

Lawrence Public Schools

Lawrence, Kansas



October 6, 1939

Mr. Forrest Allen,
c/o The University of Kansas

Dear Dr. Allen,

Please, accept my
sincere thanks for the
pleasant evening with
the Physical Education
Department.

I was sorry, that
I was unable to hear
Mr. Hinman's talk; but I
had a report of it
from one of the majors.
Very sincerely,
Hazel Lee Simmons.

October 12, 1939.

Mr. Ralph Schaake,
1812 Illinois St.,
Lawrence, Kansas.

Dear Ralph:

Tom Sweeney accosted me on the street the other day and wanted to know if I had seen Ralph Schaake. I told him "No". And he said, "I haven't either, and I would like to see or hear from him."

Cordially yours,

FCA:AH

Director of Physical Education and Recreation,
Varsity Basketball Coach.

WORK PROJECTS ADMINISTRATION
912-914 Kansas Avenue
Topeka, Kansas.

MANUAL FOR RECREATION SUPERVISORS

PROFESSIONAL & SERVICE DIVISION
Director - Mary Parkman

RECREATION SECTION
Supervisor - Edgar P. Schmidt

October 15, 1939

F O R E W O R D

The information contained in this manual is intended for the use of persons in supervisory positions and may be adapted for your assistance in developing a recreation program in the community, and in the operation of the W.P.A. recreation program.

Any changes in procedures or additions will be sent to you in later communications. This bulletin is to remain the property of the W.P.A. Recreation Project.

Edgar P. Schmidt,
State Supervisor of Recreation
W. P. A. - Kansas

SCOPE AND NEED FOR A COMMUNITY RECREATION PROGRAM:

The recreation program of the Work Projects Administration is designed to provide employment on projects for persons in need, who are qualified to furnish leadership in organizing activities of a recreational nature and in directing group participation.

There is a great need for a quality-service program of recreation in every community in order that people may acquire various recreational skills and attitudes for leisure time pursuits. There must be opportunities for these same people to practice and develop these old and new skills under competent leadership whether it be individuals, family or community groups.

The need for recreation cannot be limited to any particular group within a community and care must be exercised in the administration of the program to include all the people. In some cases, special attention must be given to the minority groups (racial, economic, etc.), areas of high delinquency as a preventative rather than cure for crime, to rural areas with their particular problems, and to certain individuals in need of recreational therapy.

The community recreation program must be geared and adapted to the community needs. There are many ways of determining these needs and the method which will most adequately determine these needs should be used. Some methods are outlined below:

1. The conference method is probably the most widely used means of gathering information. By this method, the leaders in the community life and heads of local organizations who are interested in the social betterment of the community, are called together. In this way, information is assembled covering current programs, needs, and desires. The judgment of such a group would furnish the basis for the organization of a community program.
2. Personal interviews with the leaders of the community on the part of the recreation supervisor is another method of finding out information which will point out the needs and desires of the community.
3. In many cases, questionnaires have been assembled which when distributed among the people of the community will point out pertinent needs of the community.
4. The research method, if properly used, is probably the most effective approach to the finding of the real needs, interests and desires of a community. The information is carefully assembled, tabulated, analyzed, and the findings used to adapt the program of local

needs as well as chart the course for the future development of the program. The utmost care should be exercised to be certain that assistance is secured from research departments to assure the correct organization of the survey.

COMMUNITY ORGANIZATION AND COORDINATION OF A RECREATION PROGRAM:

Community organization in a recreation program is vitally important and is the means whereby a community takes appropriate recognition and study of a community problem and takes unified action for the solution of the problem. The real essence of community organization is that it is in the hands of people who are truly representative of the community itself. It is the means of getting people to work cooperatively with an executive for the purpose of making the recreation program geared to what the people want and need through their own representation.

Community organization and coordination can best be accomplished by the functioning of a lay advisory or planning committee, composed of truly representative citizens who are willing to devote some of their time, without pay, to approach the problem presented by leisure in a statesman-like as well as business-like manner, thus becoming an action group.

SELECTION OF THE COMMITTEE:

The selection of such a committee may be the outgrowth of a recognized need on the part of the community itself or the need may be pointed out by forces outside the community. It may be a natural group banded together or an appointed group chosen very carefully. The Work Projects Administration takes it for granted that such planning committees are essential for the proper functioning of the recreation program in every community. The following principles should be followed in the selection of committee members:

1. Members should be selected on the basis of their contribution rather than by their name or standing in the community.
2. To be composed of persons who are enthusiastic and energetic.
3. To be composed of persons appointed on the basis of their fitness, who are unbiased and unprejudiced, and who have the attitude of doing the greatest good for the greatest number of people in the community.
4. Composed of persons who have the respect and confidence of the community.
5. The committee must be truly representative in that all classes and types of people have a spokesman for their particular desires and needs.

ORGANIZATION OF THE COMMITTEES:

It is essential that the committee be kept within working size and yet large enough to be representative. The average committee is generally composed of five, seven, nine, or eleven members, depending somewhat upon the size of the community. If larger committees are desirable, it is suggested that sub-committees be appointed. Each sub-committee should be headed by a chairman who is responsible to the committee as a whole for the special work of the sub-committee. The general chairman of the lay or planning committee should act as an ex-officio member of each sub-committee to coordinate the work of the sub-committees. The recreation supervisor should act as a consultant at all times and serve as an ex-officio member of all committees or as a secretary, but never as a chairman or member of a committee or council. In this manner, only the chairmen of the sub-committees need attend the meetings of the lay or planning committees. Some types of sub-committees which may be set up are listed as follows: (1) executive and finance; (2) facilities and grounds; (3) leadership; (4) program planning; (5) special events; (6) publicity; (7) others as deemed necessary.

FUNCTIONS OF THE COMMITTEE:

1. To determine the community deficiencies, needs, and desires in the field of recreation.
2. To determine the community resources, drawing them together for the building of a unified and coordinated program of recreation.
3. To relate the project activities to the community needs, desires, and resources.
4. To assist in planning program content.
5. To assist in developing leadership training.
6. To assist in developing community participation.
7. To assist in integrating the project activities into a long-time community recreation program.
8. To assist in securing adequate sponsorship of the recreation program.
9. To assist in the interpretation of contemporary philosophy to the community.
10. To aid in establishing progressive criteria for the recreation program.
11. To assist in making a periodical evaluation of the recreation program.

COORDINATION IN A COMMUNITY RECREATION PROGRAM:

The most effective means of bringing about coordination is through the proper organization of the lay or planning committees whose interest in the welfare of their family, friends, and the community, over-shadows any tolerance of selfish attitudes on the part of agencies, individuals or groups, and can exert the greatest force for the planning and operation of a coordinated recreation program.

PUBLICITY IN A COMMUNITY RECREATION PROGRAM

NEED FOR GOOD PUBLICITY:

Good publicity is essential for the successful operation of a community recreation program in order that the public may be informed of the activities and service available for their consumption.

TYPES OF PUBLICITY:

Local newspapers are interested in securing information about the activities and will print the schedules of games, tournaments, the calendar of activities, special events, and will make announcements of interest to local readers. If radio stations are available they are generally willing to give time to similar announcements as well as discussions about the program. Bulletin boards must be arranged for every center and should inform the public about the daily and weekly programs as well as forecast special programs of interest. Attractive posters can be used to advantage, are fine means of informing the public of project activities. If a practical demonstration is used with the exhibit, more interest can be created for the activities. In many cases, local organizations have requested the personal appearance of recreation supervisors before their clubs to discuss the accomplishments of the recreation program. Special events, such as playground days, carnivals, open house at the centers, etc., are fine means of informing the public of the activities included in the program. It is suggested that these special events be used as culminating events to regular activities.

SUGGESTED GUIDE FOR PREPARING AND SUBMITTING PUBLICITY: (News releases)

1. Place your name and release date in the upper left-hand corner of sheet.
2. Write no headlines - that is the editor's privilege.
3. Be familiar with the style sheet of the paper.
4. Never submit the manuscript in longhand.
5. Make no unqualified statements.
6. Make sure that names, addresses and titles are correct.
7. Deliver the story personally.
8. Use short sentences and and short paragraphs.
9. Carry the story in the first line to make attractive reading.
10. Get your copy to the newspaper on time.

Newspaper releases which involve policies of procedure and administration must be cleared in advance with the State Supervisor of Recreation in order that he can get the proper approval for the release. The best method of securing good newspaper publicity is to make it possible for the reporter to visit the activities and write his own story with your assistance in providing the correct information. Many newspapers prefer this method and do not care for releases.

FACILITIES, EQUIPMENT AND SUPPLIES

SECURING FACILITIES:

There is a great need for more and better facilities for recreational activities. The utmost care should be taken in

securing facilities to be certain that they will be open to the public during the time that WPA leadership is in charge of the program. Whenever possible, public buildings should be used. Where public facilities are inadequate, activities may be conducted on private facilities under the following conditions:

1. The responsibility of general supervision is assumed by a public agency.
2. The community is informed that activities are open to the public and are not restricted to the membership of a private organization or to selected groups. (Posters, signs, and other publicity media may be used for this purpose)
3. No improvements are to be made to private property which increases the value of the property. Temporary adaptation of private property to increase its usefulness to the recreation program may be authorized providing such work is permissible under the existing regulations of the Work Projects Administration pertaining to improvement of private property. This policy covers the use of private facilities on a loan basis, and is not intended to cover rentals.

Under no condition may WPA recreation project workers conduct activities on public or private facilities when those facilities are restricted in their use to dues-paying members of organizations and clubs and, therefore, not open and free to the public.

Recreation work may be prosecuted in public institutions such as hospitals and orphan asylums so long as the work is in accordance with general regulations of the Work Projects Administration. (It is suggested that all such cases be cleared with the State Supervisor of Recreation)

In order to insure that personnel normally employed in schools or personnel which otherwise would be employed shall not be displaced by WPA project employment, activities should not be carried on in schools during school hours for students attending the school.

ADAPTING FACILITIES FOR RECREATION USE:

It is generally necessary to make certain changes in facilities for more effective administration and supervision of the recreation program. The following is a list of some of the more important things to consider in arranging a recreation center:

1. Checkroom. Almost any ante-room or class room can be used for this purpose. This room also may be used as a control for traffic in keeping people from coming and going in and out of the building.
2. Bulletin board. The board should be placed in a suitable place where it may be seen by persons coming into and going out of the center.
3. Quiet reading room. This room may serve as a place for lounging or reading.

4. Club room. A place for special interest groups to hold their meetings.
5. Game rooms. Different rooms should be used for the quiet, semi-active, and active games.
6. Craft shop. The manual training room is generally used if the center is located in a school building.
7. Auditorium. For community night programs, assemblies, lectures, drama presentations and other gatherings.
8. Drama work shop. It is desirable to have such a shop if possible. If not, the stage facilities in the auditorium may be used.
9. Gymnasium. To be used for games of all sorts and for social gatherings.
10. Showers and locker space. For persons taking part in physical activities.
11. Toilets. Should be located in suitable places.
12. Office. Should be in a place where all the traffic in the building can be watched in order to maintain control at all times.

INSPECTION OF FACILITIES:

It must be remembered that all facilities in which WPA workers carry on project activities must be inspected, prior to occupancy, by the Safety Division of the W.P.A. Requests for inspection service should be directed to the State Supervisor of Recreation, who will arrange for the inspection. Regular inspection should be made by the recreation supervisor for all facilities where WPA workers are employed and where public groups are meeting as to standards of health, safety, sanitation, and attractiveness.

CARE OF FACILITIES, EQUIPMENT AND SUPPLIES:

Every effort must be made by the Recreation Supervisors and workers to use good sound business administration in the use and care of the community center. If school buildings are used, it is necessary that each room be restored to the original arrangement as used by the school. These facilities should be thoroughly cleaned and re-arranged. It is suggested that all supplies be stored away in a safe place.

THE ADMINISTRATION OF COMMUNITY RECREATION PROGRAMS

RESPONSIBILITIES OF RECREATION SUPERVISORS:

1. Administrative responsibility to the Work Projects Administration:
 - A. It is essential that there be strict adherence to administrative procedures as established for the W.P.A. and the Recreation program.
 - B. It is essential that there be a cooperative attitude toward all other operating projects in other divisions of the W.P.A.
2. Responsibility of the Supervisor to the project workers:
 - A. To acquaint the workers with the rules and regulations and to adapt the supervision to the policies and procedures.

- B. To place the workers where they may render a maximum of service to the community. Placement should be on the basis of the worker's knowledge of the subject matter together with previous training and experience.
 - C. To instill in the workers a professional attitude toward the contemporary philosophy and objectives of recreation.
 - D. To maintain the morale of the workers at all times and protect their welfare through loyalty, cooperation, enthusiasm, devotion to service, fair decisions, good working conditions, and clear-cut lines of authority. This should encourage and result in a better quality-service program.
 - E. Supervisors must assume the major responsibility for the sound training of the workers in order that they make advancement and render a better service to the community as W.P.A. workers and candidates for private employment.
 - F. Supervisors must assume the major responsibility for assistance in planning the workers' program for more effective service.
 - G. The supervisor must be able to adequately supervise the worker's program in action and make a professional evaluation of the services performed.
3. Responsibility of the supervisor to the community:
- A. To inform the community of current policies and procedures concerning the operation of the WPA recreation program.
 - B. To assist with the organization and functioning of the recreation lay or planning committee, and keep this committee in close touch with the operation of the project.
 - C. To serve as a consultant to the community in the planning of new programs, facilities and services.
 - D. To be constantly aware of new resources which may be corralled for their incorporation in the community recreation program by the community and W.P.A.
 - E. To assist in every way possible for more effective community cooperation and coordination in all social or cultural programs.
4. Responsibility of the supervisor for reporting:
- A. It is necessary that all reports be prepared prompt, clear and correct, and routed according to operating procedures.
 - B. Workers must be given information necessary for effective reporting.
5. Responsibility of the supervisor for training:
- A. Supervisors must be able to carry out a well planned program of training with the assistance of area supervisors, recreation training consultants, and the W.P.A. training consultant.
 - B. Supervisors must be sure that all training time shall be subject to the same supervision as time spend in leadership.

- C. Supervisors must utilize the training resources in the community, and as supplied by the lay or planning committee.
- 6. Responsibility of the supervisor for the program:
 - A. must set up the general objectives for the workers.
 - B. Must locate the areas of concentration.
 - C. Set up the program content in cooperation with the committee.
 - D. Determine the flow of the program (functions of the workers and the flow of activities).
- 7. Responsibility of the supervisor for technical supervision:
 - A. A constant evaluation of the work of the leader should be made by visitation on the project and possibly in the home of the worker. Visitation of activities should be made in an informal manner to avoid disturbing the activity in progress or make the leader self-conscious. The supervisor should never break into an activity, should keep in the background, make suggestions to the worker in private conference with the worker, and keep the suggestions positive rather than negative. Such supervision should tend to bring out the best in the worker. If technical supervision is needed and the supervisor is not qualified by training to give such instruction, this need should be made known to your immediate superior.

RECREATION PROGRAM PLANNING

ELEMENTS OF A RECREATIONAL PROGRAM:

There are certain elements which make up the recreation program and are listed as follows:

1. A philosophy, vision and a plan of action.
2. A method and procedure for the promotion and direction of the program.
3. Execution of the program.
4. Leadership of the program activities.
5. Facilities.
6. Equipment and materials.
7. Constant evaluation and summarization of the program.
8. The element of timing of the activities and events.

GENERAL PRINCIPLES TO CONSIDER IN PROGRAM PLANNING:

1. There must be always positive and dynamic program planning.
2. There must be progression in the methods, techniques, and content of the program.
3. There must be a balance in the program for freedom in the choice of diversified activities and interests for all age groups. The balance must be between generalization and specialization to meet individual and group interests and desires. All of these things are necessary for balance.
4. There must be integration within the program of activities and the program in general should act as an integrating factor in the leisure life of the community being served by the project.

PLANNING THE ACTIVITY PROGRAM:

1. Games - that part of the program content which provides opportunities for people to satisfy their play drives, to acquire skills, develop social intercourse and leadership within the group.
 - A. Playground games.
 - B. Recreation center games.
 - C. Swimming - life saving, wading, and water sports.
(It is necessary to clear all requests for life guard service through the State Supervisor of Recreation)
 - D. Snow and ice activities - skating, skiing, tobogganing, coasting, hockey, bob-sledding, ice sledding, etc.
2. Music - that part of the program content which provides opportunities for people to take part in certain rhythmic activities for the skill improvement as well as the social values which come from the expression or appreciation of music in its many forms and in social groups.
3. Crafts and visual arts - that part of the program content which will allow people to creatively manipulate material things and ideas for creative expression or appreciation.
 - A. Clay modelling.
 - B. Wood carving.
 - C. Metal crafts.
 - D. Block printing.
 - E. Batik.
 - F. Leather crafts.
 - G. Paper crafts.
 - H. Woodwork.
 - I. Puppet construction.
4. Drama - that part of the program content which allows people to play the part or "role" for creative expression or appreciation.
 - A. Puppets and marionettes.
 - B. Story-telling.
 - C. Story play.
 - D. Drama clubs.
 - E. Sketches.
 - F. Reviews.
 - G. Plays.
 - H. Pageants (It is necessary to receive permission from the State Supervisor of Recreation prior to organizing or assisting with a community pageant)
5. Game room - for active, semi-active, or quiet games.
6. Play centers for preschool children - for children under school age, for whom no provision is made by existing agencies, are eligible for inclusion under the recreation program. Play centers provide facilities for normal play under healthful conditions and under supervision. Minimum standards have been established with respect to buildings, equipment, personnel selection and training, and program organization. In cases where such centers are desired, it is requested that the State Supervisor of Recreation be notified in advance, in order that such approvals may be given in cooperation with the State Safety Consultant.

7. Dances - ballroom, folk, social, square, tap and ballet.
8. Clubs - boys', girls', mixed, and adults.
9. Nature - includes all types of exploration of nature such as collections, hikes, picnics, cook-outs, gardening, wild life observations, camping, nature games, nature clubs, nature museums, and other activities based primarily upon the field of nature.
10. Discussion - formal, informal, forum, writing groups, and oral reading.
11. Social activities - parties, picnics, community nights, etc.
12. Therapeutic recreational activities. In all cases where such activities are planned, they should be cleared with the State Supervisor of Recreation.
13. Special events - activities related to the regular activities.
14. Other - other activities having recreational value and coming under the scope of the operating procedures may be organized and directed. The above list should not be construed as being limiting.

TRAINING FOR RECREATIONAL LEADERSHIP

NEED FOR TRAINING:

All training must be organized and supervised from the standpoint of providing the leader with skills, techniques, experiences, etc., which will be his resources to build up his confidence and allow him to approach professional standards of leadership. In turn, the leader must be able to share his experiences with leisure time groups. The leader will be instrumental in organizing these groups as well as building the program to meet the desires and needs of these groups and therefore must be able to analyze the people he is working with on an individual as well as collective basis.

All training is the direct function of the supervision and the content must be governed by the particular problems of the individual leaders as well as the problems of the particular groups being served.

TYPES OF TRAINING:

The following is a list of the types of training that has been carried on in the past on the recreation project:

- | | |
|-------------------------|--|
| 1. Correspondence. | 7. Pre-entry training and orientation. |
| 2. Bulletins. | 8. Institutes. |
| 3. Project visitations. | 9. Reading assignments. |
| 4. Observation periods. | 10. Testing devices. |
| 5. Staff meetings. | 11. Reporting. |
| 6. Study assignments. | |

It is expected that the entire WPA training program will be coordinated and technical assistance will be given all projects in setting up training content, methods, and procedures.

TRAINING TIME:

An allowance of two hours each week may be made in the working assignment of supervisors and project workers for time spent in planning and training for the specific work to be performed on the recreation project. Training time shall be subject to the same

supervision as time spent in recreation leadership.

Preparation time may be spent in conference for planning of project work, in meetings devoted to professional matters, in training courses for leadership, and in professional reading under the direction of supervisors, when such conferences, courses, and professional reading are directly related to the work to which recreation leaders are assigned on recreation projects. No allowance for this time shall be made for attendance at conferences, meetings and courses of general character not directly related to the leaders' work on projects. The amount of time has been determined with the approval of the State Administrator.

REPORTING SPECIAL TRAINING MEETINGS:

Reports on special training meetings held in counties shall be transmitted to the Area Supervisor, who in turn will incorporate it into a report to the State Supervisor. These reports should describe the scope and nature of the training program for supervisors and leaders, specifying the techniques used, the types of subjects taught, and what, if any, assistance in planning and instruction was given by other agencies and other WPA programs or by individuals not employed by the Work Projects Administration. Project supervisors must keep an accurate record of each worker's training on the project (dates, types, accomplishments, etc.)

ADMISSIONS AND COLLECTIONS ON WPA RECREATION PROJECTS

Where WPA workers are directly concerned with the organization, development, promotion and presentation of such activities as dances, pageants, shows, festivals, mass singing, games, tournaments, etc., and where the attendance as well as participation is expected, the practice shall be to make no admission charge and no collection.

Where WPA recreational leaders conduct activities involving participation of the public, such as swimming, art and craft work, etc., no admission shall be made and no collection made. Minimum charges for laboratory or equipment fees or incidental operating costs may be assessed and collected by the project sponsors or co-sponsors for the cost of materials used and not supplied by the participants. (These cases should be referred to your superior before actually done)

COOPERATION WITH OTHER WPA PROJECTS

In conducting recreation activities in fields which are closely related to the activities of other types of projects, care shall be taken (1) to avoid duplication of activities; (2) to secure cooperation between recreation project personnel and personnel of the other projects with the view toward providing the community with a coordinated program which makes use of the services of both projects.

COOPERATION WITH OTHER AGENCIES

In order to insure coordinated community programs at the point of operation, cooperation with the National Youth Administration, U. S. Housing Authority, U. S. Forest Service, the National Park Service, the Extension Service of the Department of Agriculture and

other Federal and local agencies concerned with recreation and related services and activities, is essential.

EVALUATION OF A COMMUNITY RECREATION PROGRAM

THE ACTIVITY LEADER AND PROGRAM:

1. Administration (Leader and activity)
 - A. Planning and scheduling. Does the leader have outlined a definite course of action?
 - B. Organization. Is the leader actually putting action into the activity plan?
 - C. Classification. Has the leader selected the activities on the basis of interests, age, ability and size of the participants?
 - D. Supervision. Is there demonstrated definite guidance in leading groups?
 - E. Safety policies. Is the equipment safe and is there evidence of good safety measures and policies?
 - F. Evaluation. Is the leader determining the trend and degree of success in the attainment of objective which should come from participation in the activity?
 - G. Government of the group. Are the majority of the decisions made by the group?
 - H. Reporting. Can the leader disseminate information briefly, simply and accurately?
 - I. Publicity. Can the leader place factual information about the program to the news gathering agencies and the public who have an interest in the program? (To be controlled by county or city supervisor)
 - J. Routine. Does the leader show regularity, punctuality and precision in performing leadership tasks?
2. Leadership:
 - A. Work attitude. What is the genuine feeling of the leader toward his work?
 - B. Technical mastery. Does the leader have the ability, skills and use of skills for effective leadership?
 - C. Technique of leadership. Does the leader have the qualities which implies a knowledge of the principles of guiding people?
 - D. Guidance. Does the leader have the ability to aid individuals and groups to reach a successful goal through activities under guidance?
 - E. Methods of stimulation. What ways and means are used to motivate people into healthy participation or appreciation.
 - F. Ability to develop leadership within the group. Is the leader successful in developing the abilities of others in groups who in turn will be able to lead people?
 - G. Sincerity. Does the leader have a genuine interest and understanding of the importance of his work or task?
 - H. Maturity. Does the leader have good control and understanding of his intellectual and emotional self?
 - I. Enthusiasm. Is there a genuine display of zest, life in general, and toward his work?

3. Program of the leader:

- A. Carry-over value. Is the quality and content of the activity program such that it will open up new channels of activity and interest now or some later date in the life of the participants?
- B. Opportunity for sociability. Does the program allow people to come together to work together in a play spirit, to solve problems together and to establish satisfying human relationships?
- C. Creative expression. Does the activity program provide opportunities for participants to utilize their experiences and put their personality into a new process or product?
- D. Suitability of activities. Does the activity adjust itself to the background, age and ability of the participating groups?
- E. Opportunity for success. Does the activity allow the participant a chance to attain the immediate goal which the participant sets up for self?
- F. Progression. Is the activity program set up in units which allow for continued advancement by levels of achievement?
- G. Meeting special needs of participants. Is the activity program flexible enough and organized such that the participants can meet their own needs?
- H. Skill development. Does the program allow the participants to acquire efficiency or mastery in the fields of endeavor?
- I. Health opportunities. Are the activities such and carried on in such conditions to allow for the physical and mental well being of the group?
- J. Variety. Is there ample range of selection and change within the program to meet the needs and desires of the group for continued participation? Does the variety offer a choice within the activity or activity program which will utilize the participant's facilities of selection?
- K. Quality-service. Is there a general tone of refinement to the program and is it performing a cultural service to the community?

4. Facilities and equipment:

- A. Adequacy of facilities and equipment. Are they adequate to carry on a successful activity program?
- B. Safety of equipment and materials. Are they devoid of all elements of danger?
- C. Attractiveness. Does the equipment, materials and general arrangement bring favorable reactions from the participants?
- D. Cleanliness. Is there freedom from dirt and filth?
- E. Sanitation. Are these conditions favorable for good participating conditions?
- F. Lighting. Is there adequate illumination for the varied activities? (If in doubt, use a candle meter)

- G. Ventilation. Is there an adequate supply of fresh air, correct temperatures and humidity in the recreation center?
- H. Surface. Is the floor or ground space safe, sanitary and suitable for the activities offered?

THE RECREATION CENTER:

- 1. Administration: (Leaders, activities, and facilities)
 - A. Planning. (Sum total of leader's planning)
 - B. Organization. (Sum total of leader's planning)
 - C. Supervision. Is the center director capable of putting organized action into the activity program?
 - D. Reporting. Are reports prompt, concise, clear and correct?
 - E. Publicity. Is effective control exercised in releasing information to the public? Is material interesting? Is the timing good?
 - F. Leader selection. Is the methods of selecting leaders sound? Are they placed to take advantage of their abilities?
 - G. Safety measures. Are undue hazards avoided - are leaders conscious of good safety practices and are these standards maintained at all times?
 - H. Coordination. Are all relationships working toward unity of purpose and does the program contribute to the coordination of recreation efforts in the community?
 - I. Leader training. Do the methods used, training content and techniques conform to good administrative policies and meet the particular problems of the leaders?
- 2. Leadership:
 - A. Philosophy. Do the leaders seem to have a definite understanding of the needs of recreation and its place in a community service program?
 - B. Attitudes. Do the leaders have a good attitude toward their work and toward the other leaders? Is their enthusiasm among the leaders? A sense of achievement? Analytical attitude toward the groups being served? Integrity? Common sense? Decisiveness?
 - C. Opportunity for leader initiative. Do the leaders share in the general planning of the center program?
 - D. Acceptance of responsibilities. Do the leaders readily accept responsibilities?
- 3. The program:
 - A. Balance. Is there a proper range of selection in activities offered and in the leadership offered?
 - B. Integration. Are all phases of the center so related as to function in harmony and to reach toward a common goal?
 - C. Adaptability of activities. Do the activities conform to good selection for ages, interests, sexes, etc., and do they meet the over-all needs of the neighborhood or community served by the center?

- D. Significance. Does the program demonstrate good educational standards?
 - E. Progression. Does the center program show and encourage continued advancement through the use of various levels of leadership?
 - F. Flexibility. Is the program so organized and conducted so as to allow for changes or variations as requested by the participating groups to more effectively meet the aims of the program?
4. Facilities, equipment and materials:
- A. Ventilation of the center.
 - B. Lighting in the center.
 - C. Sanitation in the center.
 - D. Cleanliness in the center.
 - E. Condition of equipment. Is provision made for the upkeep? Is the equipment in good usable condition at all times?
 - F. Adequacy of equipment. Is it sufficient to carry on an activity program?
 - G. Planning of facilities. Does the arrangement allow for good administrative control of traffic in the center, and for good circulation of traffic.
 - H. Flexibility. Do the facilities lend themselves to all types of uses for a varied program of activities?
 - I. Location. Does the location make it possible to meet the greatest needs of the greatest number of people in the community?

RECREATION REFERENCE MATERIAL

A list of reference material has been sent to you for the purpose of aiding supervisors and leaders for better program organization and operation. All of the bulletins and pamphlets are filed in the State Office and can be secured by the county supervisors by making a written request to your Area Recreation Supervisor. In requesting material, please refer to the listed number as well as the heading under which the material is classified. Supervisors are urged to use this material to the greatest advantage in the training of the leaders, and to keep a record of material studied by each individual leader.

REQUESTS FOR ADDITIONAL WORKERS

If additional assignments are needed on the project units, supervisors should first determine the exact need and special requirements for workers. This information should be given to the Area Recreation Supervisor, who will make a request to the State Supervisor of Recreation. No commitments should be made at any time to the co-sponsors for additional assignments as the assignments will be controlled by quota limitations within the Division as well as the State.

SPONSORS' CONTRIBUTIONS - REQUESTS FOR MATERIALS AND SUPPLIES

The cooperation of sponsors and co-sponsors is necessary for the proper functioning of the recreation program and it will be

necessary for the co-sponsors, in cooperation with the lay or planning committees, to contribute to the limit of their ability in furnishing facilities, materials and supplies to the local project units. Every resource should be tapped for contributions whenever they can be used to advantage in the operation of the project. It will be possible to furnish from Federal sources only such materials and supplies that cannot be supplied locally and can be secured under the project limitations. It is necessary that local contributions amount to at least twenty-five percent (25%) of the total funds expended for the recreational program on W.P.A. projects.

SAFETY PRACTICES FOR WORKERS AND PARTICIPANTS

Every care should be taken to prevent accidents to workers as well as to participants. Project workers should be fully informed of hazards involved in project activities and shall be instructed in safe practice. Project workers shall not be required to perform work not ordinarily included in their prescribed duties and for which they are not fitted by reason of physical condition or otherwise. Every worker should be required to take First Aid instruction courses as offered by the American Red Cross, if available.

The project workers should be warned repeatedly of the danger of infection when minor injuries sustained in the course of employment are not promptly reported for first aid treatment. There shall be ample arrangements made for first aid supplies on each project unit.

Every means of avoiding accidents to workers and participants should be used (visual education, bulletins, posters, contests, etc.). Periodic physical examinations for all leaders are encouraged, and records should be sent to the State Office.

NON-LEADERSHIP SERVICES

The primary responsibility of the W.P.A. Recreation Project is to supply leadership for the development of a leisure time activity program. Therefore, other than leadership services should be kept at a minimum. All requests for non-leadership services should be referred to your Area Recreation Supervisor for clearance and approval in the same manner as followed in making requests for additional workers. In all cases, non-leadership services can be furnished only in locations served by the regular W.P.A. leadership program.

October 20, 1939.

Mr. M. R. Stroup,
Culver Military Academy,
Culver, Indiana.

Dear Mr. Stroup:

Thank you very much for your courtesy extended to Mr. and Mrs. DeGroot. They report a lovely time at Culver, and were very appreciative of your kindness.

I trust that Major Henderson is enjoying his vacation.

With best wishes, I am

Very sincerely yours,

Director of Physical Education and Recreation,
Varsity Basketball Coach.

FCA:AH

CULVER MILITARY ACADEMY
THE CULVER EDUCATIONAL FOUNDATION
CULVER, INDIANA

October 16, 1939.

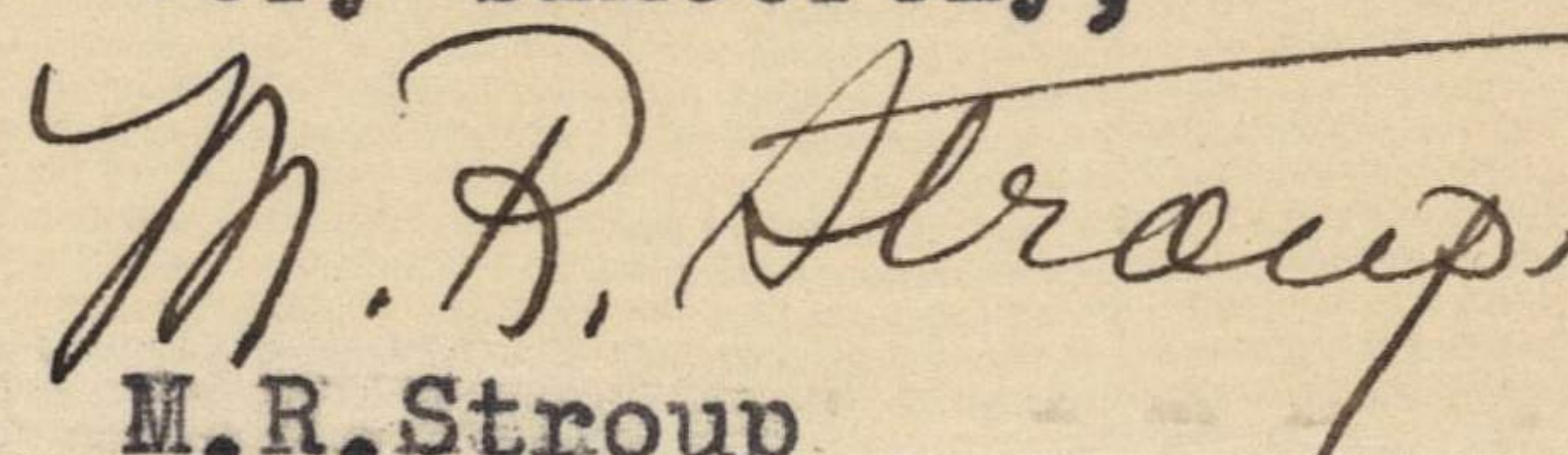
Mr. Forrest C. Allen
Dept. of Physical Education
University of Kansas
Lawrence, Kansas

Dear Mr. Allen:

It was a real pleasure to have Mr. and Mrs. E.B. DeGroot visit Culver for a few hours on Saturday morning. We were only sorry they could'nt arrange to stay longer - and witness a fine football game here in the afternoon.

Major Henderson is away from the Academy just now on his annual vacation. We do not expect him to return until about the first of November. He will be sorry, I am sure, to have missed seeing Mr. and Mrs. DeGroot.

Very sincerely,



M. R. Stroup
Secretary to J. W. Henderson

October 23, 1939.

Mr. Oran Shearer,
Allison Intermediate School,
Wichita, Kansas.

Dear Oran:

Thank you very much for your invitation to serve as chairman of the radio publicity committee, but I served in this capacity for one year and feel that it would be better to have new blood carry on this program.

I am sending you my complete file on this committee. Some of the material was sent to me by Miss Ardis Hill when I took over the chairmanship of the committee. I believe that all of this correspondence should be placed in the hands of the new chairman.

Very sincerely yours,

Director of Physical Education and Recreation,
Varsity Basketball Coach.

FCA:AH
Enc.

EDNA McCULLOUGH, PRES.-ELECT
KANSAS STATE TEACHER'S COLLEGE
EMPORIA

SUE UNRUH, VICE-PRESIDENT
NORTHWEST JUNIOR HIGH
KANSAS CITY

NATIONAL COUNCIL MEMBERS
ARDIS HILL, KANSAS CITY
RUTH HOOVER, LAWRENCE

Kansas Health and Physical Education Association

ORAN SHEARER, PRESIDENT
ALLISON INTERMEDIATE
WICHITA, KANSAS

October 13, 1939

L. P. WASHBURN, EDITOR
KANSAS STATE COLLEGE
MANHATTAN

EVA LYMAN, SEC'Y.-TREAS.
HIGH SCHOOL NORTH
WICHITA

DISTRICT COUNCIL MEMBERS
HELEN G. SAUM, MANHATTAN
C. S. MOLL, MANHATTAN
ORAN SHEARER, WICHITA

Dr. F. C. Allen
Physical Education for Men
University of Kansas
Lawrence, Kansas

Dear Dr. Allen:

I have appointed Miss Edna McCullough, Emporia, to head all publicity of the K. H and P.E.A. for the coming year. Your name was suggested to continue as Chairman of the Radio publicity Committee. Your work last year received many worthy comments. Will you accept this Chairmanship?

The teacher training institutions have broadcast programs on the air. These should be unified. The programs for the other stations of Kansas need more help than the teacher training programs in that experience is lacking. Miss Katherine Geyer, K.S.C., Manhattan, has a yearly program complete. I would suggest the following for stations I know:

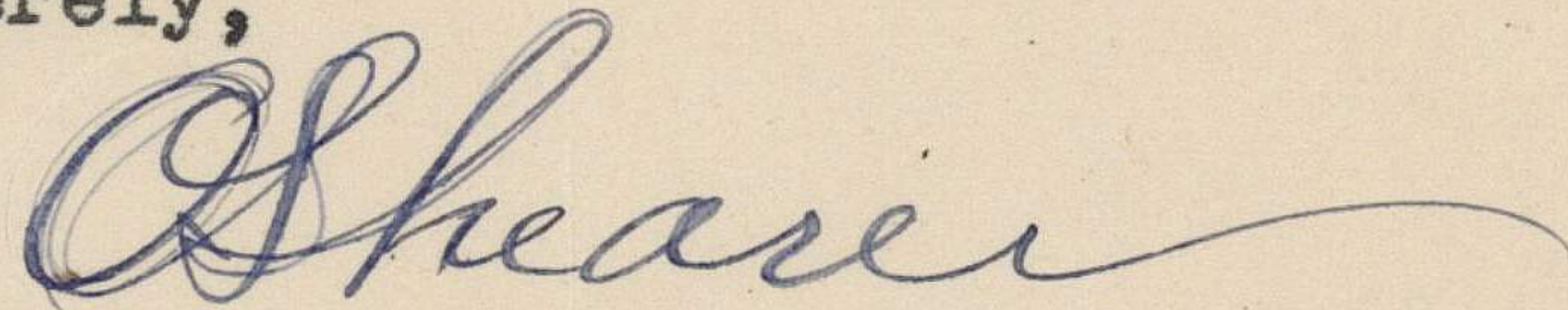
Pittsburg - Miss S. Lucille Hatlestad (ask her for suggestions for the Public School)

Garden City - Kenneth Brecheisen

Wichita - Raymond Kanehl - East High School
Evelyn Hinton - Wichita University

I suppose you have your station chairmen from last year. If the above suggestions are not satisfactory, disregard them. Would you appoint station chairmen to complete the committee?

Sincerely,



O. Shearer, President

OS:ms

October 25, 1939.

Mrs. Florine Smith,
111 Shadwell Drive,
San Antonio, Texas.

Dear Mrs. Smith:

The film on "Modern Basketball Fundamentals" to which you refer in your letter of the 23rd instant, is available at the University of Kansas Extension Division, and I presume that many of the extension divisions at universities and colleges over the country also have the film. This film was prepared by the Eastman Company as one of a series on the teaching of skills.

At that time we had one of our best teams at Kansas, not only in the execution of skills but in ball handling. This is really a marvelous teaching film. I use it each year with my freshman and varsity basketball teams, and also with the classes in basketball.

If you desire to obtain the film from our Extension Division you may communicate with Mr. Fred Montgomery, of the Bureau of Visual Instruction, University of Kansas. They charge \$1.00 a reel, plus transportation. I believe the postage and insurance amounts to something like 37¢. It would cost you \$2.37 plus the postage to return the film to the University.

I might add that I have a new text entitled "Better Basketball" which I think would be very valuable to you in teaching basketball. I am enclosing some descriptive material so that you may know something of the contents. I formerly coached girls' basketball, and while some of the fundamentals described in this book would be varied as far as the girls are concerned, nevertheless the ball handling, shooting and other techniques would be applicable. The book sells for \$4.00. I would be glad to send you an autographed copy if you so desire.

With best wishes for your success, I am

Very sincerely yours,

Director of Physical Education and Recreation,
Varsity Basketball Coach.

FCA:AH

111 Shadwell Dr.
San Antonio, Tex

J. C. Allen
Univ. of Kansas

Dear Mr. Allen:

I noticed in
an issue of Educational
Screen that you had
used a film on
"Modern Basketball
Fundamentals". Would
that film be serviceable
in teaching basketball
to Jr. High School girls?
If so, where can it
be obtained.

Do you know
where I could obtain
still pictures for use
in teaching either
basketball or volley
ball to girls?

I will appreciate
any information you
can give me.

Sincerely yours
Florence Smith