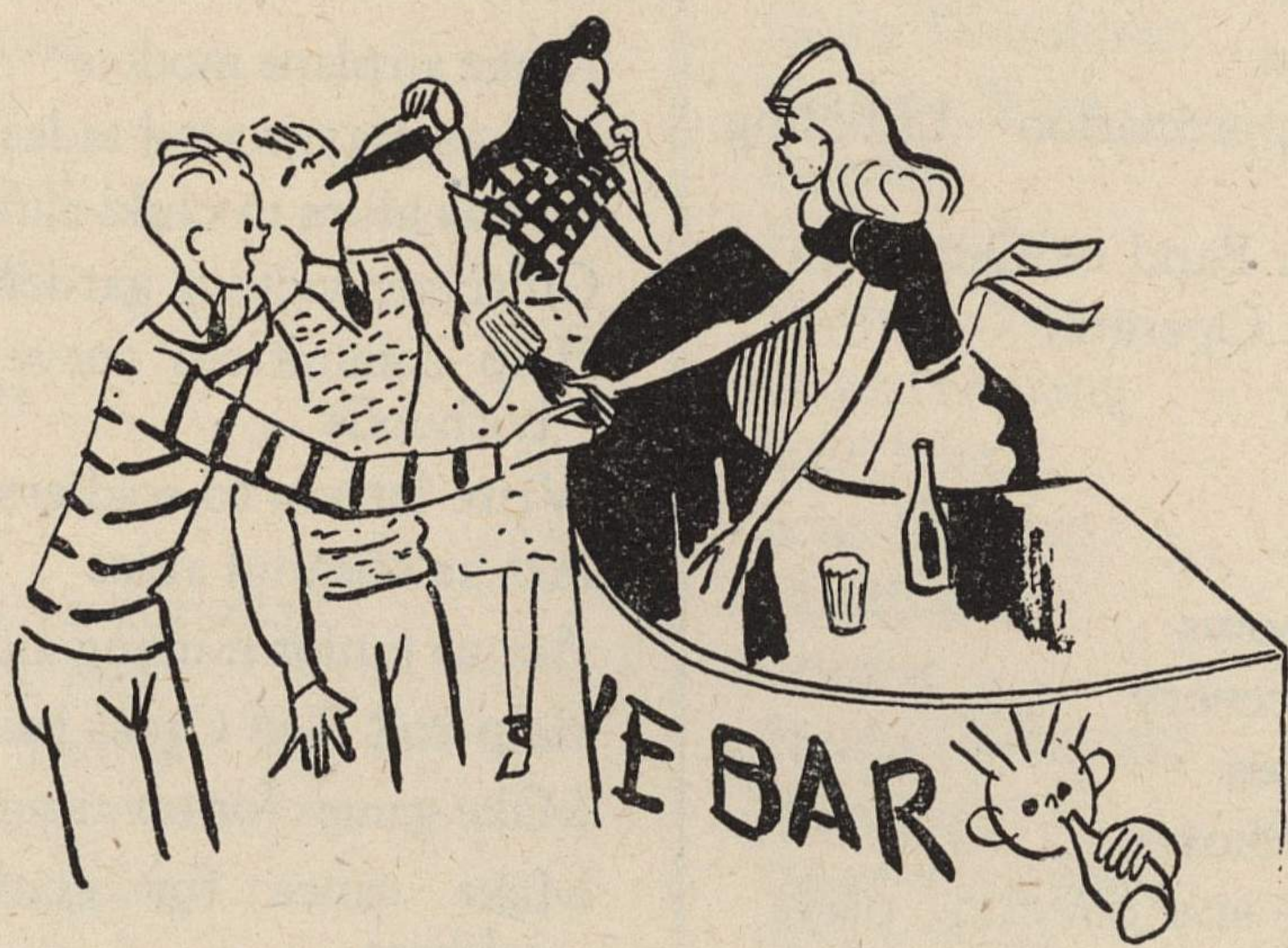
Book Club
Current Events Club
Debating
Discussions and Forums
Information, Please!
Quiz Programs

Table Games

Backgammon
Bingo
Bridge
Cards
Checkers
Chess
Dominoes
Paper and Pencil Games

Civilian War Services

Make airplane models
Act as playground aides
Act as aides in child-care centers
Cultivate victory gardens
Help committees survey neighborhoods
Write letters to soldiers
Act as hospital aides
Act as junior nursing aides
Help roll Red Cross bandages
Make games for servicemen
Make canes for convalescent soldiers
Make favors for men in military hospitals
Renovate furniture and home equipment
Help harvest crops
Act as library assistants
Make nature exhibits for child-care centers
Distribute posters for the Government
Collect scrap
Act as attendants at bond booths



The Division of Recreation, Community War Services, through its 70 field representatives, has assisted more than 2,500 cities and towns in planning community recreation. This service is available to your community. For further information write to the nearest Regional Recreation Representative, c/o Office of Community War Services.

Mr. HARRY J. EMIGH,
North Presa and East Houston Streets,
San Antonio 5, Tex.
(Louisiana, New Mexico, Texas)

Mr. HOWARD BERESFORD,
311 Equitable Building,
730 Seventeenth Street,
Denver 2, Colo.
(Colorado, Idaho, Montana, Utah, Wyoming)

Mr. ELMER COLE,
1006 Grand Avenue,
Kansas City 6, Mo.
(Arkansas, Missouri, Oklahoma, Kansas)

Mr. GILBERT W. COLLINS,
Fourth Street and Second Avenue,
Minneapolis 1, Minn.
(Iowa, Minnesota, Nebraska, North Dakota, South Dakota)

Mr. JOHN I. NEASMITH,
501 Lenox Building,
1523 L Street NW.,
Washington 25, D. C.
(District of Columbia, Maryland, North Carolina, Virginia, West Virginia)

Mr. DOWNING E. PROCTOR,
Euclid Avenue and East Ninth Street,
Cleveland 14, Ohio.
(Michigan, Ohio, Kentucky)

Mr. WILLIAM G. ROBINSON
Bankers Building,
105 West Adams Street,
Chicago 3, Ill.
(Illinois, Indiana, Wisconsin)

Mr. JULIAN ROSNER,
11 West Forty-second Street,
New York 18, N. Y.
(Delaware, New Jersey, New York, Pennsylvania)

Mr. JAMES STEVENS,
120 Boylston Street,
Boston 16, Mass.
(Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont)

Mr. HARRY STOOPS,
785 Market Street,
San Francisco 3, Calif.
(Arizona, California, Oregon, Washington, Nevada)

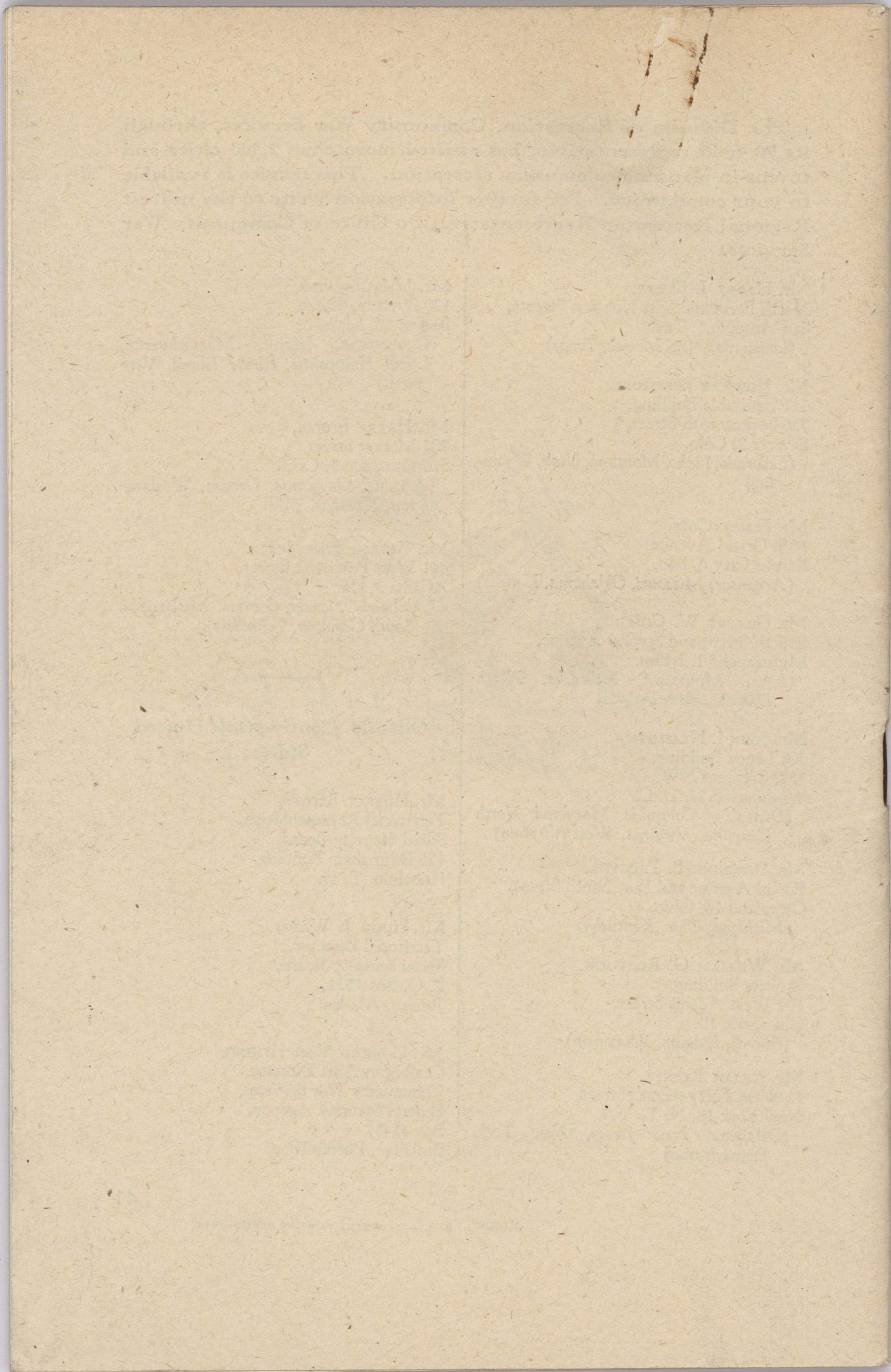
Mr. GEORGE SYME, Jr.,
441 West Peachtree Street,
Atlanta 3, Ga.
(Alabama, Florida, Georgia, Mississippi, South Carolina, Tennessee)

Outside Continental United States

Mr. HUBERT BROWN,
Territorial Representative,
Social Security Board,
425 Dillingham Building,
Honolulu, T. H.

Mr. HUGH J. WADE,
Territorial Director,
Social Security Board,
P. O. Box 1331,
Juneau, Alaska.

Mr. CONRAD VAN HYNING,
Caribbean Area Director,
Community War Services,
Federal Security Agency,
Box 4343,
San Juan, Puerto Rico.



NATIONAL RECREATION ASSOCIATION

Founded 1906 AS THE PLAYGROUND ASSOCIATION OF AMERICA

315 FOURTH AVENUE

NEW YORK 10, N. Y.

May 31, 1944

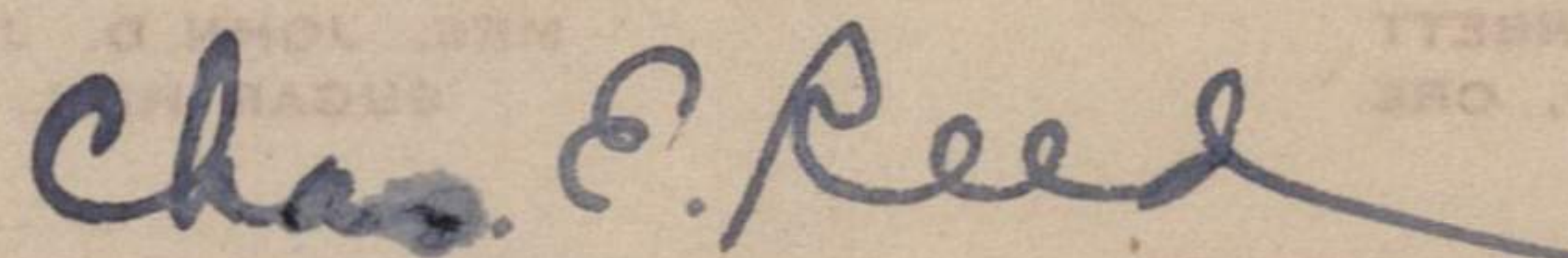
Mr. Forrest C. Allen
Director of Physical Education
Varsity Basketball Coach
University of Kansas
Lawrence, Kansas

Dear Mr. Allen

This will acknowledge receipt of your check in the amount of \$125.00 for the services of Mrs. Anne Livingston of our staff. We thank you for your prompt attention to this matter.

We are glad that Mrs. Livingston's services have been helpful and appreciate your taking the time to write of her visit.

Sincerely yours



Charles E. Reed
Manager, Field Department

CER/pm

NATIONAL RECREATION ASSOCIATION

Founded 1906 as THE PLAYGROUND ASSOCIATION OF AMERICA

NEW YORK 10, N. Y.

318 FOURTH AVENUE

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June 5, 1944.

Mrs. Anne Livingston,
National Recreation Association,
315 Fourth Avenue,
New York 10, N.Y.

Dear Mrs. Livingston:

I assure you that you were very welcome and much appreciated when you put on the master recreation training course here two weeks ago.

I note that you are writing from Cedar Rapids. That is a grand town. I spoke up there this winter and I do not know of a place that I enjoyed quite so much. The people are so pleasant and personable, just real human beings.

Now, regarding your son. I have heard a lot about him, perhaps from people here in Lawrence who told me what a great athlete he was. You know, nothing would please me better than to have him with us here at the University of Kansas. If you will give me his address I will be delighted to write him and tell him how proud we are of his mother and what fine work she is doing.

Each month I write a letter to the boys overseas, which I call the Jayhawk Rebounds. Of course the ball rebounds from the backboard and our boys rebound from the enemy. I am sending you one of the last ones so that you might get the idea. While your son would not recognize any of the Kansas athletes, I would be glad to send him one. In our next issue we will mention something about your work when you were here and that, I am sure, would give him a thrill.

Again thanking you for your outstanding contribution to our recreation people, I am

Sincerely yours,

Director of Physical Education,
Varsity Basketball Coach.

FCA:AH

NATIONAL RECREATION ASSOCIATION

Founded 1906 AS THE PLAYGROUND ASSOCIATION OF AMERICA

315 FOURTH AVENUE

NEW YORK 10, N. Y.

Cedar Rapids, Iowa
May 30, 1944

Dr. Forrest C. Allen
Director of Physical Education
Robinson Hall, University of Kansas
Lawrence, Kansas

Dear Dr. Allen:

May I take this means of expressing my sincere appreciation for your cooperation and that of your entire staff while conducting the training course in your city. It was, indeed, a great pleasure working with you.

The letter of appreciation you wrote to me will be one of my valued possessions. My son is always anxious to have the autographs of all great athletes, so I shall show this to him when he returns from the Pacific area. I would certainly like for you to have a part in his future training.

May I wish you every success in the future? We need men such as yourself.

Very sincerely yours,

Anne Livingston
(Mrs.) Anne Livingston

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315 FOURTH AVENUE

Cedar Rapids, Iowa
May 30, 1944

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Very sincerely yours,

(Mrs.) Anne Livingston

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