A survey and recommendation for municipal recreation in the city of Gardner, Massachusetts.

Cleo Roger Goderre
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A SURVEY AND RECOMMENDATION FOR MUNICIPAL RECREATION IN THE CITY OF GARDNER, MASS.

GODERRE - 1939
A SURVEY AND RECOMMENDATION FOR MUNICIPAL RECREATION IN THE CITY OF GARDNER, MASSACHUSETTS

Submitted to the Graduate School of Massachusetts State College in partial fulfillment of the requirement for the degree of Master of Science.

Amherst, Massachusetts
1939
The possibility of municipal recreation work first engaged the interest of the investigator when he volunteered to coach the Connor Street School Athletic Teams 1930-1932. Later, as instructor of the Greenwood Playground 1933, supervisor of the Gardner playgrounds 1934, and as advisor to the Gardner Summer Boy's Club, the need of a recreational program for the entire city became more apparent.

The numerous problems and questions which arise from duties of this sort, and frequent inquiries from citizens interested in municipal recreation have stimulated this study.

The study is made with the hope that it may summarize the past and present states of municipal recreation of the city of Gardner, Massachusetts and point the way for future development.
The writer feels deeply indebted to the following faculty members of Massachusetts State College: Professor Winthrop S. Welles, acting as adviser for this study and for the valuable criticism and encouragement given; Professor Harold M. Gore, for suggesting the study and for help in the organization of the material; Professor Robert P. Holdsworth, for consultation and advice; in addition to Mr. Sergius Benoit, Park Commissioner of Gardner, Massachusetts for his enthusiastic and progressive co-operation in all recreational activities which the writer has undertaken in that city; to the Gardner Chamber of Commerce, Park Board, and Police Department for the use of their records; and to all others who have made this research possible.
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"Folks say we do a lot of things
We Hadn't Ought a had
We never mean a bit of harm
Nor do them to be bad
But When a chance Just comes along
With fun a-peeking through
We take it mostly Just Because
We've nothing Else to do.
Boys are a awful Problem
All the Grown up People Say
But Honest all we Rellay Want
Is just a chance to Play
and all us boys From country towns
and from the Cities too
Will quit what you call mischief
If you showed us what to Do."  1

1. Character "No shoh thing as a Bad Boy", Chester A. Farkin
March, 1936
CHAPTER I
INTRODUCTION

Realizing that the world suffers from a lag in the social field, it is desirable that surveys and analyses be made of the social problems in various communities. The results of these studies should help man to a more scientific approach in dealing with these problems.

Dr. Joseph H. Willits, director of the Division of Social Sciences of the Rockefeller Foundation, stated in an address to graduates at the University of Pittsburgh that the human race would lose many of the benefits of science and the arts, unless there is a development of the social phases of the human material, that will roughly correspond to the development of the inanimate matter in the sciences.

"It is not an exaggeration to say that a large share of the differences which beset the world today," he said, "arise from the contrast between the understanding and mastery which man has attained over inanimate matter and the lack of understanding and mastery he has attained over himself and the economic, political, and social institutions and conventions which have been built upon the discoveries of the physical sciences."

The Purpose of this Study: 1. To survey the facilities, program, and organization of Gardner's recreational activities by measuring existing resources.

1. Willits, Joseph H., "Can man and his man-made institutions and conventions be made to measure up to the greater problems and strains that have come along with the princely benefit which the physical sciences have given him."
2. To present suggestions for a more scientific approach to the future development of municipal recreation in Gardner.

Scope of Survey: The survey will undertake to study all social, physical and handicraft leisure time activities sponsored by the city. Semi-public institutions, churches, and other sponsors of recreational activities will be analyzed in the hope of finding what assistance and co-ordination may be extended to these agencies by a municipal recreation program. The school and library programs will not be included in this survey.

Needs for this type of Study: Gardner, Massachusetts, often referred to as "The Chair City of the World", like all other manufacturing centers, has felt keenly the results of the industrial revolution.

A prominent city official asked, "Why this present need for recreation? It's nonsense! When I was a 'youngster' we all had plenty of work to do at home and we arranged our own play".

The young country boy of yesterday had plenty to do in his daily farm chores which gave him valuable experience in doing things for himself; it trained him to work; it educated him in practical all-round labor; and he received sufficient physical exercise by doing it. All these chores were under the direct supervision of his parents who tried to teach him how to work rather than
merely get the production that today's city jobs demand. Unfortunately, child's chores so essential to his education are largely missing. The father is busy at the workshop and more often than not the mother is also working or out to a women's bridge club leaving "Johnny" behind to shift for himself.¹

Further, the church form of recreation has largely disappeared. The former group picnics were losing their popularity until the various National, State, County, and Municipal Parks were helped by federal and other government funds. Of late, however, a trend to more family and group picnics has been seen. These outings generally outline games for the morning, and a lunch at noon. Aquatic sports form a prominent part of the afternoon, and a campfire with group singing and music brings to end a "memorable day". This activity is one of the few that does not have a perpendicular basis from the standpoint of age where each "age group" is separated into special activities. The picnic took in a complete cross-section of all ages.²

The question of organized recreation for the city of Gardner reminds the citizens of Mark Twain's comment

about the weather, "Everybody talks about it, but nothing is done about it."

The fact that a city with a population of twenty-one thousand has failed to provide facilities or a program for either the Y.M.C.A., Boys' Club, Community House, or any other type of year round recreational program points to the need for a comprehensive study of the situation. On the other hand, the presence of the beautiful Greenwood Memorial Swimming pool, the fine municipal golf course, five playgrounds, and two athletic fields indicate the possibilities for progressive, educational leisure-time activities in this city.

The definite lack of co-ordination in the city recreational activities also indicates the necessity for further investigation. This lack of co-operation is very evident because none of the various recreation agencies have any real knowledge of what the other is doing, nor is the organization set up to provide them with the information.

The increase of American Commercial Recreation may well be viewed with alarm. History indicates that commercial recreation was one of the features characterizing the fall of the Roman and Greek civilizations.¹

Gardner is not an exception among cities in its use of commercial recreation. The high rate of juvenile delinquency also indicates the need for sponsoring activities for the promotion of character building organization in the city. Table number XXIX presents the Gardner Police records of juvenile delinquency.

The issue which America is facing today is "more life or more things". The constant buying of more things does not allow the enjoyment out of them that they were intended to give. What is needed most is instruction in opportunities to use leisure time in a worth-while manner.¹

Definition of Terms: Playground activities are here defined to include primarily the "big muscle" type of play activity. Specifically, playground activities are those which take place on athletic fields, the gymnasium, the swimming pool, the vacant lot, backyard and playground.²

Play activities are defined as focal activities of dramatic, manual, handicraft, and musical experiences.

Recreational activities are more broadly defined to include all playground activities, but with less emphasis on the big-muscle type of play.

Social activities are defined to include mixed

<table>
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<th>Crime Description</th>
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<td>83</td>
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<td>Burning Buildings</td>
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<td>Drunkenness</td>
<td>4</td>
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<td>Fishing</td>
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<td>Lewdness</td>
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<td>Receiving Stolen Property</td>
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<td>School Offenders</td>
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<td>Larceny</td>
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<td>Stubbornness</td>
<td>30</td>
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<td>Violation of Probation and Paroles</td>
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<tr>
<td>Others</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>279</td>
</tr>
</tbody>
</table>
recreational groups as: character building organization, musical groups, dances, fairs, holiday celebrations, lectures and forums.

Low organized games refer to children's play activities which do not require much previous instruction and training. These games may be organized and taught in one period.
Before attempting a survey and recommendations for municipal recreation in Gardner, Massachusetts, the writer has endeavored to study similar and pertinent works that may give light on the present project.

First among these is the Recommendations for the Development of the Town of Gardner, Massachusetts by the Gardner Planning Board with Kilham, Hopkins, and Greeley, professional municipal planners from Boston, acting as consultants. This comprehensive and constructive town plan may be classified in ten divisions: distribution, collection, transportation, storage, protection, health promotion, education, recreation, social service, and adornment and inspiration.

Under these main divisions the following are of particular interest to this study as sub-divisions.

As a protection against crime the following recommendations were made.

1. Increase in police force.

2. Education. "The most important safeguard against crime is education. Every opportunity should be taken to inform the citizen of the nature and purpose of public measures and activities and to make clear to him the benefits of public management of common affairs, and

to outline the way in which he can do his part. If an official publicity bureau is not feasible there should be a citizens' organization devoted to this work in a methodical and thorough way.

The fullest discussion of public affairs and publication of official news in the local newspapers is of great benefit. Gardner is fortunate in having its own news organ, and the citizens will do well to use it freely. 1

Public School locations were suggested and in every case sites were chosen that afforded sufficient, flat, open land for play purposes with locations central to the residential district which they were intended to serve.

The recreation section of this survey called the Crystal Lake Basin, "the largest park area owned by the town." The great natural beauty of this area warranted careful future development of the shores. A wooded path around this lake was recommended, thereby affording everyone the opportunity to enjoy Gardner's chief beauty spot.

It was suggested that certain hilltops having no commercial value should be purchased as an investment for the park system. 2 Unfortunately, this advice has not been carried out. Very few of the ideas of the entire report were ever used.

The planning board stated that "The natural location for playgrounds is in connection with school building." 3

The general playground between Parker and West Streets was considered well located and an increase in size was suggested. A South Gardner playground was also proposed at this time. The Greenwood Memorial bath house and swimming pool proved adequate for the needs of the town. Future schoolhouse constructors were urged to study the needs for gymnasiums. Suggested possible sites for Public Entertainment were the Town Hall and the various school buildings.

The periodical Recreation published a "Summary of Community Recreation for 1937." 1

This report has been further broken down to include only towns and cities in Massachusetts and Connecticut of 15,000 to 25,000 in population to be studied for comparable data. The summaries of this report indicate that Gardner is below average in comparison to other New England municipalities of its size for providing financial support and leadership for recreation facilities. These facts are clearly demonstrated on tables number II, III, IV, V and VI.

A report on Community Recreation in Gardner, Massachusetts was made by Charles K. Brightbill, field representative for the National Recreation Association in October, 1938. This study was made to furnish the National Recreation Association with information so that it might

### Table Number II
Community Recreation Statistics for 1937

<table>
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<tr>
<th>City</th>
<th>Population</th>
<th>Managing Authority</th>
<th>No. of men</th>
<th>No. of women</th>
<th>Full time</th>
<th>Part time</th>
<th>Permanent</th>
<th>Temporary</th>
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Community Recreation Statistics for 1939

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Table Number VI

Community Recreation Statistics for 1957

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CONN.

Hamden                   |                        |                        |                      |                         |                          |                             |                            |                   |                  |
Manchester               | 3 3                    | 1 1 8                  |                      |                         |                          |                             |                            |                   |                  |
Middletown               | 1 4 1                  |                        |                      |                         |                          |                             |                            | 4                 |                  |
Norwich                  | 1 2                    | 1 1 1                  |                      |                         |                          |                             |                            |                   |                  |
Stratford                | 3 2                    |                        |                      | 6 1                     |                          |                             |                            |                   |                  |

Source of Information:
- Lewis S. Harris
- Mrs. Ada M. Pillsbury
- R. D. MacCormick
- R. J. Callahan
- Nita Manseau
- S. G. Harriman
- Charles M. Swift
- C. W. Rogers
- Albert Millington
- J. L. Kelly
- W. L. Caldwell
- M. F. Marum
- W. G. Kendrick
- W. G. Broughton
- David Ingerton
- E. W. Cerveny
- K. Abrahams
- J. H. Kelley
- Mrs. J. Bulger
- Miss G. E. Fenerty
- P. M. Kidney
- M. J. Sheridan
- T. F. Andrews
- H. H. Brown
be of greater service to the city and to make available material that would aid those interested in improving Gardner's public recreation program.

An outline of the necessary administration and organization needed for municipal recreation and a summary of the existing program and facilities were made. The following general recommendations were suggested by Mr. Brightbill:

1. Development of a broader and year round recreational program.

2. Co-ordination of present departments in charge of various phases of recreation.

3. Hiring a trained recreational executive.

4. Organization of lay interest group.

5. More financial support for recreation.


A Schedule for the Appraisal of Community Recreation was prepared by the National Recreation Association to be used as a basis for appraising community provision for recreation. It was necessary to limit its scope to those services of primary community-wide provision for recreation and not the total leisure-time activities of all people through all channels. It was further limited to recreational services furnished by governmental units and semi-public agencies when such programs were offered and administered without any disqualifications because of age, sex, or religion.

The schedule records the park department and recrea-
tional department work assuming that for this purpose the
definition of community recreation includes both services.

In the preparation of this schedule a desire to keep
this first attempt at appraisal as simple as possible has
made necessary the elimination of various types of areas,
facilities, programs and other items which were noted and
considered.

The standards set as a basis of appraisal have in
some cases been somewhat arbitrary and are intended to
represent a practical ideal. A practical ideal that can
be achieved rather than perfection is the goal. The
smaller cities will find that some items here do not
apply to them. However, this schedule is designed for
the use of small as well as large cities.

The schedule is not all-inclusive and intentionally
covers only the major points. It cannot be defended as
a scientifically accurate measure for any community. It
is doubtful if a scientific rating system can be worked
out at the present time which would be of practical use
to the communities.

The findings of the writer's summary in the
schedule for The Appraisal of Community Recreation in
Gardner is as follows:

I. Total land and water areas rated at 83%
   A. Total acreage 100%
   B. Playgrounds and playfields 68%
   C. Maintenance and beautification 100%
II. Community Recreation Centers and Other Recreational Buildings 17%
   A. Indoor Community Recreational Center Facilities 20%
   B. Field houses and shelter houses 8%

III. Personnel 22 1/3%
   A. Number 10 1/3%
   B. Training and Qualifications 33 1/3%
   C. Selection and training method 40%

IV. Program service 9.7%

V. Participation and use. 34%

VI. Administration 13.6%

VII. Finance 38.5%

The basis for determining the above percentages may be found in the appendix table number IA pages 1 to 30 inclusive.
CHAPTER III
BRIEF HISTORY AND DEVELOPMENT OF MUNICIPAL RECREATION
IN GARDNER

Gardner Fairs: A meeting of the committee to make recommendations regarding the establishment of an Agricultural Society was held at the Chamber of Commerce on April 2, 1924. This committee, headed by George H. Heywood, outlined the history of the fair movement in Gardner under the auspices of the Gardner Driving and Riding Club, which was, as the name suggests, composed mainly of horsemen from South Gardner.

The two fairs conducted in 1921 and 1922 by the members of the Gardner Driving and Riding Club enjoyed a good degree of success, however, additional facilities and equipment were considered necessary for future successful fairs. The committee outlined the needed facilities which were then erected: A lunch room 40 square feet with an ell 10 feet by 10 feet; a grandstand to seat 500; a cattle shed, 100 by 30 feet; a one-story building with a dirt floor for exhibiting horses, 100 by 30 feet; and a one-story exhibition hall, 100 by 40 feet. ¹

The two or three-day fairs held on weekends usually followed the same pattern. Programs consisted of: Vaudeville, professional units usually hired for this

¹. Minutes of the Committee Meeting for the establishment of an Agricultural Society, Gardner Chamber of Commerce, April 2, 1924.
occasion; Dog Show; Dynamometer, horse pulling contests; gigantic bonfire; fireworks; Firemen Muster; Athletic Field Events; Cattle Exhibition; Poultry; Flowers, Vegetables, and Fruit Shows; Horse Racing; and a large Horse Show. In 1927 and 1928 Auto Racing, Airplane Riding, and Parachute Jumping were added to the program.¹

These semi-public fairs were rather expensive and the work attached to them always fell upon the same few men. Therefore, it is not surprising that as the number of horses decreased and agricultural interest lagged these fairs were abandoned.

The fairs afforded a majority of the town people recreational amusement and to a great many others an active recreational part in the various phases of the program such as, exhibition of agricultural products, live stock, poultry, flowers, fruits, and home cooking; participation in athletic and muster contests; and horse riding activities. The loss of all these recreational opportunities emphasizes the need for other municipal recreation development.

Holiday Celebrations: The Fourth of July has been observed in the community since the beginning of the town of Gardner. The first programs were held as meetings at which patriotic speeches were given and later music was

¹. Gardner Mid-State Fair Program, August 26-27, 1921; August 24, 1922; August 24 and 25, 1927; August 22, 23, 24, 1928.
added to the program. In later years a National Holiday Observation Program evolved to include parades, athletic events, social dancing, band concerts, and fireworks.

July 4th, 1935 Gardner observed its sesquicentennial anniversary. A parade of military, historical, social, and fraternal organizations took place and was terminated by patriotic speeches and a band concert. A City Championship Track and Field Meet was held at the High School Athletic Field followed by a block dance and band concert in the evening. At ten o'clock fireworks were displayed.¹

During the past three years similar programs have been held. In 1938 the Fourth of July Celebration and band concerts cost the city $988.02. For a city which supposedly cannot afford a year round recreational program the powers of discrimination in spending almost a thousand dollars on a one-day recreational program may be questioned. Especially so, when a major part of this sum is spent on fireworks, a passive recreation often disappointing, which is expended in fifteen minutes.

Memorial Day is celebrated principally by Veteran Organizations. These organizations have in the past years observed this day by attending special services at many of the different denominational churches of the city.

¹. Minutes of Committee Meeting, Chamber of Commerce, June 10, 1935.
Following the church services a parade is generally held terminating at the Memorial Park with a band concert and patriotic talks and sermons. The Grand Army Veterans, Spanish War Veterans, and American Legion organizations have received municipal allotments for decoration expenses and for the care of invited guests. These allotments generally average three hundred dollars yearly.¹

Playgrounds: In July, 1906 the Gardner Town Meeting voted to accept Chapter 28 of the Revised State Laws which authorized cities and towns to lay out public parks within their limits. This action had been urged so that the town would also accept the deeds of Helen R. Greenwood and Levi H. Greenwood giving the Town of Gardner its first land for recreational purposes.

The business session of March the following year saw three Park Commissioners, Henry M. Smith, Alvin W. Bancroft, and Arthur J. Stone, named to serve for one, two, and three years respectively. As reappointments came due, other Park Commissioners were appointed for three year terms thereby providing for the yearly appointment of one new member.

In 1907 the town authorized the Park Commissioners to acquire real estate situated on the South Side of Lynde Street for the purpose of extending its public park

¹. City of Gardner, Massachusetts Annual Report, 1937.
Greenwood Playground, Gardner’s first summer playground was opened in 1910, with a director and an assistant in charge. Three thousand dollars was voted for this work and the purchase of additional land for a play area at that center. From that year to date the Greenwood Playground has been open for summer sessions and the attendance has constantly been very high averaging as many as four and five hundred children per day.

Wilder Athletic Field:
A group of Gardner citizens led by William H. Wilder in 1919 donated a tract of land for a ball ground. The Park Commissioners immediately started to improve these eight acres of land by filling in the marshy areas, making rock basin drains and leveling the grounds. This process of improving the area has continued from year to year. In 1921 as much as $6000.00 was spent for repairs and improvements.

The Wilder Field named in honor of William H. Wilder has been Gardner’s leading baseball diamond. For many years the city industrial leagues and semi-professional baseball teams have made it their home field.

2. Park Commissioners Reports, 1909 to 1938 inclusive.
3. Park Commissioners Town Reports 1919 to 1938 inclusive.
**Bickford Playground:** The second municipal playground opened in 1928 at South Gardner was named after Captain William Bickford. This play area answered the needs of children living in a district which was separated from the only other city playground by a distance of two miles.

**Jackson Playground:** The next year saw the opening of another new playground at the Jackson Field. This field formerly used as a park was ideally located for a play area.

In 1931, the **Pulaski Playground,** named after the famous Polish Revolutionary War general, was opened. This play area, situated in the densely populated section of Pleasant, Baker, and Greenwood Streets, relieved a long-needed necessity.

**Ovila Case,** the first world war soldier killed in France was honored by having a playground named after him on its opening date in 1936. This fifth and last playground opened in Gardner filled a long-felt need in that section of the city.

These playgrounds are sectionally well located, they cover the densely populated areas and a playground is always within a half-mile walk from any section of the city. Note tables number VII and VIII.

**Golf Course:** Gardner has a fine three-year-old municipal golf course which is located on a 290 acre tract of land owned by the water department. This land was
Table Number VII

Public Recreation Outdoor Areas

Gardner, Massachusetts

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<td>Case</td>
<td>#2</td>
<td>Playground</td>
<td>4.6</td>
</tr>
<tr>
<td>Dunn</td>
<td>#12</td>
<td>Park</td>
<td>165 (**)</td>
</tr>
<tr>
<td>H. S. Field</td>
<td>#8</td>
<td>Athletic Field</td>
<td>6</td>
</tr>
<tr>
<td>Greenwood Memorial</td>
<td>#6</td>
<td>Special (pool)</td>
<td>4</td>
</tr>
<tr>
<td>Golf Course</td>
<td>#1</td>
<td>Special (golf)</td>
<td>290 (*)</td>
</tr>
<tr>
<td>Cemetery Park</td>
<td>#6</td>
<td>Small plot</td>
<td>4</td>
</tr>
<tr>
<td>Monument Park</td>
<td>#7</td>
<td>Small plot</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quite Area benches</td>
<td></td>
</tr>
<tr>
<td>B &amp; M R.R. areas</td>
<td>#10</td>
<td>Small plots</td>
<td>4 (2 each)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quite Area benches</td>
<td></td>
</tr>
<tr>
<td>Heywood Hospital</td>
<td>#11</td>
<td>Small plot</td>
<td>.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quite Area benches</td>
<td></td>
</tr>
<tr>
<td>Col. Jackson Memorial</td>
<td></td>
<td>Small plot</td>
<td>.15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quite Area benches</td>
<td></td>
</tr>
<tr>
<td>Miscellaneous</td>
<td></td>
<td>Small plot</td>
<td>.75</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>506.55</td>
</tr>
</tbody>
</table>

(*) Much of this area is undeveloped.

(***) Much of this area needs to be developed.
Table Number VIII
Play Areas in Gardner, Massachusetts
Location on City Map.
originally purchased as a water shed for the Crystal Lake which is the source of the community water supply. This nine-hole golf course was built at the cost of about $115,000.00 of which the city contributed approximately $15,000.00. The remainder was from federal funds.

A golf commission of five members has been appointed by the mayor to operate the course. A golf professional and three workers are employed to keep the course in shape. Not considering the initial cost for building the course, the revenue covers expenses. Therefore, the course is considered by many as self-supporting.

Winter Sports: The Kendall Hill Winter Sports Playground, composed of a toboggan chute, ski jump, skating rink, snow shoe and ski run, was maintained by the city for several years, reaching its peak of patronage at about 1926. Ski championship meets, snow shoe races, ski racing and other winter novelty events were held on Special Activity Days and Carnivals. Three years later the ski jump and toboggan chute were pronounced as unsafe by the city building inspector. Owing to the lack of patronage and expense required to repair and maintain them, the Park Commissioners deemed it advisable to discontinue them.

In the early twenties the Park Reports state that Parker's Pond, Dunn's Park, Greenwood Memorial Pool, and

1. Park Commissioners City Reports 1924 to 1938 inclusive.
Bent's Pond were maintained and cleared for skating purposes. These same skating rinks are still cared for by the Park Department and the use has warranted this service.

Twilight baseball leagues have been very popular in Gardner, however, for the past seven years the league has not been in operation. Several attempts to revive this organization have failed primarily because of financial deficiencies of individual teams. Minutes of the meetings of the past twilight baseball league seasons have not been kept and literature concerning the league was not available at the Park Department, Chamber of Commerce, or Gardner News Office which often sponsored these leagues.

In 1933 and 1934 a Boy's Club Baseball League of six amateur teams, composed of young men 17 - 24 years of age, was sponsored by the Greenwood Playground supervisor. A schedule of eighteen games was played with considerable success. 1

Greenwood Memorial Pool: On Friday, April 24, 1914 the selectmen called a special town meeting to vote acceptance "in the exact terms of the offer" the following proposal:

"To the Town of Gardner:

"If the inhabitants of the Town of Gardner in Town Meeting will vote to accept a bath house such as is hereinafter described, connected with an outside swimming pool (now known as the 'Little Lake'), all open under

suitable regulations for the use of the inhabitants of the town, and will vote to maintain the same after completion, I will build such bath house on the location named on, and in accordance with the plans filed herewith, will convey it to the Town by a proper instrument, and will prepare said outside swimming pool.

"The whole to be a memorial to Alvin M. and Helen R. Greenwood, to be known as 'The Greenwood Memorial', and to be controlled and operated through a board of three trustees, to be known as 'The Trustees of the Greenwood Memorial', to be appointed by the selectmen before the first day of October in the current year, to enter upon their duties immediately upon appointment and to hold office, one for one year, one for two years, and one for three years from the first Monday in March, 1915, and thereafter one to be appointed annually in March, to serve for a term of three years.

"(Signed)
LEVI H. GREENWOOD

Gardner, Mass., April 14, 1914."

By acceptance of this offer the town obligated itself to maintain the Memorial and to open it to all the citizens of the town.

The Board of Trustees have been of the opinion that the cost of maintenance should be at least partly met by fees charged the patrons of the institution.

The building was constructed of gray tapestry brick with granite trimmings, with a slate roof. The front of the building, or head house, is 30' x 80' and the tank room in the rear is 57' x 97', giving a total length of 127 feet. The building rests on a concrete foundation.

On the right, upon entering the building, is seen the Memorial tablet with the following inscription:
This building is a memorial to
Alvin Munroe Greenwood
(1832 - 1892)

And

Helen Rebecca Heywood
(1837 - 1908)

Lifelong residents of Gardner
They helped to promote
by useful lives and generous deeds
the prosperity and happiness
of its people

Built and given to the Town
by their son

Opposite, on the left, is a tablet bearing the name
of the institution and, below it, a bulletin board for
use in the operation of the bath house.

The architects of the building were Thomas A. Fox
and Edward J. Gale of Boston, and the surrounding grounds
were laid under their supervision and in consultation
with Henry F. Bryant, civil engineer of Brookline. The
selection and planting of shrubs were under the direction
of Robert Cameron, director of the Botanical Garden at
Harvard University. The Sanitary Engineering Company of
Boston were consulting engineers in the mechanical equip¬
ment. The builders were Wiley and Foss of Fitchburg, 1
Massachusetts.

CHAPTER IV
NEEDS FOR COMMUNITY RECREATION

The Community of Gardner, Massachusetts, situated in the north central section of the state, twenty-nine miles north of Worcester, and sixty-one miles west of Boston, on the Boston and Maine Railroad has a population of twenty-one thousand.

Although only 15.75 square miles of the area is taxed, the city has a total of 22.8 square miles of land. The altitude ranges from 910 to 1,295.5 feet while the average temperature is approximately 47 degrees.

Foreign Born: The native born population is 71 percent while predominant among the various nationalities of foreign born residents are French, Canadian, Finnish, Polish, Swedish and Lithuanian. Note table number IX for location of these various groups.

Industries: This city has sixty-seven industrial establishments, of which chair products alone, amount to $21,108,813.

Institutions: There are nineteen churches of all denominations, including fifteen Protestant, three Catholic, and one Jewish; thirteen schools, eleven public and two parochial; two theatres; an airport; and a library in the city of Gardner.¹

Table Number IX
Location of Foreign Born in Relation to Play Areas
Gardiner, Massachusetts.
Population: The following estimated age group population has been taken from national averages because no local figures were available.¹

<table>
<thead>
<tr>
<th>Age</th>
<th>Per Cent</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Persons under 5 years of age</td>
<td>9.3</td>
<td>1,953</td>
</tr>
<tr>
<td>&quot; between 5 and 14 &quot;</td>
<td>20.5</td>
<td>4,305</td>
</tr>
<tr>
<td>&quot; 15 and 24 &quot;</td>
<td>18.3</td>
<td>3,843</td>
</tr>
<tr>
<td>&quot; 25 and 44 &quot;</td>
<td>29.4</td>
<td>6,174</td>
</tr>
<tr>
<td>&quot; over 44 years of age&quot;</td>
<td>22.5</td>
<td>4,725</td>
</tr>
<tr>
<td><strong>100 %</strong></td>
<td></td>
<td><strong>21,000</strong></td>
</tr>
</tbody>
</table>

Housing: Sixty-five per cent of Gardner's 2,689 homes are owned by the occupants. The buildings are rather well spread out over the city area, although certain sections and scattered buildings need rebuilding. These may be considered as Gardner's "little slums". There is, however, sufficient space available in or near these badly housed districts which can be well developed for recreational purposes. The principal problem of this area is that of leadership and supervision.

Character Building Agencies: Gardner, unlike many average American cities, does not have private recreational agencies, such as, the Boys' Club, Girls' Club, Y.W.C.A., and Y.W.C.A. It is solely dependent upon public recreation provision. The Boy Scout and Girl Scout movements are the only private character-building organizations for

the city, and these reach only one out of four children of eligible age or one out of every six children between five and fourteen years of age. Note table XXVIII.

Recreational Problem: The group in Gardner without personal recreational problems is small. The income of the average citizen is low and it permits little margin for the recreational activities that must be bought. His home or apartment is small and crowded. The theater, the Country Club, concerts, and travel are beyond his financial reach. As for work in the Gardner industry, it is, in many cases, mechanized and non-stimulating. The jobs are monotonous. The routine work consists of simple movements, such as cutting a certain piece of wood, glueing parts of a chair, or tacking a chair seat. Repetition of this work does not stir the imagination, nor permit the personal growth of which most people are capable. The eight-hour day and five and one-half day week holds sway in this community. Thus comes leisure time and excess energy for the practice of the good life.

Commercial Recreation: "Commercially promoted amusement is the most conspicuous leisure-time diet of the public. At its best, such entertainment is a worthy use of spare time, but much of it makes for passivity, and not for personal effort and personal growth. If passive, it fails to provide the mental, physical, and moral discipline and the enduring satisfaction that comes through participation in hobbies, sports, music, drama, crafts, camping, social recreation, and many other forms of participant leisure experiences." 1

Table Number XXXVIII

Proportion of eligible members reached by the scout movement.

<table>
<thead>
<tr>
<th>Cubs, Boy Scouts, and Sea Scouts</th>
<th>Eligible non-members</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Stick figures for Cubs, Boy Scouts, and Sea Scouts" /></td>
<td><img src="image" alt="Stick figures for Eligible non-members" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Girl Scouts</th>
<th>Eligible non-members</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Stick figures for Girl Scouts" /></td>
<td><img src="image" alt="Stick figures for Eligible non-members" /></td>
</tr>
</tbody>
</table>

* Each figure is equal to thirty children.
Legal restraint and periodic public crusades have been necessary to maintain minimum standards in commercial recreation. Because of their expense, worthy types of commercial recreation are beyond the reach of most of the people who are in greatest need for them.

"Play with no aim, no object, only the joy of doing it," states Dr. Arthur T. Morgan, Chairman of the Tennessee Valley Authority, "has effects on us that are so deep seated that we dare not, we cannot, leave it out of well-ordered living."

When it comes to making recreation an organic part of governmental service other "practical" reasons must be put forward to arouse voters and these reasons must be put forward strongly. Some sound reasons, backed by experience and even science, are centered about physical and mental health, social hygiene, child safety, character growth, the prevention of juvenile delinquency, mental development, and citizenship.

Building Health: According to the findings of a joint committee of the American Medical Association and the National Education Association in 1924, "Growing boys and girls require an average of four to five hours daily of outdoor exercise. Adults require much less, but they, too, need activity. Several of the worst diseases today are diseases of deterioration, of decay that might have been prevented, or at least delayed by recreation."

Of the value of outdoor recreation in preventing ill health, Dr. Kendall Emerson, Managing Director of the Na-

tional Tuberculosis Association has stated:

"Adequate outdoor recreation is an essential factor in health building and an effective agent in the prevention of tuberculosis and certain other diseases. Our bodies and minds demand contact with fresh air and sunlight to keep their machinery running smoothly."  

Americans lose much wealth in sickness and pay a terrific price for medical care and hospitals for preventable diseases and sickness. Much misery could be saved by community investment in recreations that prevent disease. This would supplement the good general public health work being done in Gardner.

Accidents to juvenile pedestrians are indicated on a spot map of the city in table number X. This table shows that the majority of accidents occurred not in the main arteries of traffic, but on the side streets when children were playing in the streets. Over twenty-eight per cent of all juvenile accidents occurred to children playing in the streets and fifty per cent of all fatal accidents, during the past ten years, have occurred to this same group. See table number XI for further study as to cause of accidents.

The records of these tabulations clearly point to the need for educating the children in the use of the city playgrounds as the safe place to play.

Many play activities provide fertile soil for influencing the character of children. George W. Wickersham,

PLACE OF OCCURRENCE IN JUVENILE ACCIDENTS

GARDNER, MASSACHUSETTS

<table>
<thead>
<tr>
<th>Street</th>
<th>1934</th>
<th>1935</th>
<th>1936</th>
<th>1937</th>
<th>1938</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parker</td>
<td>6</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>21</td>
</tr>
<tr>
<td>West</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Pleasant</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>Nichols</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td></td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Baker</td>
<td>1</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Wright</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Marguerite</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Leamy</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Green</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Regan</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Main</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Cross</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Connors</td>
<td>1</td>
<td></td>
<td></td>
<td>2</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Clark</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Limerick</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Chestnut</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Central</td>
<td></td>
<td></td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Park</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Oak</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Woodland</td>
<td>1</td>
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<td></td>
<td>1</td>
</tr>
<tr>
<td>Pine</td>
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<td>2</td>
<td>1</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>W. Lynde</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Cor. Leamy &amp; Church</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Ash</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>E. Broadway</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Temple</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Cor. Main &amp; Willow</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Conant</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Cor. Greenwood &amp; Parker</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>City Hall Ave.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Bancroft St.</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Summer</td>
<td></td>
<td></td>
<td>3</td>
<td>2</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Greenwood</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Halford</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Coleman</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Union</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Willow</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
### Table Number XI

**Causes of Juvenile Pedestrian Accidents, Gardner, Massachusetts**

1930-1938

<table>
<thead>
<tr>
<th></th>
<th>Injured</th>
<th>Fatalities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1930</td>
<td>1931</td>
</tr>
<tr>
<td>1. Ran into street</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>2. From in front of</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>or behind vehicle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Playing in street</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>4. Walking in road</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>5. Crossing street</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>6. Stepped off side-</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>walk</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Riding bicycle</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>8. Coasting in street</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>9. Hitching rides</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>10. Other</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>29</td>
<td>38</td>
</tr>
</tbody>
</table>
Chairman of the National Commission of Law Observance and Enforcement, stated in an article of the New York Times in July, 1932, "Children need wholesome outlets for their natural animal spirits. Youth is normally fond of adventure, delights in physical exercise and in taking risks. Deny the child innocent scope for these tendencies and it will vent in criminal tendencies."  

Warden Lewis E. Lawes, in his book "Twenty Thousand Years in Sing Sing" says, "It is a well established fact that supervised recreation in congested areas makes for crime prevention."  

Obviously of course, areas for recreation must be adequate and leaders competent in order to produce such results.

**Juvenile Delinquency:** The Gardner Police records for juvenile delinquency show during the past ten years a range of cases numbering from five in 1928 to forty-three in 1934 and in 1936. Table number XII shows a rise in delinquency cases during the past ten years. These cases have averaged 27.9 per year. Table number XIII shows the offenses and disposition of these cases.

Sixty-four juveniles have been committed to schools of corrections during the past ten years. Although this record may not seem excessive, it is worth noting that authorities claim that it costs about six hundred dollars per year to keep each delinquent. This sum is often equal to the cost of one year of college education.

### Table Number XIII

Cases and Disposition of Juvenile Delinquency

Gardner, Mass.

<table>
<thead>
<tr>
<th>Juvenile Cases</th>
<th>Disposition of Cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assault and Battery</td>
<td>Dismissed</td>
</tr>
<tr>
<td>Breaking, Entering and Larceny</td>
<td>Filed</td>
</tr>
<tr>
<td>Burning Buildings</td>
<td>Probation</td>
</tr>
<tr>
<td>Drunkenness</td>
<td>Schools of Correction</td>
</tr>
<tr>
<td>Fishing</td>
<td>(Lyman, Shirley,</td>
</tr>
<tr>
<td>Lewdness</td>
<td>Lancaster)</td>
</tr>
<tr>
<td>Motor Vehicle Violation</td>
<td>Suspended Sentence</td>
</tr>
<tr>
<td>Receiving Stolen Property</td>
<td>17</td>
</tr>
<tr>
<td>School Offenders</td>
<td>279</td>
</tr>
<tr>
<td>Larceny</td>
<td>33</td>
</tr>
<tr>
<td>Stubbornness</td>
<td>32</td>
</tr>
<tr>
<td>Violation of Probation and</td>
<td>133</td>
</tr>
<tr>
<td>Paroles</td>
<td>64</td>
</tr>
<tr>
<td>Others</td>
<td>17</td>
</tr>
</tbody>
</table>

|                                                | 279                  |
|                                                | 17                   |
Table Number XII
Graph of Juvenile Delinquency
1928-1938
Gardner, Massachusetts.
Causes of Delinquency: Since the causes of juvenile delinquency are complicated it cannot be expected that recreation alone, no matter how skillfully organized, will solve the total problem. Co-ordinated efforts among all of the agencies in the community related to child life are necessary in successfully attacking the problem.

"It has been noted that fewer than ten per cent of all juvenile delinquents were active members of recreational groups when they committed their offenses,"1 so states Mr. Waldman, Presiding Judge, Juvenile and Domestic Relations Court, Elizabeth, New Jersey.

How shall delinquent groups be helped in a city recreational program? To meet the needs of these boys and girls a program of interest must be offered in the evenings at which time most frequently youth gets into trouble.

In some cities juvenile delinquents are made to report weekly to a recreational adviser and to attend at least one play period each week. In these cases, advice, guidance, and supervision which are sorely needed are given to best advantage and the results have been very favorable.2

Intellectual growth stimulated through good citizenship recreation is fully discussed in chapter six in the objectives of a program.

The need for more organized play is stressed by Mary J. Breen when she states in a book prepared for the National Recreation Association and National Board of Y.W.C.A.:

"The organizations which are concerned with the recreation problems of young people-schools, churches, community centers and other recreation agencies - must put greater emphasis on leisure time activities in which boys and girls co-operate, thus gaining a normal respect for each other, an experience in wholesome friendship and a knowledge of how to use gainfully their leisure time together. They can no longer be satisfied with a dance or two, or an occasional boy and girl party, not only because people have on their party manners when they attend, but because there is no follow-through in them. It's like rigging a boat and letting it drift for itself. Where will the boys and girls who interest each other meet after the dance? How will they spend their time? At the movies, at commercial dances or automobiling. Girls who were questioned professed ignorance of any other means of entertainment or occupation when on a "date" with a boy other than the movies, dances and auto rides, with petting as the expected climax or sole occupation of each evening so spent."1

The need for leadership and organization in recreation for Gardner is not questioned. However, the matter of finance is the perplexing problem. Can society afford the trained leadership and facilities needed for effective recreational activities and the socialized educational programs the times require? What can pay more dividends than the laughter of little children, the guidance of youth for purposeful living and the extension of educational advantages to adults? These agencies offer not food but leadership at a cost of service very small in proportion to the number of people it reaches. Definite cost and percentage of the city financial budget will be given in Chapter Eight.

Social Activities: The facilities for a city musical and dramatic program would be more adequate if the use of the schools and the future city hall auditorium were made available. The high school auditorium has a fine stage suitable for as large a play or dramatization as the city would wish to produce. The Prospect Street School has a combined gymnasium and auditorium which would partially answer the needs for community plays and musical center in that section of the city.

Band Concerts: The Greenwood Memorial Pool, Bickford Playground, Memorial Park, Greenwood Playground, and Dunn Park are exceptionally well located areas for summer evening and Sunday afternoon band concerts. For location of these areas note Play Area Location Map table number VII. The beautiful natural scenery of Dunn Park and the picturesque landscape of the Greenwood Pool makes an ideal setting for outdoor musical concerts.

Public Forums, Debates, and Lectures held in the City Hall Auditorium, now under construction, would be in an ideal center. In addition to the High School and Prospect Street School facilities, a community house would be desirable in the section of the Greenwood Playground. This would give auditorium and gymnasium facilities in the four largest sections of the city.
At present the Greenwood playground section does not have any kind of indoor meeting center.

**Recreational Areas:** The city fathers are to be complimented on their foresight to provide the community with so many fine out-of-door recreational areas. These areas are drawn on a city map table number VII to better visualize their well established locations in the community.

A list giving the acreage and type of public outdoor recreational areas is also noted on table number VII.¹

The most important of these recreational areas including five city playgrounds, the Wilder Athletic Field and the Municipal Golf Course have been drawn by the writer to give a better picture of the play areas available for community recreation and to be used in planning for the best usage of these facilities. A few of these drawings have been made with the aid of city plot maps, others have been drawn as rough sketches and could not be used as a surveyor's map. However, for recreational planning, these drawings will serve the purpose because landscaping, building, apparatus and play areas have been drawn to scale. Black ink indicates the existing facilities while red ink suggests recommendations advisable for the future planning.

Exclusive of the golf course land Gardner has a total of about 217 acres of publicly owned parks, playgrounds,

1. Park Department Records, 1939.
and playfields, of which approximately a little more than half is used for active recreation purposes. See facilities chart table number XIV. It is difficult to set a standard regarding park, playground and playfield acreage that will adequately serve the purpose in every community. Gardner easily meets the standard which many credited authorities set as one acre of park area for each one hundred persons. In comparing Gardner with 275 other cities of equal size in the United States, it was found that the city was far above the average in public out-of-door recreational areas.¹

Another commendable thing is that the playgrounds with the exception of Bickford, meet the standard size of three and one half acres as recommended by the National Recreation Association.

The question of beautification and maintenance of areas always arises in any discussion of facilities. Generally, an inspection and observation of the Gardner areas reveals that they are neither beautiful or well maintained. This does not in any way reflect upon the work of the Park Board. The lack of necessary funds for such maintenance did not permit the necessary work to be accomplished. The financial problems will be further discussed in Chapter eight.

<table>
<thead>
<tr>
<th>Facilities</th>
<th>Bickford</th>
<th>Pulaski</th>
<th>Greenwood</th>
<th>Jackson</th>
<th>Wilder Case</th>
<th>Dunn's Park</th>
<th>U.S. Field</th>
<th>Dent's Pond</th>
<th>Parker's</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseball diamonds</td>
<td>1</td>
<td>1</td>
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<tr>
<td>Softball diamonds</td>
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<td>(Same - Identical use)</td>
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<td>Hockey fields</td>
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<td>Football Gridirons</td>
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<tr>
<td>Tennis Courts (S.S.)</td>
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<td>2</td>
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<td>2</td>
<td>4</td>
<td>2</td>
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<td>12</td>
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<tr>
<td>Wading Pools</td>
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<td>Volleyball courts</td>
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<td>Horseshoe boxes</td>
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<tr>
<td>Sets of apparatus</td>
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<td>4</td>
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<td>Toilet facilities</td>
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<tr>
<td>Field Houses</td>
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<td>1</td>
<td>(no showers)</td>
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<td>Sand and washes</td>
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<td>Bleachers</td>
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<td>Concrete stands</td>
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<tr>
<td>Picnic benches &amp; tables</td>
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<tr>
<td>Enclosures (fences)</td>
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<td>3.2</td>
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<tr>
<td>Shaded areas</td>
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<td>5</td>
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<tr>
<td>Drinking fountains</td>
<td>1</td>
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<td>Flag poles</td>
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<tr>
<td>Skating areas</td>
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<td>Lighted areas</td>
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</table>
Sanitation at the Ovila Case Playground, Wilder Field, and Dunn Park should be improved. The construction of lavatory facilities at these areas are necessary as a health measure and the lack of these facilities definitely keeps attendance low. More definite recommendations for improving these areas will be included later in this study.

The Bickford Playground serves the South Gardner District. Although in many cases children patronizing this playground are forced to walk more than a quarter of a mile, a standard recommended by the National Recreation Association as the maximum distance for children to walk to their playground, this sparsely populated area does not at the present time indicate the need for an additional playground. See table number XV.

Table number XVI proposes two tennis courts to be built in the future. The constant usage and demand made upon the present courts would warrant the building of additional courts at this ground. It is suggested that concrete surface courts be built. A record of the usage of these courts should be kept for a few seasons to give the Park Department a workable basis for the future development.

The Park Department of New York favors the building of hard surface courts and has built many of them. The advantages of hard surface courts are in their economical
Table Number XV
Distance from Home to nearest Play Area Gardner, Massachusetts
Circle denotes one-quarter mile.
Table Number XVI

BICKFORD PLAYGROUND
GARDNER, MASS.

scale 1" = 30 60 ft.
60 ft. to 1"
up-keep and the fact that they are of service for many other playground games such as shuffle board, handball, paddle tennis and other girl games. Another point that favors hard surface courts is the fact that weather conditions will not disrupt their use as easily as in the case of clay courts.

In many playgrounds it has been found valuable to provide a "gossip area" for mothers who come to supervise their children at play. Benches are placed in the younger-children areas to encourage their visits. This practice should be followed in Gardner to help build a parent interest in the playground.

The Bickford Playground is three quarters fenced and the completion of this job would protect the neighboring property and safeguard the grounds and apparatus.

This playground is well planned and laid out, and the careful usage of it will answer the recreational out-of-door needs of this neighborhood.

The Greenwood Playground facilities are the most advanced in the city as indicated in table number XVII. The proposed tennis courts in this area would answer the recommendations made by the playground instructors who have seen the need for such courts ever since 1933.1

The fencing of this playground has given it individuality. The various divisions such as the small children

area, athletic area, and young girl's area, of the playground are well located and lend themselves to available usage.

The attendance at this playground in the eleven summer weeks when the grounds are in operation average two to three hundred children daily.¹

**Caretakers:** A permanent caretaker is needed at the Greenwood and the Pulaski Playgrounds. These two play areas are situated in the most thickly populated section of Gardner. At the present time a W.P.A. worker might easily be assigned to each of these playgrounds. A worker on the playgrounds would go a long way in keeping the grounds in order, and would also act as a protection for the city property. The caretaker would not allow misuse and vandalism of the grounds.

**Wading Pool:** The old wading pool at the Greenwood Playground was discarded some ten years ago and no attempt to rebuild one has ever been made. The discarded wading pool was never intended to serve as such, but children often used it. Because of its lack of sanitation, the open water basin was covered by a culvert.

The use of wading pools at playgrounds throughout the country is very popular. Gardner seems to be one of the very few cities that has not made much use of them.²

¹ Greenwood Playground Report, 1938.
The Greenwood or Pulaski Playground should build one to test its services. The only present wading pool in Gardner is at Dunn Park which is on the outskirts of the populated areas.

**Multiple use of Play Areas:** The multiple use of the hard surface areas might well be taken into consideration for the Gardner playgrounds. The New York Park Department has found many recommendable usage for hard surface areas; among these are the wading pools used for a dance surface in the evenings a few hours after draining and sprinkling with a composition to make the concrete surface suitable for dancing.¹

The four and one half foot culvert running the length of the Greenwood Playground is available for many hard surface games and roller skating. A smooth surface top should be made on this culvert for play purposes.

**Drinking Water:** Bubblers on all playgrounds are needed for hygienic reasons. Children should not be deprived of the healthful habit of drinking pure water whenever thirsty. When possible, the bubblers should be placed at the end of the small children area and at the beginning of the active athletic area.

The Jackson Playground serves a residential district and the attendance has been lower in the number of smaller children than either Pulaski or Greenwood, however, the

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¹ Mulholland, James V., *Multiple Use of Recreational Facilities*, Recreation, April, 1939.
four tennis courts have drawn many older boys and girls to this play area. The industrial softball league also used the diamond of this ground as their center in the evenings.

Through a series of C.W.A. projects the four fine tennis courts of this area were built, a baseball diamond laid out, and the general improvement of the area by filling and the building of stone walls has made this one of Gardner's finest play areas. The shaded areas are a much prized part of this playground. These trees show the results of planting and planning of years ago. Note table number XVII for map of landscape.

A concrete walk from the school house to the playground "flat area" surface should be built. The hilly side of the present path constitutes a safety hazard for the children who are constantly running up to the rest room and supply rooms. The remaining walk crossing the play area to Cross Street could be a future project. The necessity for immediate construction of this latter walk is not urgent.

Pulaski Playground: The Park Department has just recently acquired the additional land necessary to properly lay out this playground. The play area has only two lonely, small, insignificant trees which afford practically no shade for the entire play field. It is strongly recommended that beautification by landscaping and general improvements of surface be made on the grounds at the first opportunity. The playground surface should be as even and smooth as possible, but not so hard as to injure children who may
fall. On the other hand, it should not be so soft that the feet of the children will leave holes in it.

Grass makes the most desirable surfacing, but it is not often practicable on intensively used play areas, however, present usage at Pulaski Playground will allow grass surfacing except on a small area around the field house. It is especially desirable that sections devoted to major games and sports be grassed. Cinders, thoroughly rolled makes a good subsurface upon which to place loam, limestone screenings, or torpedo sand.¹

Fencing is a necessity as this playground is directly off Wright Street as noted on table number XIX. A fence would prevent accidents that may be caused by children running into the street. Fencing would also reduce problems of discipline and it would protect neighboring property and safeguard the grounds and apparatus. It would be well to have the fence set in a few feet back from the street and to plant shrubs and vines along the border outside the fence. This sort of treatment will help to make the playground an asset to that neighborhood rather than a liability. Ornamental plantings should be planned so that they require a minimum of maintenance and offer no opportunities for misconduct. The key note in shrubbery planting is simplicity achieved with practical, durable plants. Plants should be chosen which are likely to thrive. Suitable plants can be

Table Number XIX
POLASKI PLAYGROUND
GARDNER, MASS.

SCALE: 1" = 80 ft.

80 ft. to 1"
determined by consulting a local plantsman, or Massachusetts State College will gladly assist in making such recommendations.1

The great interest in baseball and active field sports in this neighborhood would warrant the improving of the baseball diamond and a playfield suitable for soccer, touch football or speed ball into a first class play field.

Due to the distribution of the population and the availability of land, it is suggested that the school board who has proposed a central Elementary or Junior High School seriously consider the possibility of building a school on land adjoining the Pulaski Playground on Baker Street.

A school on that site would afford children the necessary play area without the expenditure of an enormous sum of money. A school at the Connor Street site would involve the taking up of much valuable business land without giving adequate space for play purposes.

The Ovila Case Playground, the youngest of the city play areas, also needs many improvements and beautification which will, under the present plan, be gradually accomplished over a period of years. Outstanding among these are the changing of the baseball diamond as noted on table number XX, building a field house with toilet facilities, supply room, office, and recreation hall.

Table Number XX

OLIVA CASE PLAYGROUND
GARDNER, MASS.

SCALE
0 30 60
1" TO 60'EST.

BASEBALL DIAMOND

VOLLEYBALL
HEAT

SAND HOLE

PLAYING FIELD

BUBBLE

HORSES

TO STUART STREET
The advisability of acquiring additional land from the Heywood Wakefield Company for recreational purposes is being considered by the Park Department. This land, especially "the hill", is of great value as a skiing and coasting area and should be bought while the present cost of land is low.

The building of a swimming pool by damming the small valley of the present "number one" pond is quite feasible and if a W.P.A. allotment can be secured this project should be accomplished. This would give the municipality its only fresh water pool without great expenditure. The up-keep of this pool would be small. Greenfield, Massachusetts has a very similar project called the "Green River Pool" which the community points out as a great success.

A beautiful pine stand which is located near the proposed swimming pool would be ideal for picnicing.

A decision on the possibility of charging admission for athletic contests at the Wilder Field should be pressed so that amateur athletic teams may be able to become self-sufficient and that a better athletic program may be developed.

Field Houses: Gardner does not have any field houses, that is, a community house with lockers, showers, lavatory facilities and club rooms. The Wilder Field, Pulaski, and Ovila Case Playgrounds should have such a structure to provide healthful conditions for municipal athletic activities. A field house may be constructed under the gran stand, note map table XXI.
Table Number XXI

WILDER FIELD
GARDNER, MASS.

SCALE: 50 100
1 inch
Golf Courses: Table number XXII gives the layout of the Gardner Public Golf Course. Extension of this nine hole golf course has been proposed, however, definite steps have not been taken to make it an eighteen hole course. There is plenty of available land for such an extension and the next few seasons' records should determine the needs for necessary expansion.

The Greenwood Memorial Pool offers Gardner good provision for water sports and activities, both in the twenty five by ten yard indoor pool and the quarter mile out-of-door pool. The facilities and landscaping of the pool has been well maintained, however, the fall hurricane has uprooted all trees on the Northwest side. These trees should be replaced in the Spring to maintain the usually beautiful landscape of this memorial.

Use of Pool: To use the Greenwood Memorial Pool patrons receive bathing suits and towels at the counter, directly opposite the entrance.

The prospective bather then passes through one of the doors on either side of the counter and proceeds to the dressing room allotted him when he received his suit. After disrobing, he proceeds by the same corridor to the shower, and thoroughly washes himself, soap being provided for the purpose. Putting on his bathing suit, he may jump from the shower directly into the inside pool, or if he is to bathe in the outside pool, he returns to the corridor and passes out on to the outside platform through
Table Number XXII

Municipal Golf Course
Gardner, Mass.
Scale: 405 ft. = 1 in.
one of the doors at the end of the corridor at the rear of
the building.

Swimming Periods: The length of time allowed bathers
has been one-half hour in the inner pool and a full after-
noon in the outer pool. A gong sounds at the end of the
period.

Returning to his dressing room, the bather dresses,
and, on leaving the building through the front entrance,
he is expected to drop his bathing suit and towel in the
chute near the counter, which leads to the laundry.

The inside tank has the depths of water (in feet)
marked in the tiling as well as the distances (in yards).
Lines running the length of the tank are of assistance to
swimmers in keeping a straight course in competitions.
Cross marks give them the distances, and black lines a
few feet from either end warn them that they are approach-
ing the end.

Visitors to the building are not permitted to enter
the ground floor of the tank room, but may view the
swimming from the gallery. Visitors or bathers may also
wait in the alcove on the right of the main entrance.

Shower Baths: The room on the right, as one enters
the building, contains the individual shower baths and
dressing rooms for the use of those who wish to bathe with-
out entering the swimming pool. One bath tub is also
provided. The tub is designed for the infirm or the in-
disposed rather than for the average bather. Towels may be had for use in the showers at the desk. Connecting with the shower room is a toilet room, which is also for the use of bathers.

**Men's Dressing Rooms:** An iron stairway leading from the hall outside the toilet room gives access to rooms on the second floor and in the basement, where steel lockers will be installed and additional dressing rooms provided for use by bathers in the outside pool during the summer months, as the dressing rooms around the inside pool are not adequate for the purpose.

**Women's Dressing Room:** On the left of the main entrance is a room similar to the shower room. At present it is equipped with lockers for bathers in the outside pool, but designed to be given over later to shower baths or whatever apparatus seems most desirable. Adjoining this room is another toilet room and opposite it a hair-drying room, where women may quickly dry their hair after bathing. All women are required to wear rubber caps when in the inner or outer pool.

The upper story, besides the rooms described as available for dressing rooms, contains an office for the superintendent.

**Use of filters:** At the foot of the basement stairs are the filters, through which the water from the inside pool is constantly circulating when the tank is in use.
Leaving the filters, the water passes through a heater, which brings it up to the required temperature (about 74 degrees). The water then returns to the tank through several openings, thus ensuring a thorough circulation and filtration. About six inches of water is lost out of the tank daily by running out into the gutter around the edge of the tank, and this is replaced daily with fresh water. About every two weeks, or at longer periods if the almost daily analysis of the water shows it to be in good condition, the tank is emptied, thoroughly cleaned, and refilled. Between these periods of emptying and refilling, the sides and bottom of the tanks are cleaned by means of a vacuum cleaner, which works under water. The filters are built in three units, any two of which are amply sufficient to purify the water of the tank in case one unit requires cleaning or repairs.

Sanitation: With the filtration system and observance of the following simple rules by bathers, there can be no danger of impure water or unsanitary conditions:

1. Only bathing suits, towels, and soap supplied by the management may be used.

2. Women and girl bathers must wear rubber caps, which will be sold them by the management practically at cost.

3. Bathers, before entering either the inside or outside pool, must take a soap shower path.
The room to the left of the filters contains the laundry machinery. Suits and towels, as they come down the chute from the office, are taken first to the washing machine, a revolving cylinder which thoroughly washes, steams, and disinfects the clothes. Next, the suits and towels are placed in a revolving drum called the extractor and the water is extracted by centrifugal force. Lastly, the clothing goes into the drier, where it is dried under high steam pressure. The laundry machines are operated by individual motors, thus doing away with shafting.

At the left of this room is the entrance of the pipe, which carries steam for heating and power from the factories of the Heywood Brothers & Wakefield Company. This corporation has generously agreed to furnish all the steam necessary for the operation of the institution, a separate boiler on the plant being given over to the purpose at an estimated cost of nearly $3,500 at a saving to the Town of the considerably larger sum that would be required were the bath house to be maintained by its own power plant.

The room on the right of the filter room will be devoted to lockers for bathers in the outside pool.

In the construction of the building every attempt has been made to provide for as low a cost of maintenance as possible. The entire building is of extra heavy concrete construction; gutters, ventilating pipes, etc. are all of copper to prevent rusting and corroding.
The outer pool, for summer use, has a depth of ten and one-half feet at the pier in the rear of the bath house and gradually shallows to a wading beach at the opposite end. Small children will be allowed to use the beach for wading but any desiring to bathe or swim will be required to use the dressing rooms provided.

Only experienced swimmers will be allowed in the deeper water, and lines or buoys will mark the different depths. Several attendants are on hand when the pool is open, and a boat is convenient for emergencies, as well as other life-saving apparatus. An instructor will be in attendance to give free instructions in swimming and private lessons at reasonable charges.

The water for the outside pool has been kept pure by frequent introduction of fresh water, the Heywood Brothers & Wakefield Company allow the use of their fire pump for this purpose, and the pool may be emptied entirely by means of a large centrifugal pump located beneath the platform. Frequent analysis of the water is made, as in the case of the inside pool.

A number of small, quiet area parks as indicated on table number VII are located throughout the city. These serve to beautify the city as well as to serve the citizens of the city.

In spite of the fact that the playground records on
safety have been very good a special note might be taken of all playground apparatus for safety precaution. Proper guards such as fences around the apparatus should be built to prevent the children from running into them. Another suggestion is that a rail be placed on the top of the slides to prevent accidents by falls.
CHAPTER VI
RECREATIONAL PROGRAM AND DEVELOPMENT

Why should we plan a Recreational Program? Some uninformed persons would probably say that a play program or play leadership is unnecessary. Their belief that play is instinctive is answered by George E. Johnson of Harvard University in the following statement: "Children inherit the play instinct as all men inherit religious instincts, but they do not inherit baseball any more than they inherit the Lord’s Prayer".\(^1\)

Nowhere in life are great things accomplished without a plan. A business man would not set out to do a season’s job without some kind of program. How could one expect to accomplish anything of value in education by merely constructing grounds and giving materials to the children for play?

**Essentials in planning a program:** In planning a recreation program it is essential that one have a clear understanding of Physical Education, Handicraft, and Social Activities, their value, their scope, and their purpose. It should be recognized that sociology, physiology, philosophy, and psychology of education are the

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foundations of recreational activities.\(^1\)

Directing a program: In directing a program it must be taken into consideration that the instructor of a properly conducted recreation activity does not direct its activities in the sense in which this is usually understood. He starts the procession; he organizes or gets the children and young adults to organize the teams; he arranges the tournaments and contests; but the child is no less a free agent in the directed program than he is in the undirected one.\(^2\)

What are the Objectives of a Program? There is a cardinal set of principles in education which is widely accepted as the ideal for carrying out a program of education.

These seven cardinal points of education are perhaps the best heading under which the objectives for recreational programs may be listed.

1. **Health**: They shall seek to give to each health and a knowledge of how to keep it. In order to preserve the body from strain and to stimulate its growth the child must have fresh air, joy in the spirit of his activities, and exercise.

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The playground will offer health opportunities by promoting education through play in the outdoor games.

2. They shall seek to promote the command of the fundamental process by adjustment and self discipline. A well conducted recreational program is one of testing, experimenting, constructing, and of practicing in play the serious enterprises of later life.¹

3. They shall promote worthy home membership by equipping persons for effective social living. Properly directed play, handicrafts, social activities, and athletics constitute preparation for the responsibilities of later life.²

4. They shall seek to encourage vocational guidance in promoting handicraft. Wood Hutchins asked, "Can the Child Survive Civilization?" Fifty years ago he grew up in an atmosphere of trades and craftsmanship and saw things made and work accomplished on every side of him. Where is he to pick up the remnants and imitate the performance now that this is all closed to him?³

5. They shall seek to teach citizenship by development of a group, on community consciousness which will

2. "Recreative Athletics", Published by Playground and Recreation Association of America, p. 5.
give the individual a definite place in the community. Freedom is the purpose of play leadership.

6. They shall seek to give ethical character in developing individuals who are open minded, tolerant, sympathetic and understanding. The individual's ideas, purposes, and motives may be stimulated towards the right attitudes in play activities under good leadership.

7. They shall seek to give worthy use of leisure time. Play is the life and spirit of Childhood, and exercise is only incidental to it. It is no more physical than it is emotional or mental or social.¹

What will constitute an adequate playground and recreation program?

In making a program it should be remembered that the program should fit the participants and not the participants fit the program. Activities included in the program should:

1. Occur frequently in the daily life of most individuals.
2. Have "carry-over" values during adulthood.
3. Be within range of experience, interest, ability, and capacity of pupils so that they can achieve a reasonable degree of success.

4. Have the greatest relative value.
5. Provide desirable and wholesome contacts with other people.

The adequate program must make provisions for three groups: The pre-school child, the school age child, and the adult. Originally pre-school children were under six, but now may be as old as ten. For this group big muscle play opportunities must be provided.

The school-age child needs leadership opportunity in his social and physical activities. The adult now has leisure time in which wholesome recreational opportunities must be provided.

To give desired results and attain standard achievement a municipality must offer recreational opportunities throughout the year. A continuity of activities provides many advantageous carry-over values which are apt to be lost in a piece meal program. After careful study and analysis of the local conditions as noted in the chapter on the Needs for Community Recreation, an outline is offered as a point of departure in the development of a year round program organized on a seasonal basis. Note Appendix table number VIA.

Now, in planning for the activities, it is essential that the leader of Recreation be a person who has a thorough knowledge of the philosophy of recreation; appreciation of the several activities which make up the community recreation program; understanding of the problems of the community in respect to recreation; ability to enlist the best efforts of a staff of employed and volunteer workers; qualities which characterize the promoter, organizer and executive.¹

A selected list of recreational games and activities classified in seventeen different types of activities for available use to a director of municipal recreation has been organized by the writer. Note appendix table number I A pages 1 - 11 inclusive. A recreational calendar is also found on appendix table II A pages 1 - 10 inclusive. This calendar is of great importance in organizing a seasonal schedule. Holidays and special days may be capitalized on to enrichen the program.

The present recreational program in Gardner has been largely limited to playground activities, swimming, and golf. In 1938 the playgrounds were operated for eleven weeks from June 30th to September 3rd. The Greenwood Memorial Pool was open all year round and the golfing ex-

attended through the milder weather seasons.

Playgrounds: The Park Commissioners appointed Roderic E. Bent, a graduate of Springfield College, supervisor of playgrounds. Two instructors, one directing the boys activities and the other supervising the girls activities, were assigned at each of the five city playgrounds.

The playground program, including low organized games, dancing, crafts, and special events, attracted an average weekly attendance of 6,268 children totaling a season's participation of 68,955. The program was held on week days from 8:30 A.M. to 4:30 P.M. with a half day from 8:30 A.M. to 11:30 A.M. on Saturday. 1

The Greenwood Memorial Pool services, including indoor swimming, outdoor swimming, and showers, had a total attendance of 50,510. Of this number 10,150 playground and school children were allowed free swimming periods during which time 386 swimming lessons were given. A Boys Club swimming team and a City Championship Meet is being sponsored. An average of fifteen competitive meets are held at the pool each year. The American Red Cross Life Saving Course is offered yearly by Mr. Beckman, a field representative for the National Red Cross. 2

Adult Education and Recreation: During the past few years Miss Cora M. Leamy, Supervisor of Americanization and Evening Schools of Gardner, has made fine progress in the organization of a program for Adult Education. In 1938 a start has been made in an adult schedule offering recreational opportunities. At the mid-session of the school year a program of physical education, arts and crafts, and music was added to the curriculum.

In physical education basketball and corrective exercises for girls and basketball for boys constituted the program, while art metal projects, Mexican novelty wares, cork work, and Christmas gifts projects were made by the arts and crafts groups. In the music group, an orchestra was organized and community singing was sponsored. These activities were offered after the regular evening school classes during two evenings per week.

It is desirable that with these groups as a nucleus a more extensive program reaching a larger group be developed. The evening school program would sponsor more recreational activities were sufficient funds available. However, the 1939 budget does not even permit continuation of the present beginning in this work.
CHAPTER VII
OUTSIDE AGENCIES FOR PROMOTION OF RECREATION

Industrial recreation in the form of social and athletic clubs has been organized in many of the city's leading industries. These groups have been rather active during the last few years. The Florence Stove Company and the Heywood-Wakefield Corporation are good examples of these organizations. A program of monthly dances, bowling, a soft ball league, swimming, track and field tournaments, and occasional picnics are sponsored. These clubs have also sponsored two outstanding bands which give weekly concerts in Gardner and vicinity.

Other smaller associations in the city have tried to duplicate these activities without too much success pointing to the need for more adequate community provision in leadership and organization for recreation.

The Gardner scout movement mentioned earlier in this study has been doing fine progressive work with the group it reaches. The Monadnock Council's Camp Collier affords many Gardner boys excellent camping opportunities.

The program for three hundred and sixty-six Boy Scouts, Cubs, and Sea Scouts costs $5.71 per boy.¹

It is believed that this sum would be reduced if a

larger group of boys were in this council or if more money was available to organize more troops.

Church recreation: The questionnaire found in the appendix table number III A was sent to the pastors of the fifteen leading churches of the city. Replies to this questionnaire show that only one church sponsors an organized recreational program and the pastor of that church states: "Frankly, I do not feel that our church building is located in the area where there exists the greatest need of full-time recreational leadership." However, he was convinced that a definite need exists in Gardner for a year-round municipal recreational program.

Three churches reported that their facilities may be made available to a co-ordinated municipal recreation program. These facilities include: a gymnasium, three lecture halls, and three social recreation rooms suitable for from eighty to two hundred people.

The Type of Church: Recreation is, for the most part, confined to parish members and their families. Social recreation, discussion clubs, music activity, and young people's groups form the larger part of the program. The Methodist Church possibly has the most extensive program which includes basketball, bowling, and badminton in addition to the above mentioned activities.

The participation in all church recreational activities is surprisingly small. This may be answered by the fact that churches having the largest membership have not
organized a program. The church recreation program could receive invaluable help from the municipality if a year round director for recreation was appointed. The leadership and organization abilities of such a person could easily co-ordinate a fine phase of the city's recreational program through the churches.

At present, the school board is not considered nor is it engaged in municipal recreational work. Therefore, the following topic is placed in this chapter.

The use of school buildings for community recreation purposes has been necessary throughout the country. The public does not approve nor can they afford to support two sets of facilities of the city government conducting the same types of activities. The need for indoor recreation is as great as the out-of-door program. Mr. Brightbill, field representative of the National Recreation Association states, "There was a time when the operation of outdoor facilities met the needs and demands of the public, but today community recreation is a year round affair."

"The schools of Gardner should be made available for community as well as school use. School facilities can be adapted for the purpose. Future schools should be built with the community as well as the school function in mind. It is important to bear in mind from the standpoint of the school authorities that if schools can be used not only by the children during the day, but by others in the community after school hours, weight is added to the argument for improving school buildings and structures."

"Today in the United States:

231 cities are using 1,162 school auditoriums

335 " " 2,299 school gymnasiums
118 cities are using 275 school swimming pools and 498 miscellaneous schoolrooms.\textsuperscript{1}

**Special Clubs and Interest:** The Rotary Club sponsors the Soap Box Derby in which great preparation in the building of "pushcarts" is made each year for this contest. The interest of the members of the Rotary Club has undoubtedly been a big factor in producing a city-wide interest in both the local and national Soap Box Derby where Gardner boys have made a good showing in the last few years.

The Junior National Aeronautics Association has been sponsored by the Exchange Club for the promotion of local interest in aviation.

The "T.N.T." is a men's "Keep Fit" group. The membership is composed of many of the city's business and professional men. Volley ball, swimming, and gymnastics form the greatest part of the program.

The Boat Club has tennis and bowling facilities in addition to a social and club hall.

The Fish and Game Club is strongly organized in Gardner to promote interest in out-of-door activities especially hunting and fishing.

A Stamp Club which studies, collects, and preserves various kinds of stamps which are catalogued by countries, years, and types.

\textsuperscript{1} Brightbill, C. K., op. cit., pp. 16 - 20.
The community has two divisions of the Parent-Teachers' Association whose interest is primarily the study of problems and methods in child education. It is recommended that these groups be enlisted in a campaign for the promotion of a better community leadership in recreation.

In addition there are sixty-three clubs, associations, and societies in Gardner. Of this group eleven own or lease the halls for their activities.

Commercial recreation flourishes in Gardner as it does in cities of similar size.

There are two motion picture theatres whose total seating capacity is 2,266. These give two and one-half performances daily and although the management does not have records available, past observation shows that the movie houses are well attended by both minors and adults at practically all showings.

The Arcadia and Fairway are the two public dance halls in Gardner which are opened in the winter and summer seasons respectively. Many other dances are held in a semi-public manner by many city societies, clubs, and associations.

The Belair Beach is the only out of door public bathing facility in town. The supervision and safety precaution are considered very good at the beach.

As in every town, Gardner has a large number of
taverns which serve as the only recreational area for too many young citizens.

In summarizing the chapter on "Outside Agencies for the Promotion of Recreation" we find that:

1. Industrial recreation does not answer the need for a well-rounded recreational program for it fails to reach too many different groups.

2. The scouts reach only one out of six children of five to fourteen years of age.

3. As a whole, the church program does not reach even its own members.

4. Private agencies take care of only certain isolated phases of a recreational program.

As a conclusion, the great need is for leadership and organization from which the above groups may receive help in co-ordinating and extending their programs so that all agencies would then reach at least a majority of the citizens who need recreational opportunities.
The form of government in Gardner is the Mayor-Council system. Six councillors are elected at large and five ward councillors are elected by their respective wards. Other branches of the city government which may be directly or indirectly connected with the work of public recreation are the Planning Board, Park Commission, School Committee, Greenwood Memorial Trustees, and the Golf Course Commission.

Table number XXIII shows those departments directly responsible for various phases of municipal recreation and the possibility for a combination or co-ordination of these agencies.

The Park Commissioners have the responsibility for the maintenance of parks and playgrounds. The summer playground program is also under their supervision.

The Greenwood Memorial Trustees, (Richard N. Greenwood, Harold Drake, and Henry Heywood), have been in charge of the maintenance and supervision of the Greenwood Memorial for a long time. These men have been doing good work to make the institution give real service to the people of Gardner.

The Golf Commission has the maintenance and supervision of the new nine-hole municipal course under their care. All of these groups have the same common duties to promote municipal recreation, yet there seems to be no
PRESENT AGENCIES RESPONSIBLE FOR MUNICIPAL RECREATION

- School Board
- Park & Playground Commissioners
- Greenwood Mem. Trustees
- Golf Course Commissioners

Recreational Board

Table Number XXIII

PROPOSED REORGANIZATION PLANNED BY C. H. Godine
combined efforts or results in attaining a desirable goal. One group is not cognizant of the work, aims, and objectives of the other. The ideal solution to the question of administration of recreation in a community of 21,000 would be, of course, to have all recreation under a single commission. Local conditions would not favor such a move at the present time. However, the Golf Commission could easily be absorbed by the Park Commission in the next few years if the mayor would appoint the same men for both commissions until one board was formed. At such time, legal steps should be taken to make the two commissions into one. It is easily seen that a duplication of efforts takes place when so many agencies are trying to do the same job.

It should constantly be kept in mind that no matter what agency has control of various services they are dealing with the same public, operating with the same taxpayers' money and they have identical aims in promoting recreation and training for proper leisure time habits.

Consolidation of the Park and Golf Commissions would be one step in the proper direction for establishing a more efficient administration head and later the Greenwood Trustees should also be consolidated in the same manner.

Recreation Commission: A second plan suggested by Mr. Brightbill, field representative for the National Recreation Association, was to keep all present boards and
commissions and to establish a recreation commission upon which there would be representatives from the Park Board, School Committee, Greenwood Memorial Trustees, Golf Commission, and perhaps two or three persons at large. Under this set-up, the new commission would be a co-ordinating unit concerned with but one problem, namely, the recreational program. The facilities of all departments would be used to carry on this work.¹

Although it may not be reasonable to expect anyone of the three above-mentioned groups to cheerfully permit co-ordination by another it is reasonable that all should come together through representatives in a recreation service to the entire city. A few of the evident advantages of such an arrangement are: all resources of the city can be harmoniously utilized; the board could give all its attention to a program for the people and not have to be concerned with facilities to any large degree; adequate appropriation for leadership and a program would be more easily secured under separate budgets; and economy would be realized by elimination of overlapping personnel.

Personnel: Mr. Brightbill states, "Gardner's greatest present weakness is perhaps its lack of an adequately trained recreation staff and executive. At present, there is no paid full-time, year-round, recreational executive in the community. Until Gardner provides some such trained person, its on the surface improvements will be of limited value. It is widely accepted now that any town or city of over 8,000 population has need for a trained person devoting full time to the work. Is there any reason why an

executive of this type could not be hired with his time distributed accordingly and his salary made up of a proportional share from the Park Board, School Committee, Greenwood Memorial, and Golf Commission? Not only could he lay plans and direct the work of the playgrounds, swimming pool, and golf course, but he could also be responsible for conducting the community center program in the schools during the colder months."1 This suggested program may be found in the appendix table number IV A.

As suggested in table number XXIV the program of recreation should properly come under the supervision of the city's physical education director with an assistant in charge of municipal recreation. Mr. Randall D. Warden, Director of Physical Education, Newark, New Jersey, states that, "It has been an advantage because of the fact that the recreation teachers and physical education teachers are in the same department, thereby both departments gain from close association of two types of specialized education and from the fact that the general program can be laid out under one department, thus co-ordinating all the physical education and recreation of the city."2

From a long-range point of view, the advantages of having recreation under educational supervision are many. Among these are the following: 1. That recreation holds possible educational advantages which should be capitalized for the benefit of society, 2. that educational standards for teachers would be maintained for recreation leaders, 3. that the recreation teaching body would receive security through pension, 4. the school facilities would be more

Table Number XXIV
readily available to members of its own staff than to outsiders, 5. greater possibility for close association with parent-teacher organization, 6. more possibility for courses in public recreation leadership; and 7. more definite tie-up between education for use of leisure time and play during free hours.

The hiring of a director for recreation would be a co-ordinated task of both the school board and the recreation commission. This plan would receive the advantage of a separate budget for recreation and all of the standards of the educational system.

In general, vital, interested, progressive service to the public in community recreation is the primary consideration rather than control of property or administrative convenience. A degree of co-operation between a governing group and a director of recreation can be secured from all city departments having facilities which should be utilized. It must be borne in mind that under any form of centralized administrative control yet devised, problems based on the joint use and control of facilities are bound to arise. Even within a department, such as the school board for example, differences arising out of the evening use of buildings must be adjusted between the day time and evening workers. Proper co-operation between the different departments is essential to success, whatever the nature of the board in charge with co-operation success is practically assured.
Financial Aspect of Recreation: Today it is a difficult task for city fathers to balance a budget when a continuous demand for more service is met with an equal determination for more economy in government expenditures. The municipal administration is keenly aware of the rising cost and the increasing burden on taxpayers. Does Gardner save by not including adequate appropriation for recreation in its budget?

Although recreation is not a "self-liquidating" project, it pays dividends to the community in the form of healthy children and good citizens that cannot be calculated in dollars or shown on a financial statement. On the other hand, value and worth of municipal service or a municipal function, are not always measurable. Otherwise, we would eliminate our schools, police, and fire departments, courts, and many other governmental agencies.

Gardner's budget, not counting state, county, or federal taxes, amounts to almost a million dollars. These expenditures for 1938 have been listed under the following headings by the writer: City Administration, Public Safety, Public Welfare, Recreation, Military, Education, Health, and Miscellaneous. See table number XXVI to better visualize the division of the expenses. The itemized list of expenses may be found in the appendix on table number VI A pages 1 to 6 inclusive.

Recreation on the surface of these expenditures, $26,422.48, does not seem to fare too badly. However, in
Table Number XXVI

GARDNER EXPENDITURES 1938

CITY ADMINISTRATION
53,608.34

EDUCATION
241,982.22

HEALTH
168,409.19

MILITARY
17,434.79

PUBLIC SAFETY
143,763.75

PUBLIC WELFARE
191,745.08

RECREATION
26,422.48

MISCELLANEOUS
171,699.87

TOTAL
960,935.72
breaking down the expenses, it is found that the Golf Course income more than pays for its expenses and that the Greenwood Memorial averages about one half of its expenditures leaving a balance of only fifteen thousand dollars as a city expense. Note table number XXVII.

Although the standard for park and recreation operation is $3.00 per capita, Gardner operates at $.71 per capita. The price of three movie theatre tickets per capita would provide an adequate fund for a municipal recreation program. Is Gardner in such a bad state as not to be able to afford this necessary supplementary education?

The common sense of any good business man will clearly perceive the need for supervision and administration of the recreational facilities which wise action of the past city fathers has procured for the community. The approximate value of Gardner's recreational facilities would amount to $325,000.00.

While the school system sees fit to expend 71 per cent of its expenditures for teachers the only city recreational program expended only 7 per cent. This sum, $2000. was spent on the city playground leadership. The per capita cost of summer playground participants has been less than four cents during the 1938 season.

2. Gardner Park Department Records.
Table Number XXVII
Proposed City Recreational Budget 1939
Gardner, Mass.

The following is a copy of the proposed budget for the year 1939.

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salary of Superintendent</td>
<td>$1100.00</td>
</tr>
<tr>
<td>Salary of Clerk</td>
<td>$40.00</td>
</tr>
<tr>
<td>Office Expense</td>
<td>$25.00</td>
</tr>
<tr>
<td>Labor - Parks</td>
<td>$1000.00</td>
</tr>
<tr>
<td>Maintenance</td>
<td>$1150.00</td>
</tr>
<tr>
<td>Salaries - Playground Instructors</td>
<td>$2000.00</td>
</tr>
<tr>
<td>Labor - Play rounds</td>
<td>$1500.00</td>
</tr>
<tr>
<td>Repairs, Replacements, Equipment and Supplies and Maintenance</td>
<td>$700.00</td>
</tr>
<tr>
<td>Maintenance of Skating</td>
<td>$235.00</td>
</tr>
<tr>
<td>Lights at Derby Hill</td>
<td>$70.00</td>
</tr>
<tr>
<td>New Fence for tennis courts at Jackson Playground</td>
<td>$275.00</td>
</tr>
<tr>
<td>Renew water system at Jackson</td>
<td>$92.00</td>
</tr>
<tr>
<td>New Flag and rope Jackson</td>
<td>$15.00</td>
</tr>
<tr>
<td>Bickford Playground:</td>
<td></td>
</tr>
<tr>
<td>New fence for tennis courts</td>
<td>$375.00</td>
</tr>
<tr>
<td>6 baby swings</td>
<td>$66.00</td>
</tr>
<tr>
<td>Repair field house</td>
<td>$10.00</td>
</tr>
<tr>
<td>Pulaski Playground:</td>
<td></td>
</tr>
<tr>
<td>2 tennis nets</td>
<td>$26.00</td>
</tr>
<tr>
<td>2 tennis reels</td>
<td>$11.00</td>
</tr>
<tr>
<td>Backstop for ball diamond</td>
<td>$72.00</td>
</tr>
<tr>
<td>Fence on 2 sides of Kolanki's land</td>
<td>$123.43</td>
</tr>
<tr>
<td>6 baby swings</td>
<td>$56.00</td>
</tr>
<tr>
<td>Flag pole, billards, flag and rope</td>
<td>$40.00</td>
</tr>
<tr>
<td>Repair cannon at Monument Park</td>
<td>$35.00</td>
</tr>
<tr>
<td>Bedding plants and bulbs</td>
<td>$75.00</td>
</tr>
<tr>
<td>Repair and Paint chair at Union Station</td>
<td>$35.00</td>
</tr>
<tr>
<td>New Slide at Greenwood Playground</td>
<td>$145.00</td>
</tr>
</tbody>
</table>

**Total:** $9264.43

Greenwood Memorial Swimming Pool is 50% self-supporting.
Golf Course is entirely self-supporting.
For other recreational expenses including special holiday celebration, band concerts and the maintenance of parks and playgrounds see table number XXVII.

It would be unfair not to mention at this point that the present agencies have been trying to do the best job possible with inadequate funds. The lack of a recreational program in the congested areas of the city has been under discussion by various groups. However, the community still needs to be educated to the necessity for such activities. An organized lay interest would help greatly in the promotion of community consciousness in its needs for recreation. This group would contribute much in creating and reflecting public opinion. It would also be in a position to negotiate advantages for the movement and aim towards higher standards in the program, finance facilities and promote leadership. The leading motives of such a group should be of a community-wide interest, it being composed of representatives of the churches, labor groups, Chamber of Commerce, and other service clubs.
CHAPTER IX
SUMMARY AND RECOMMENDATIONS

Summary: This survey has taken into consideration the various aspects of the problem of recreation which is most vital to the community interest in formulating a program of leisure time activity.

1. A study of the literature on related subjects shows that other groups have seen the need for the evaluation of community recreation. The comparison of and conclusion drawn from these studies shows that Gardner needs to improve her facilities, reorganize her administration, and consolidate her efforts.

2. Research in the history of Gardner's municipal recreation movement gives a background for future development.

3. An evaluation of the needs for better development of the recreation program in Gardner is emphasized by delinquency and juvenile accident records.

4. A survey of existing facilities and the possibility for development has been made available for those interested in planning of programs, administration of policies, and budgets for Gardner's municipal recreation.

5. A brief summary of the outside agencies for promotion of recreation emphasizes their limitations, and the need for a co-ordination of efforts by a city recreational director.
6. The form of administration is analysed and suggestions are given to help in making a more efficient organization to provide recreation.

Recommendations: This survey of public recreation in Gardner, Massachusetts has made clear certain essential needs which are classified under the following headings:

1. Program

   A. A more extensive program based on a year round system.

   The recreational needs are not only in the summer weeks as the present Gardner recreational program would indicate. A twelve month program offering diversified activities of physical, social handicraft, manual, indoor and out-of-door activity must be established to adequately provide for the community.

   B. Evening centers offering a daily program of recreation and education.

   C. Publicity.

   Every means of publicity should be used to make local citizens aware of the possibilities of a recreational program, enlist further participation and build good will. The following methods may be used advantageously:

   1. Newspaper pictures, editorials, and featured stories.

   2. Talks on "public recreation" to community groups and organizations.

   3. Inspection tours, exhibition and demonstration of recreational activities.
4. Public forums and discussion groups.
5. Distribution of printed literature on recreation.
6. Annual recreation week to focus special attention on the work.

D. Co-recreation activities.

2. Administration and Supervision
   A. Recreational Executive under Physical Education Director.

The hiring of a qualified recreational executive would be an economical and profitable move for the city. This executive would conserve, co-ordinate, and capitalize on the present facilities for a varied program of recreation. A small addition of paid and voluntary leadership to the present staff would be necessary to give excellent municipal service.

Gardner needs a trained recreational executive who knows the philosophy and principles of organized recreation. He must be a good executive capable of training leaders for field work. His duties would be to plan a program of present and future needs and to interpret the work of his department. His first problem will be to understand the needs of Gardner and plan a program to meet them.

B. Co-ordination of Present Departments.

Combining the Park Board, Golf Commission, Greenwood Memorial Trustees into one commission.

OR

An establishment of a recreation commission with
representatives on it from School and Park Board, Memorial Trustees and Golf Commissioners.

C. **Organization of a Voluntary Citizen Council.**

Organized lay interest is the best insurance on the success of any public service. Many things can be accomplished through this group that cannot be realized in any other way.

D. **Develop close working relationship with** Police Department, Courts, and probation officers on problems of juvenile delinquency.

E. **Hold at least one training institute a year for the recreational personnel.**

F. **Maintain caretakers at the Greenwood and Pulaski Playgrounds.**

3. **Health and Safety**

A. **Build a field house at the Ovila Case Playground.**

B. **Install necessary sanitary facilities on all recreational areas.**

C. **Place bubblers on all playgrounds.**

D. **Build walk from School Street School to flat surface of playground.**

E. **Improve drainage at Wilder Field.**

F. **Build warming house at Dunn Park and Parker's Pond for skaters.**
4. More Municipal Financial Support

It is important to realize that just as public schools can educate children at the lowest cost, so can public recreation provide recreation at a minimum expense.

5. Facilities

Gardner is to be complimented on the foresight of its leading citizens for procuring so many fine recreational facilities. Today's problem is one of co-ordination, management and administration to acquire a more extensive land use of the municipal areas and other recreational facilities.

A. Use of the High School and Prospect Street School facilities in the community recreation program. A special budget allotment should take care of expenses attached to this additional school usage.

B. Acquire additional land near Ovila Case Playground for picnic area and possible outdoor swimming pool.

C. Improve facilities.

1. Landscape as indicated on playground and athletic field maps.

2. Arrange for more extensive use of play areas in a winter sport program. Sliding and coasting facilities are especially lacking.


4. Build a wading pool at the Greenwood Playground and later another at the Pulaski Playground.

5. Build a baseball diamond and volley ball court at Ovila Case Playground.
Conclusion: The living conditions of today make necessary the leadership for the proper use of leisure time to make people more satisfied with modern life. The brilliancy of scientific and industrial achievement does not satisfy the cravings of the human spirit. To this theme Professor Finney of Educational Sociology at the University of Minnesota writes, "Not withstanding all the complexity and splendor of our present civilization there has seldom been a time in history when a larger proportion of lives were distraught with nervous haste, conflicting purposes, aimlessness approach, despair, restlessness, discontentment, resentful anger at injuries, real or imagined, and haunting fear of impending disaster."

A good municipal recreation program under proper leadership will help many children and citizens to adjust their lives in the present era of conflicting ideas, interest, and desires.

Table Number XXV
Maintenance Organization for Recreation
Gardner, Mass.
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BOOKS


BIBLIOGRAPHY

BOOKS


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Table Number IA

Activities for a Recreation Program

A list of activities suitable for a municipal recreation program and books, containing detailed instruction on the introduction, instruction, and organization of these activities, has been collected under the following headings to be available for selection in the drawing up of a well rounded Community Program.

I. Highly Organized team and Pre-Athletic Games.

Team games are played by sides of more select and limit-persons, who must work to attain a high degree of cooperation for success. They generally have an intricate and detailed set of rules. Furthermore, they ordinarily involve learned skills that are not ends in themselves, and they need intensive training, drill, and coaching.

<table>
<thead>
<tr>
<th>Soccer</th>
<th>Pinball</th>
<th>Hand Soccer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rugby</td>
<td>Endball</td>
<td>Americanball</td>
</tr>
<tr>
<td>Cricket</td>
<td>Kickball</td>
<td>Touch Football</td>
</tr>
<tr>
<td>Baseball</td>
<td>Longball</td>
<td>Playgroundball</td>
</tr>
<tr>
<td>Lacrosse</td>
<td>Fieldball</td>
<td>Soccer baseball</td>
</tr>
<tr>
<td>Football</td>
<td></td>
<td>Double Dodgeball</td>
</tr>
<tr>
<td>Speedball</td>
<td>Hand Polo</td>
<td>Hockey Field &amp; Ice</td>
</tr>
<tr>
<td>Volleyball</td>
<td>Captainball</td>
<td>Nine court basketball</td>
</tr>
<tr>
<td>Basketball</td>
<td></td>
<td>Two court basketball</td>
</tr>
</tbody>
</table>

Bancroft, J., Games for Playgrounds, Home, School and Gymnasium.
Bancroft, J., Handbook of Athletic Games.
Bickley, Graham, Handbook of Athletics.
Boven & Mitchell, Practice of Organized Play.
"Mass Athletics & Games", N.R.A.

"Physical Education Courses of Study", Denver, Colorado, and Columbus, Ohio.

"Playing Rules for Various Highly Organized Team Games", Spalding Athletic Library.

II. Track & Field Athletics.

Track and field activities and contests have to do with the fundamental skills such as jumping, running, throwing, etc. and depend largely on individual skill.

<table>
<thead>
<tr>
<th>Badge Test</th>
<th>Track &amp; Field</th>
</tr>
</thead>
<tbody>
<tr>
<td>Novice races</td>
<td>Motor ability test</td>
</tr>
<tr>
<td>Relay carnival</td>
<td>Athletic efficiency test</td>
</tr>
<tr>
<td>All-round Championship</td>
<td></td>
</tr>
</tbody>
</table>

Bovard, John F. & Cozens, F. W., Test & Measurements in Physical Education.


"Track & Field Guides", Spalding Athletic Library.

III. Tumbling, Pyramids, and Stunts.

Tumbling, pyramids, and stunts may or may not require apparatus. These activities are highly adaptive, and have no limit to the number and combinations of exercises or movements that may be mastered.

Tumbling and pyramids teams and clubs.

Individual Stunts without apparatus.

Balance-beam stunts, etc.
IV. Low Organized Games.

Low organized games generally do not require much skill. As a rule they have very few playing regulations, and these may be readily interpreted. There usually is no definite limit to the number of players who may participate. Furthermore, these games vary greatly as to type, and degree so that they may be splendidly adapted for all ages and to any sized group and to almost any situation in so far as equipment and facilities are concerned.

Stunts
Tag games
Line games
Relay games
Guessing games

Quiet games
Circle games
Social games
Spoke games
Pencil & paper games

Dual contest
Singing games
Obstacle races
Group contest

V. Free Play Activities.

Free-play activities are those which may be carried on with a minimum of immediate direction or supervision and include an unusually great variety of interest and activities.
Curtis, H. S., *Education Through Play*

"Eighty-eight Successful Play Activities", National Recreation Association.

VI. **Story Hour and Correlated Phases.**

The story hour is a special period given over to the presentation of stories in the numerous ways as indicated below. It is essentially a quiet period with the major portion of the group ordinarily acting as listeners or spectators. The story hour may be correlated in an excellent manner with many phases of the program.

| Puppetry | Inventing Stories |
| Dramatization | Radio Story Hour |
| Retelling Stories | Informal Story Hour |

Bailey, C. S., *For the Story Teller.*

Bryant, S. C., *How to Tell Stories to Children.*

Cowles, J., *The Art of Story Telling.*

VII. **Handicraft and Construction Work.**

Handicraft and construction work emphasized the use of the hands or, more generally speaking, the manual activities
which have to do with making things. This "expression" of the hands lends itself to a wonderful opportunity for bringing out creative ability of which the child is capable.


"Handicraft", National Recreation Association.

Hall, A. M., Carpentry & Mechanics for Boys.
Kelley, Lela, E., "300 things a Bright Girl Can Do".

VIII. Music.

Music, as a part of the recreation or play program, is intended to provide an opportunity for social development, entertainment, and expression of rhythmic impulses through the various forms of presentation which are here suggested.

Community singing  Quartets  Harmonica clubs
Phonograph concerts  Glee Clubs  Kitchen bands or Improvising songs
Operas and operettas  Orchestras  Jazz horn harmony
Music memory contest  Toy symphony  Ukulele playing
"Community singing", National Recreation Association.
Bartholomew and Lawrence, *Music for Everyone*.

IX. Drama.

Dramatics, another form of social development offers a wide range of selective activities which provide for those who are talented in acting, mimicry, impersonation, and other modes of public presentation.

- Farces
- Tableau
- Debates
- Pageants
- Festivals
- Charades
- Comedies
- Fantasies
- Mock trials
- Vaudevilles
- Pantomimes
- Melodramas
- Patriotic plays
- Minstrel shows

Kelley, Owen, *Stunt plays*.

"Community Drama", National Recreation Association.
Wedgwood, Harriet, *Education Through Health Plays*.

X. Dancing.

Dancing in its various phases may be a social activity providing recreational opportunities; it may also be a means of developing self-expression and creative ability as well as being a splendid form of exercise.

- Rhythms
- Folk dancing
- Clog dancing
- Tap dancing
- Social dancing
- Dance reviews
- Character dancing
- Natural dancing
- Dancing & singing games

Burchenal, Elizabeth, *Dance of the People*.
XI. Nature Activities.

Nature activities afford an opportunity for imparting knowledge regarding all the related phases of natural environment and physical phenomena, thus making for a more constructive attitude, a better understanding, a keener appreciation, and a greater observation of natural life on the part of those who are active in such work.

- Pets
- Flowers
- Collections
- Birds
- Field trips
- Campcraft
- Trees
- Gardening
- Nature excursions
- Insects
- Woodcraft
- Nature lore games
- Hiking
- Indian lore
- Study of natural foods
- Leaves
- Astronomy
- Nature experimentations
- Geology
- Flower Pressing & Mounting

XII. Water Sports.

Water sports, generally considered, are intended to include all those activities in or on the water and all the various skills and knowledge which thereby are implied by these activities.
XIII. Special or Feature Activities.

Special or featured activities may or may not be correlated with the regular phases of the program. Furthermore, it might be added that they are intended to have a wide appeal and generally involve varying ages, also broader interest in types of non-competitive activities which are very frequently for purposes of demonstration, entertainment, or amusement.

- Fun fest
- Festivals
- Pageants
- Playdays
- Maydays
- Doll show
- Baby show
- Hobo party
- Masquerade
- Special Day
- Celebrations
- Hobby show
- Peanut hunt
- Doll parades
- Flower show
- Craft exhibits
- Band concerts
- Treasure hunts
- Dance reviews
- Soapbubble day
- Costume parade
- Easter egg hunt
- Game carnivals
- Exhibitions & Demonstrations
- Famous characters
- Christmas celebration
- Mock track meet, etc.
- Father & Sons dinner, ball games, etc.

"Eighty-eight Successful Play Activities", National Recreation Association.

"Recreation" (The playground), National Recreation Association.
XIV. **Contests and Tournaments**.

Contests and tournaments are activities organized almost entirely on a competitive basis, and most frequently are correlated with other phases of the program, serving often as a culmination or climax for them.

Quoits  
Casting  
O'Leary  
Checkers  
Pet shows  
Hop scotch  
Horseshoes  
Track meets  
Stilt contests  
Bird house construction  
Mumble-de-peg  
Tumbling meet  
Swimming meet  
Kite tournament  
Archery tournament  
Sail & motor boat meets, cars  
Harmonica Contest  
Pushmobile Contest  
Dolls & doll house construction  
Doll dress contest  
Bicycle tournament  
Tennis tournament  
Marble tournament  
Stunt championship  
Flowers, leaves, and stamp collection  
Junior Olympics  
Roller skating bicycle  
Jackknife  
Costume parade & tournament  
Stilts, scooters, kiddie-cars  

Mason and Mitchell, **Active Games and Contests**.  
"88", National Recreation Association.

XV. **Social Recreation**.

Social recreation has to do entirely with the bringing together of groups, which may or may not be mixed groups, for the pure purpose of pleasure, amusement or entertainment in group functions.

Stunts  
Picnics  
Banquets  
Splash party  
Ice cream socials  
Lemonade party  
Watermelon parties  
Teaparty for youngsters  
Wiener & marshmallow roast parties  
Magic & entertainment  
Season & holiday parties  
Community socials
XVI. Extra Promotional.

Extra promotional activities are somewhat supplementary in nature and are intended to bring in large community relationship and aspects of play and recreation program by utilizing available opportunities outside the immediate domain of the recreation or municipal facilities available through that department.

Golf Gardens Camping Street play Fly casting Toboggan ing Junior police Trap shooting Roller skating Civic activities Backyard play Industrial trips Motion pictures Citizenship days First-aid classes Hydrant showers Horseback riding Public discussions Service bag to be loaned out Community music Outings & hikes Community socials Clubs - Boy Scouts, Girl Scouts Canoeing & Boating Industrial recreation Playground newspapers Flooding skating areas Schools & churches as social centers Recreation institutions leader training Story telling on doorsteps Outside speakers

XVII. Winter Sports.

The winter activities afford opportunities for games and contest with snow and ice. Some of the more popular activities are classified here.
Ice Skating Contest
Ice Hockey Contest
Sled Contest
Ski Jumping
Winter Overnight Hikes

Snow Modeling
Coasting Hills
Skating Parties
Winter Carnival
Painting Snow Sculpturing

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Cruikshank, James A., Winter Sports.
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Lytton, U. S., Winter Sports.
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"Winter Camping", Boy Scouts of America.
Table Number IIA

The Recreation Calendar

JANUARY

Special Days - United States

1 New Year's Day
1 Negro Emancipation, 1863
7 Gregory XIII (Ugo Buoncompagni) 1502
   (Our present calendar is known as the
   Gregorian Calendar)
8 Battle of New Orleans, (at New Orleans only)
14 Maury Day (Virginia)
17 Benjamin Franklin's Birthday
19 Edgar Allen Poe, 1809, Poet, Writer
19 R. E. Lee's Birthday (observed in Alabama,
   Arkansas, Florida, Georgia, Mississippi,
   North Carolina, South Carolina, Tennessee
   and Virginia)
25 Robert Burns, 1759, Poet
28 Child Labor Day
31 Franz Schubert, Composer, 1797

Special Weeks - United States

17-23 National Thrift Week
20-25 National Drama Week

Special Days - Foreign-Born Groups

7 Christmas (Balkan States, Ukraine and Greece)
20 Chinese New Year or Spring Holiday (Jan. 20-
   Feb. 19)

Special Events

Snow and ice events (skating, hockey, polo, etc.)
Various types of indoor ball games
Quiet games
Story telling
Pageants (Inauguration Day)
Minstrel Shows (Negro Emancipation)
Poetic readings (Poe and Burns)
Dramatic presentation (National Drama Week)
Musical numbers (Franz Schubert)
Table Number IIA

The Recreation Calendar

JANUARY

Special Days—United States

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1  Negro Emancipation, 1863
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14  Maury Day (Virginia)
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   Feb. 19)

Special Events

Snow and ice events (skating, hockey, polo, etc.)
Various types of indoor ball games
Quiet games
Story telling
Pageants (Inauguration Day)
Minstrel Shows (Negro Emancipation)
Poetic readings (Poe and Burns)
Dramatic presentation (National Drama Week)
Musical numbers (Franz Schubert)
FEBRUARY

Special Days - United States

2 Ground Hog Day
3 Boy Scouts of America, founded in 1910
12 Abraham Lincoln’s Birthday, 1809
12 Georgia Day (in that state only. Date of Oglethorpe’s landing in 1733)
14 St. Valentine’s Day
14 Admission Day (in Arizona)
22 George Washington’s Birthday, 1732

Special Weeks - United States

18-23 Better American Speech Week

Special Events

Same events as for January, plus:
Demonstration by Boy Scouts (Boy Scouts of America)
Recitation - Gettysburg address, etc. - (Abraham Lincoln)
Valentine party (St. Valentine’s Day)
Pageant (Georgia Day; Admission Day)
Story acting, biographical sketch (Lincoln and Washington)
Appropriate party (Leap Year)

MARCH

Special Days - United States

1 Mardi Gras (observed in Alabama, Florida and Louisiana)
2 Texas Independence Day (in Texas)
2 Sam Houston Memorial Day (in Texas)
4 Pennsylvania Day (in that state, whose charter was granted March 4, 1681)
6 Michelangelo, 1475, Art
7 Luther Burbank, 1849, Nature
8 Birthday of Joseph Lee
17 St. Patrick’s Day
21 First day of Spring
25 Maryland Day (in that state only)
30 Seward Day (in Alaska)
Easter (earliest possible date March 24; latest possible date April 25)
Special Weeks - United States

17-21 Clean-up and Paint-up Week  
Girl Scouts International Month

Special Events

Same events as for January  
Pageants, floats, contests, etc. (Mardi Gras)  
Trip to museum (Michelangelo)  
Nature talk, garden club, etc. (Luther Burbank)  
Parade and community singing (St. Patrick's Day)  
Hike through woods (First Day of Spring)  
Choral festival (Easter)  
Handicraft activities (Girl Scouts Month and Clean-up and Paint-up Week)

APRIL

Special Days - United States

1 All Fool's Day  
3 John Burrough's, 1837, Nature  
6 R. E. Peary discovered the North Pole, 1909  
11 Arbor Day and Bird Day  
12 Anniversary of founding of National Recreation Association in 1906  
12 Date of passage of Halifax Independence Resolutions (in North Carolina)  
13 Thomas Jefferson's Birthday, 1743 (in Ala.)  
18 Paul Revere's Ride, 1775  
19 Patriots' Day, (Battle of Lexington and Concord, 1775) (in Maine and Massachusetts)  
21 Battle of San Jacinto (in Texas)  
27 Grant's Birthday  
30 Washington Inaugurated First President of United States, 1789

Special Weeks - United States

7-12 Forest Protection Week  
20-26 National Garden Week  
Be kind to Animals Week (latter part of April)  
Better Homes Week  
Health Promotion Week (latter part of April)  
International Boys Week (April and May)  
Own Home Week (first week in April)

Special Events

Party (All Fool's Day)
Tree planting, gardening, nature activities
(John Burroughs, Arbor Day, Forest Protection and National Garden Weeks)
Track activities
Sidewalk games
Roller skating
Ball games
Musical and dramatic presentations (Easter)

MAY

Special Days - United States

1 May Day
1 Child Health Day
4 John J. Audubon, 1780, Birds, Nature
9 R. F. Byrd flew to North Pole, 1926
11 World Good Will Day
18 World Peace Day
20 Anniversary signing of Mecklenburg Declaration of Independence (observed in N.C.)
21 Charles A. Lindbergh flew the Atlantic, 1927
21 American Association of the Red Cross founded 1881
22 National Maritime Day (observance by flag display, commemorating first successful transatlantic voyage by steam of SS Savannah from Savannah, Ga., 1819)
25 Ralph Waldo Emerson, 1803, Poetry
30 Memorial Day or Decoration Day (all states and possessions except Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina)
Mother's Day (second Sunday)

Special Weeks - United States

Music Week (beginning first Sunday, annually)
3 Boys Week - Rotary Clubs
4-10 Mothers and Daughters Week
Poetry Week (fourth week)
Youth Week (first week)

Special Days - Foreign-born Groups

1 Labor Day (in Philippines)
3 Constitution Day (Polish)
17 Constitution Day (Norwegian)
Special Events

Outdoor athletics and ball games of various types
Maypole party, contests, health exhibitions (May Day, Child Health)
Nature activities (John J. Audubon)
Model Aircraft display, contest, party (Byrd, Lindbergh Days)
Outdoor exercises, demonstrations, debates, contests, first aid, dramatic portrayals, pageants (World Good Will Day, World Peace Day, American Red Cross founding, Memorial Day, etc.)
Essay and poetry writings (Emerson Day and Poetry Week)
Folk festival, folk singing and dancing (Polish and Norwegian Constitution Day)
Craft, art, dramatic, music skills, physical activities (Youth Week)

JUNE

Special Days - United States

3 Confederate Memorial Day (in Tennessee)
3 Jefferson Davis' Birthday (in Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, South Carolina, Texas and Virginia)
5 Rose Festival
14 Flag Day, 1777
15 Pioneer Day (in Idaho)
17 Bunker Hill Day, 1775 (in Massachusetts)
20 West Virginia Day (in West Virginia)
21 First day of Summer, longest day of year
21 Daniel Carter Beard, 1850, Boy Scouts
Father's Day (second Sunday)

Special Days - Foreign-born Groups

5 Constitution Day (Danish)
10 China, Dragon Boat Festival
11 Kamahameha Day (in Hawaii)
24 Mid-Summer Day (Sweden and Finnish)

Special Events

Playground activities
Garden activities
Picnics, hikes, outdoor games, boat trips
Appropriate party (Father's Day)
Outdoor exercises, special patriotic pageant
(Bunker Hill Day, Idaho Pioneer Day, Confederate Memorial Day, Flag Day, etc.)
Pageants, floats, community concert, singing
(Rose Festival, First Day of Summer
Folk dancing, folk singing (Swedish, Finnish and Danish Days)
Concert, Hawaiian guitars (Hawaii Day)
Dramatic presentation, dances, parade, floats
(China Dragon Festival)

JULY

Special Days - United States

1-3 Battle of Gettysburg, 1863
4 Independence Day, 1776
6 John Paul Jones, 1747
13 Birthday of Gen. Bedford Forrest (in Tennessee)
14 Rembrandt, 1607, Art
24 Pioneer Day (in Utah)

Special Days - Foreign-born Groups

14 Bastile Day (France)
17 Yunoz. Rivera Day (in Puerto Rico)
21 Anniversary of National Independence (Belgium)
25 Occupation Day (in Puerto Rico)
27 Dr. Barbosa's Birthday (in Puerto Rico)

Special Events

Outdoor swimming and water sports of various types
Tennis, badminton, ping pong and other ball games and contests
Archery, quoits, croquet, etc.
Trips, outings, playground activities
Outdoor pageants, flower shows (Gettysburg, Independence Day)
French folk dances (Bastile Day)
Trip to art center (Rembrandt Day)
Patriotic rally, songs, story-acting (John Paul Jones, Utah Pioneer Day)
AUGUST

Special Days - United States

1 Colorado Day (in that state only)
9 Izaak Walton, 1803
15 Sir Walter Scott, 1771, Author
16 Anniversary Battle of Bennington (in Vermont)
17 David Crockett, 1786, Frontiersman
29 Oliver Wendell Holmes, 1809, Poet

Special Days - Foreign-born Groups

13 Occupation Day (in the Philippines)

Special Events

Fishing, motor boat races, model boat sailing contests
Swimming, water sports and carnivals
Nature activities, craft activities
Story telling, story and poetic readings
(Scott and Holmes Days)
Story acting, pageant, play (Colorado Day, Battle of Bennington, David Crockett)
Camping, musical entertainments, picnics, hikes
Outdoor concerts

SEPTEMBER

Special Days - United States

6 Lafayette Day, Marquis de Lafayette, 1775
(also the anniversary of the First Battle of the Marne)
9 Admission Day (in California)
12 Defenders' Day (in Maryland)
14 Star-Spangled Banner written by Francis Scott Key, 1814
15 James Fenimore Cooper, 1799, Author
17 Constitution Day, 1787
22 Emancipation Proclamation, 1862
23 First day of Autumn
Labor Day (first Monday)
American Indian Day (fourth Friday)

Special Weeks - United States

16-22 Constitution Week
27-30 Indian Week
Special Days - Foreign-born Groups

20 Unification Day (Italian)

Special Events

Bicycling, roller skating
Hunting, shooting, horseback riding
Archery
Track and field events
Soccer, football and other field ball games
Reading, debating, discussion (particular emphasis on Constitution Day, Emancipation Proclamation Day, Labor Day, etc.
Harvest festival, exhibit handicraft projects (First Day Autumn, American Indian Day, etc.)
Folk singing and dancing (Italian)

OCTOBER

Special Days - United States

1 Missouri Day (in that state's schools)
7 James Whitcomb Riley, 1853
9 Fraternal Day (Alabama only)
9 Fire Prevention Day (Chicago Fire - 1871)
12 Columbus Day (America discovered - 1492)
18 Alaska Day (in Alaska only)
20 Will Carleton Day (Michigan)
23 Frances C. Willard Day
27 Roosevelt Day
27 Pennsylvania Day (Pennsylvania)
31 Hallowe'en
31 Admission Day (in Nevada)

Special Weeks - United States

8-11 Good Citizens of America Week
8-13 National Fire Prevention Week
24-31 Good Health Week
Apple Week (latter part of October)

Special Days - Foreign-born Groups

28 Independence Day (Czechoslovakia)

Special Events

Same events as for September, plus:
Football and volley ball type activities
Races
Hiking
Paper craft, dramatic presentation (Hallowe'en)
Essay contest (Fire Prevention Week, Good Citizens Week, etc.)
Exhibition physical skills, contest (Good Health Week)
Harvest festival (Apple Week)
Folk dancing and singing (Czechoslovakian Independence Day)

NOVEMBER

Special Days - United States

2  Daniel Boone, 1734
11  Armistice Day, 1918
11  Indian Summer
13  Robert Louis Stevenson, 1850
19  Lincoln's Gettysburg Address, 1863
Election Day (first Tuesday after first Monday)
Thanksgiving Day (last Thursday)

Special Weeks - United States

5-11  World Court Week
11-17  Children's Book Week
11-18  National Father and Son Week
18-23  American Education Week
19-   Open School Week (New York City)

Special Events

Gymnasium activities, indoor swimming
Indoor ball games
Fencing, boxing, wrestling
Ice skating and other ice rink activities
Sleigh riding, skiing, tobogganing and other winter sports
Hobby clubs, music clubs, dramatic groups
Book clubs, forum groups (Book Week, World Court Week, etc.)
Essay contest (Armistice Day)
Current events, political discussion clubs
(American Education Week, Election Day)
Craft activities in connection with harvest festival (Thanksgiving, Indian Summer)
DECEMBER

Special Days - United States

7 Delaware Day (in that state; U. S. Constitution ratified on that date, 1787)
14 Amundsen reached South Pole, 1911
17 Red Cross
21 First day of Winter, shortest day of year
21 Forefathers' Day (landing on Plymouth Rock, 1620; celebrated by New England societies everywhere)
25 Christmas Day
28 Woodrow Wilson's Birthday (in South Carolina)
31 New Year's Eve

Special Weeks - United States

6 Safety Week

Special Events

Same events as for November, plus:
Community singing of Christmas carols (Christmas)
Craft activities for decorating community Christmas Tree
Pageant depicting activities (Red Cross)
Story-acting (Forefathers' Day, Amundsen)
Patriotic rally, addresses, essay contest (U. S. Constitution, Woodrow Wilson, etc.)
Winter Carnivals
Parties (New Year, Christmas)
1. Does your church have an organized Recreational Program? (Yes or No)

2. Check the seasons this program covers: 
   Spring ( )
   Summer ( )
   Fall ( )
   Winter ( )

3. Approximately how many church members and non-members take active part in the program. (Number)

4. Check recreational activities sponsored by your church:
   A. Boy Scouts ( ) (Number)  
   B. Girl Scouts ( ) (Number)  
   C. Young Men Athletic Teams.

   1. ____________________________
   2. ____________________________
   3. ____________________________
   4. ____________________________

   D. Young Women social activities. (Name or type of organization)
      Approximate number participating. ____________________________

   E. Any Others ____________________________

5. What leadership is provided for these activities. ____________________________

6. Could a municipal recreational program be helpful to your present program. (Yes or No)

7. Are you convinced that a definite need exist in Gardner for a year around municipal recreational program today. (Yes or No)

8. Does your church have facilities such as: gymnasium, lecture hall, social recreation rooms, etc. (List with approximate size.)

9. Do you believe a coordinated municipal program under a full time city recreational superintendent could make necessary arrangements for the use of your church recreational buildings on certain evenings. (Yes or No)

10. Any pertinent facts not covered by these questions please write here: ____________________________
Table Number IVA

How Could the Gardner Senior High School Be Adapted for Community Center use?

The Gardner Senior High School is a fine "natural" community center and needs few additions. It is easily accessible and comparatively large. It has the necessary facilities of a gymnasium (which can be divided for both men and women or boys and girls); a fully equipped auditorium with stage, etc.; shops in the basement for craft work and a cafeteria also in the basement which could be used in the evening as a quiet game room. Although there are fine facilities on the third floor (home economics room, etc.) only the first floor and basement would be needed. There are lavatories on the first floor and the gymnasium is constructed so that traffic can come into and leave it without going through the remainder of the building.

The railings on the stair cases leading up from the first floor are so constructed that it would be very easy to put a gate on each staircase to prevent anyone from going through the remainder of the building when open for community purposes at night.

Who Would Take Advantage of Community Center Facilities at Night?

Would be open to any person of either sex, over, let's say, sixteen years of age. (In some cities this minimum age limit is fourteen years.) (In other communities
What Equipment Would Be Needed For a Well-Rounded Program?

Pingpong tables, checker boards, table games, magazines, athletic supplies and perhaps some craft, music and drama materials.

What Would it Cost to Operate Such a Center?

There are the following items of cost:

1. Heat, Light and Janitor Service
2. Leadership
3. Supplies

It is difficult to give an accurate estimate of total cost unless detailed information is available on operating expenses of the school. However, a high estimate is as follows:

1. Based on operating the center 6 months - October 15th to April 15th. If a shorter season is desired the expenses will be reduced proportionately.

2. The center would be open Mondays to Fridays, inclusive, from 6:30 to 10:00 p.m.

Tentative Budget

1. Heat, Light, and Janitor Service $2,000
2. Leadership
   a. Center Director - 6 months $300.00
   b. Associate Director - 6 months $600.00
   c. Athletic Instructor - 2 hours per evening, 3
evenings a week, 6 hrs.  
per week, 26 weeks, 156 
hours at 75 cents per  
hour

d. Music Instructor - 2  
hours per evening, 2  
evenings a week, 4  
hours per week, 26 weeks,  
104 hrs. @ 75 cents per  
hour

117.00

e. Dramatic Instructor - 2  
hrs. per evening, 1  
evening per week, 2 hrs.  
per week, 26 weeks, 52  
hours @ 75 cents per hour

78.00

f. Arts & Crafts Instructor -  
2 hrs. per evening, 1  
evening a week, 2 hours  
per week, 26 weeks, 52  
hours @ 75 cents per hour

39.00

g. Librarian - 2 hrs. per  
evening, 5 evenings a week,  
10 hours per week, 26 weeks,  
260 hrs. @ 60 cents per  
hour

156.00

h. Boxing Instructor - 2 hrs.  
per evening, 2 evenings  
per week, 4 hrs. per week,  
26 weeks, 104 hrs. @ 75  
cents per hour

78.00

i. Wrestling Instructor - 2 hrs.  
per evening, 1 evening a  
week, 2 hrs. per week, 26  
weeks, 52 hrs. @ 75 cents  
per hour

39.00

Total Leadership $1,446.00

(*) The director of the center could be the principal  
of the high school who would serve the best interests of  
the education department and at the same time act in an  
advisory capacity to the associate director. The director  
of the center would not be required to work each night the  
center is open, although the associate director would be  
required to be there at all times.
3. Supplies

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletic Material</td>
<td>$300.00</td>
</tr>
<tr>
<td>Music for vocal and choral groups</td>
<td>$75.00</td>
</tr>
<tr>
<td>Arts and crafts material</td>
<td>$60.00</td>
</tr>
<tr>
<td>Games for game room</td>
<td>$25.00</td>
</tr>
<tr>
<td>Library, magazines, books, etc.</td>
<td>$50.00</td>
</tr>
<tr>
<td>Table tennis tables, etc.</td>
<td>$50.00</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>$50.00</td>
</tr>
</tbody>
</table>
| **Total**                            | **$610.00**

Heat, Light, Janitor, etc.                           $2000.00
Leadership                                            $1446.00
Supplies                                              $610.00

**Total Cost**                                        **$4056.00**

What Will the Program Include? (*)

1. Athletics of all types
2. Arts and Crafts
3. Music
4. Dramatics
5. Library
6. Social Recreation
7. Social Dancing
8. Quiet Games
9. Hobby Clubs
10. Discussion Groups
11. Educational Activities
12. Special Events
13. Community Nights

(*) Program can be determined by what the people want.

Note: Not all leaders will be paid. Volunteer leaders can assist from time to time.

Who Shall Administer the Work?

The program can be administered directly by the School Committee or by a separate committee or commission set up for the purpose. If the latter, it would be well to establish a legal recreation commission with representation on it from perhaps the School Committee, Park Board, Greenwood Memorial, Golf Commission and perhaps one person chosen at large.
Under any circumstance the community center should have a lay advisory committee with representation from business, church, labor, etc.

**Important:**

The strength of any work of this type depends largely upon the leadership of the program. Above all, the staff of leaders from the director on down must be well qualified and trained to do their respective jobs.
<table>
<thead>
<tr>
<th>CITY ADMINISTRATION</th>
<th>AMOUNT EXPENDED IN 1938</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mayor's Department</td>
<td>$3,397.03</td>
</tr>
<tr>
<td>City Council Department</td>
<td>2,390.07</td>
</tr>
<tr>
<td>Auditor's Department</td>
<td>3,900.00</td>
</tr>
<tr>
<td>Treasurer's Department</td>
<td>3,075.41</td>
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<tr>
<td>Collector of Taxes Dep't.</td>
<td>4,816.56</td>
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<tr>
<td>Assessor's Department</td>
<td>5,708.66</td>
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<tr>
<td>License Board Department</td>
<td>788.40</td>
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<tr>
<td>Law Department</td>
<td>2,314.36</td>
</tr>
<tr>
<td>City Clerk's Department</td>
<td>2,604.70</td>
</tr>
<tr>
<td>Election and Registration</td>
<td>3,154.84</td>
</tr>
<tr>
<td>Board of Survey</td>
<td>89.50</td>
</tr>
<tr>
<td>Planning Board</td>
<td>96.75</td>
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<tr>
<td>City Hall Maintenance</td>
<td>3,653.79</td>
</tr>
<tr>
<td>Weights and Measures Dep't.</td>
<td>1,593.56</td>
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<tr>
<td>Insect Pest Extermination Dep't.</td>
<td>1,579.82</td>
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<tr>
<td>Printing Account</td>
<td>1,869.89</td>
</tr>
<tr>
<td>Reserve Transfer Account</td>
<td>9,575.00</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>53,608.34</strong></td>
</tr>
</tbody>
</table>
**PUBLIC SAFETY**

<table>
<thead>
<tr>
<th>Account</th>
<th>Amount Expended in 1938</th>
</tr>
</thead>
<tbody>
<tr>
<td>Street Lighting Account</td>
<td>21,439.97</td>
</tr>
<tr>
<td>Police Department</td>
<td>40,715.80</td>
</tr>
<tr>
<td>Fire Department</td>
<td>51,916.00</td>
</tr>
<tr>
<td>Forest Warden</td>
<td>1,125.00</td>
</tr>
<tr>
<td>Inspector of Wires Dep't.</td>
<td>303.62</td>
</tr>
<tr>
<td>Inspector of Building Dep't.</td>
<td>746.25</td>
</tr>
<tr>
<td>Street Oiling</td>
<td>13,375.17</td>
</tr>
<tr>
<td>Snow and Ice Removal</td>
<td>13,839.94</td>
</tr>
<tr>
<td>Damages to Persons and Property</td>
<td>304.00</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>143,763.75</strong></td>
</tr>
</tbody>
</table>

**PUBLIC WELFARE**

<table>
<thead>
<tr>
<th>Account</th>
<th>Amount Expended in 1938</th>
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<tbody>
<tr>
<td>Board of Public Welfare</td>
<td>106,321.43</td>
</tr>
<tr>
<td>Bureau of Old Age Assistance</td>
<td>44,243.54</td>
</tr>
<tr>
<td>Pension Account</td>
<td>9,502.44</td>
</tr>
<tr>
<td>Insurance Account</td>
<td>14,714.90</td>
</tr>
<tr>
<td>Rental of Quarters for Organization</td>
<td>2,240.00</td>
</tr>
<tr>
<td>W.P.A. Federal Administration Account</td>
<td>2,323.85</td>
</tr>
<tr>
<td>W.P.A. Projects Account</td>
<td>11,571.29</td>
</tr>
<tr>
<td>Federal Commodity Warehouse</td>
<td>527.65</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>191,745.08</strong></td>
</tr>
</tbody>
</table>
RECREATION

Parks and Playground 9,294.54
Greenwood Memorial Bath House 11,370.84
Golf Course 4,433.17
Fourth of July Celebration and Band Concerts 928.02
Memorial Day 315.81

TOTAL 26,422.48

MILITARY

State and Military Aid 2,100.00
Soldiers and Sailors Lots 197.00
Soldier's Relief Account 14,922.78
Soldier's Burial Account 200.00
Veterans Exemption Tax 15.01

TOTAL 17,434.79

EDUCATION

School Department 220,506.44
Out of State Travel for School Sup't. 53.95
Americanization 5,199.55
Independent Vocational Schools 4,376.23
Rental of Schools (Janitor Service, Police Duty) 146.00
Leni Heywood Memorial Library 11,600.00

TOTAL 241,882.22
### HEALTH

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount Expended in 1938</th>
</tr>
</thead>
<tbody>
<tr>
<td>City Physicians</td>
<td>800.00</td>
</tr>
<tr>
<td>Health Dept. and David Parker Hosp.</td>
<td>26,235.19</td>
</tr>
<tr>
<td>Tuberculosis Dispensary</td>
<td>1,990.09</td>
</tr>
<tr>
<td>Dental Clinic</td>
<td>2,121.43</td>
</tr>
<tr>
<td>Sewer Maintenance and Disposal</td>
<td>14,515.90</td>
</tr>
<tr>
<td>Ash and Rubbish Removal (Includes Ryan and Clark Streets)</td>
<td>6,323.42</td>
</tr>
<tr>
<td>Drinking Fountain Account</td>
<td>320.00</td>
</tr>
<tr>
<td>Cemetery Maintenance</td>
<td>9,214.47</td>
</tr>
<tr>
<td>Water Department</td>
<td>81,608.66</td>
</tr>
<tr>
<td>Tuberculosis Tax (Maintenance)</td>
<td>10,506.31</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>168,409.19</strong></td>
</tr>
</tbody>
</table>

### MISCELLANEOUS

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount Expended in 1938</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planting and Trimming Trees</td>
<td>1,180.48</td>
</tr>
<tr>
<td>Highway - General Maintenance</td>
<td>38,470.17</td>
</tr>
<tr>
<td>Contributory Retirement System</td>
<td>9,000.00</td>
</tr>
<tr>
<td>Interest on General and Temporary Loans</td>
<td>9,250.25</td>
</tr>
<tr>
<td>Maturity Debt</td>
<td>46,250.00</td>
</tr>
<tr>
<td>Reserve for Sewer Department</td>
<td>10,605.00</td>
</tr>
<tr>
<td>Gardner Airport</td>
<td>124.54</td>
</tr>
<tr>
<td>Auditing Municipal Accounts Tax</td>
<td>2,086.35</td>
</tr>
<tr>
<td>State Parks and Reservation Tax</td>
<td>733.03</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>117,658.87</strong></td>
</tr>
</tbody>
</table>
The following is the appropriation for the Parks and Playgrounds as passed and approved by the Gardner City Council April 20, 1938 and the Mayor April 23, 1938.

Table:

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salary of Commissioner's Clerk</td>
<td>$90.00</td>
</tr>
<tr>
<td>Salary of Superintendent</td>
<td>$1100.00</td>
</tr>
<tr>
<td>Office Expense</td>
<td>$25.00</td>
</tr>
<tr>
<td>Labor - Parks</td>
<td>$1000.00</td>
</tr>
<tr>
<td>Maintenance and All Other</td>
<td>$1225.00</td>
</tr>
<tr>
<td>Salaries - Playground Instructors</td>
<td>$2000.00</td>
</tr>
<tr>
<td>Labor - Playgrounds</td>
<td>$1500.00</td>
</tr>
<tr>
<td>Repairs, Replacements, Equipment and Supplies and Maintenance</td>
<td>$700.00</td>
</tr>
<tr>
<td>Maintenance of Skating Rink</td>
<td>$150.00</td>
</tr>
<tr>
<td>Rollers</td>
<td>$35.00</td>
</tr>
<tr>
<td>Fence at Bickford Playground</td>
<td>$260.00</td>
</tr>
<tr>
<td>Repairs of Grand Stand at Wilder Field</td>
<td>$600.00</td>
</tr>
<tr>
<td>Fence at Greenwood Playground</td>
<td>$462.75</td>
</tr>
<tr>
<td></td>
<td>$9197.75</td>
</tr>
</tbody>
</table>

On January 10, 1938 there was an additional appropriation of $70.00 for the purpose of installing, taking down the lights and the electricity used on two flood lights on Derby Hill for winter sports.

On January 10, 1938 there was an appropriation of money to the Park Department for a W.P.A. Project at Pulaski Playground to the amount of $1619.12 for the purpose of furthering the development of the playground area. On July 23, 1938 there was an order passed authorizing the transfer of $214.58 from the Pulaski Playground - W.P.A. Project Account to the Parks and Playgrounds Department under an account designated as Pulaski Playground Development.
The following is a copy of the proposed budget for the year 1939.

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salary of Superintendent</td>
<td>$1100.00</td>
</tr>
<tr>
<td>Salary of Clerk</td>
<td>$90.00</td>
</tr>
<tr>
<td>Office Expense</td>
<td>$25.00</td>
</tr>
<tr>
<td>Labor - Parks</td>
<td>$1000.00</td>
</tr>
<tr>
<td>Maintenance</td>
<td>$1150.00</td>
</tr>
<tr>
<td>Salaries - Playground Instructors</td>
<td>$2000.00</td>
</tr>
<tr>
<td>Labor - Playgrounds</td>
<td>$1500.00</td>
</tr>
<tr>
<td>Repairs, Replacements, Equipment and Supplies and Maintenance</td>
<td>$700.00</td>
</tr>
<tr>
<td>Maintenance of Skating</td>
<td>$225.00</td>
</tr>
<tr>
<td>Lights at Derby Hill</td>
<td>$70.00</td>
</tr>
<tr>
<td>New Fence for tennis courts at Jackson Playground</td>
<td>$275.00</td>
</tr>
<tr>
<td>Renew water system at Jackson</td>
<td>$92.00</td>
</tr>
<tr>
<td>New Flag and rope Jackson</td>
<td>$15.00</td>
</tr>
<tr>
<td>Bickford Playground:</td>
<td></td>
</tr>
<tr>
<td>New fence for tennis courts</td>
<td>$275.00</td>
</tr>
<tr>
<td>6 baby swings</td>
<td>$66.00</td>
</tr>
<tr>
<td>Repair field house</td>
<td>$15.00</td>
</tr>
<tr>
<td>Pulaski Playground:</td>
<td></td>
</tr>
<tr>
<td>2 tennis nets</td>
<td>$26.00</td>
</tr>
<tr>
<td>2 tennis reels</td>
<td>$11.00</td>
</tr>
<tr>
<td>Backstop for ball diamond</td>
<td>$75.00</td>
</tr>
<tr>
<td>Fence on 2 sides of Wolan's land</td>
<td>$128.43</td>
</tr>
<tr>
<td>6 baby swings</td>
<td>$66.00</td>
</tr>
<tr>
<td>Flag pole, hillards, flag and rope</td>
<td>$40.00</td>
</tr>
<tr>
<td>Repair cannon at Monument Park</td>
<td>$65.00</td>
</tr>
<tr>
<td>Bedding plants and bulbs</td>
<td>$75.00</td>
</tr>
<tr>
<td>Repair and Paint chair at Union Station</td>
<td>$35.00</td>
</tr>
<tr>
<td>New Slide at Greenwood Playground</td>
<td>$145.00</td>
</tr>
</tbody>
</table>

Total: $9264.43
Table Number VII

Proposed Program

The following activities are offered as a point of departure in the development of a year round recreation program planned on a seasonal basis.

**SUMMER LIST OF PROGRAM ACTIVITIES**

1. Playground activities.
3. Golf, golf instruction, and tournament at municipal course.
4. Amateur and industrial baseball leagues.
5. Amateur and industrial softball leagues.
6. Horseshoe tournaments in different classes.
7. Track and field meets.
8. Rifle and pistol marksmanship at police range.
9. Boxing and wrestling team and exhibitions.
11. Community gardening.
15. Social dancing, orchestra, and community singing.
16. Band concerts used as climax to recreational events.
FALL LIST OF PROGRAM ACTIVITIES

1. Football team and spectatorship at local games.
2. Soccer or speed ball league.
3. Touch football league.
4. Photography club.
5. Chorus singing, orchestra, and other musical activities (Minstrel Show).
7. Dramatic club.
8. Cross country run on special day feature.
10. Field hockey.
11. Special holiday celebrations (as Hallowe'en, Armistice Day and Thanksgiving).
12. Classes in Arts and Crafts.

WINTER LIST OF PROGRAM ACTIVITIES

1. Amateur and industrial basketball league.
2. Amateur and industrial volley ball league.
4. Music festival, orchestral and social dancing.
5. Dramatic club, plays.
6. Winter sports; skiing, snow shoeing, coasting hills, skating areas, climaxed with a winter carnival.
7. Arts and craft projects for Christmas gifts.
8. Snow sculpturing and painting with calcimine or Diamond Dies.
SPRING LIST OF PROGRAM ACTIVITIES

1. Kite flying and marble tournaments.
2. Pushmobile and scootmobile races and building contest.
4. Photography club may lead to a Camera Club during this season.
5. Athletics badge test and track and field events.
6. Beautification campaign for municipal areas, homes, and community.
7. Easter, Arbor Day, May Day, Mother's Day celebration - Dramatic and musical activities play their part.
8. Hikes and nature study group.
It is probable that many communities will have more than one locally organized program. Even where the above limitations are followed, and the schedule is designed to meet those within the community, there should be included in the services created under the different headings in this schedule.

To attempt to differentiate between the educational work of various departments of public education, it would be impossible to carry out activities in an experimental district, and one which it is felt would be suitable for conducting such experimental work through community and extra-curricular activities. The public schools and the junior training institutions must make thorough preparation of those teachers of schools are acting as consultants in the preparation for teachers. The educational department in the community must be considered, as to ascertain what the community is doing in this department.

It has been necessary to establish a community

A community unit, which can act as a standard by which the special services can be measured and appraised in each community.

The schedule is designed to provide for community and recreation

Without any disadvantage because of age, sex or recreation.
different divisions should be weighted. This permits a city to determine its rating on the basis of the whole schedule, the whole of equal percentage importance in the whole schedule of community recreation services. For different items in each division total 100 points, but it should not be assumed from this that each

The schedule has been divided into seven general divisions. The points attributed for the

The schedule, or to develop separate schedules for different purposes, is considered as good citizen's Recreation.

of citizens, or that are standards throughout the county. They are adopted and are intended to represent a practical ideal. It is not

Judged to be a more equitable basis.

In developing standards and selecting points to various items, every effort has been made

subject to objection and is subject to the different parks within each city and for the various types of park and school grounds of the park board and recreation commission provide policies and activities and the various services of the

Recreation includes park services.

As an integral division of the community it will be necessary to determine what park and other departments are doing, and the plan for the same, and the importance that it may

The schedule has been worked out so as to provide for recording what park departments as

Any attempt at a perfect schedule is based on the basis of the whole schedule, the whole of equal percentage importance in the whole schedule of community recreation services. For different items in each division total 100 points, but it should not be assumed from this that each
outlining a point of departure from which it is hoped ultimately a more perfected schedule will
develop. This system is submitted as a preliminary
the same time being of practical use in the communities. It is doubtfull whether any
strictly accurate schedule whatsoever can be worked out at the present time which would at

The schedule is not all inclusive. It inherently covers only major points. It cannot

<table>
<thead>
<tr>
<th>x</th>
<th>6</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
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<td>0</td>
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</tbody>
</table>

have a total of 1,795 which divided by 30 gives a percentage of 59.8%.
<table>
<thead>
<tr>
<th>Description</th>
<th>Points</th>
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<tbody>
<tr>
<td>C. Recreation Service</td>
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</tr>
<tr>
<td>D. Recreation and Cultural Facilities (15 points)</td>
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</tr>
<tr>
<td>E. Recreation and Cultural Facilities (10 points)</td>
<td></td>
</tr>
<tr>
<td>F. Recreation and Cultural Facilities (5 points)</td>
<td></td>
</tr>
<tr>
<td>G. Recreation and Cultural Facilities (5 points)</td>
<td></td>
</tr>
<tr>
<td>H. Recreation and Cultural Facilities (5 points)</td>
<td></td>
</tr>
<tr>
<td>I. Recreation and Cultural Facilities (5 points)</td>
<td></td>
</tr>
<tr>
<td>J. Recreation and Cultural Facilities (5 points)</td>
<td></td>
</tr>
<tr>
<td>K. Recreation and Cultural Facilities (5 points)</td>
<td></td>
</tr>
<tr>
<td>L. Recreation and Cultural Facilities (5 points)</td>
<td></td>
</tr>
<tr>
<td>M. Recreation and Cultural Facilities (5 points)</td>
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</tr>
<tr>
<td>N. Recreation and Cultural Facilities (5 points)</td>
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</tr>
<tr>
<td>O. Recreation and Cultural Facilities (5 points)</td>
<td></td>
</tr>
<tr>
<td>P. Recreation and Cultural Facilities (5 points)</td>
<td></td>
</tr>
<tr>
<td>Q. Recreation and Cultural Facilities (5 points)</td>
<td></td>
</tr>
<tr>
<td>R. Recreation and Cultural Facilities (5 points)</td>
<td></td>
</tr>
<tr>
<td>S. Recreation and Cultural Facilities (5 points)</td>
<td></td>
</tr>
<tr>
<td>T. Recreation and Cultural Facilities (5 points)</td>
<td></td>
</tr>
<tr>
<td>U. Recreation and Cultural Facilities (5 points)</td>
<td></td>
</tr>
<tr>
<td>V. Recreation and Cultural Facilities (5 points)</td>
<td></td>
</tr>
<tr>
<td>W. Recreation and Cultural Facilities (5 points)</td>
<td></td>
</tr>
<tr>
<td>X. Recreation and Cultural Facilities (5 points)</td>
<td></td>
</tr>
<tr>
<td>Y. Recreation and Cultural Facilities (5 points)</td>
<td></td>
</tr>
<tr>
<td>Z. Recreation and Cultural Facilities (5 points)</td>
<td></td>
</tr>
<tr>
<td>Total (100 points)</td>
<td></td>
</tr>
<tr>
<td>Percentage</td>
<td>49.7%</td>
</tr>
</tbody>
</table>

**Notes:**
- **Recreation Service:** Includes parks, playgrounds, and other services.
- **Recreation and Cultural Facilities:** Includes art centers, libraries, and museums.
- **Percentage:** Calculated by dividing the total points by the maximum possible points and multiplying by 100.
For the purpose of this schedule, such areas should not be counted as community center or recreation areas or playgrounds, as is now counted with a regular community program, unless they are used at school during non-school hours or are open at school during non-school hours, and are used for recreation purposes. Only those areas which are located in the public domain, and those under private ownership, should be included. Exemplary programs, such as such as playgrounds, etc., should be included at school or other recreation areas, as well.

In determining the number of playgrounds, playgrounds, and other recreation areas, the total number of playgrounds shall be included. If they are used for summer programs, they should be included if they are used for summer programs. 

1. Children's playgrounds (20 points) 

2. Playgrounds and Playfields (40 points)

3. Persons (or one acre to every 100), credit 10 points, etc.

A total acreage, including all public and private park, playgrounds, and other recreation areas, shall be included. 

B. Total acreage, including all public and private parks, playgrounds, and other recreation areas, shall be included.

C. Total acreage, including all public and private parks, playgrounds, and other recreation areas, shall be included.

D. Total acreage, including all public and private parks, playgrounds, and other recreation areas, shall be included.

E. Total acreage, including all public and private parks, playgrounds, and other recreation areas, shall be included.

F. Total acreage, including all public and private parks, playgrounds, and other recreation areas, shall be included.

G. Total acreage, including all public and private parks, playgrounds, and other recreation areas, shall be included. 

H. Total acreage, including all public and private parks, playgrounds, and other recreation areas, shall be included. 

I. Total acreage, including all public and private parks, playgrounds, and other recreation areas, shall be included. 

J. Total acreage, including all public and private parks, playgrounds, and other recreation areas, shall be included.
In determining whether the area is used for active recreation purposes, consider as active recreation areas all land used for any of the purposes outlined in this section (1) of the schedule. Name such recreation areas and determine whether the area is used for active recreation purposes.

In determining whether the area is used for active recreation purposes, the greater product is in connection with the want and maintenance. The greater product is in connection with the worst sections where such areas are located justifies such development.

In determining whether the area is used for active recreation purposes, it is assumed that the park areas not used for active recreation purposes and maintenance, and beautification purposes are used for other purposes. If a park area has been used for active recreation purposes, it may be credited as credit on some basis, as children's playgrounds - 20 points for one.

Credit shall be reported for general community use.

Playfields and high school athletic fields may be considered as neighborhood playfields, and high school athletic fields may be considered as neighborhood playfields. Athletic fields in park areas may be considered as neighborhood playfields when determined by the total number of children's playgrounds, plus not in both.

If a neighborhood playfield includes a section of the community's athletic fields, that section may be considered as a children's playground. If a neighborhood playfield is not part of a larger park area, consider only the section of the neighborhood playfield that so far as possible the entire area of a neighborhood playfield is part of a larger park area.

In determining the number of neighborhood playgrounds, it is suggested that each 200 of the population, number of playgrounds are well as area.

Credit shall be reported for a total provision of one area of 20 points (20) for a total provision of one area of 20 points.
1. Outdoor swimming pools and bathing beaches (2 points)

2. Recreation facilities for baseball diamonds (2 points)

3. Multisport court facilities (1 point)

4. Public tennis courts (2 points)

5. Public parks or zoological gardens (2 points)

Points credited should be based on total number of points for a total population of one hundred thousand or more.

Points credited should be based on total number of points for a total population of one hundred thousand or more.

Points credited should be based on total number of points for a total population of one hundred thousand or more.

Points credited should be based on total number of points for a total population of one hundred thousand or more.

Points credited should be based on total number of points for a total population of one hundred thousand or more.

In one day a different game must be played at each park where one area is devoted to recreation facilities. This rule applies to any case where one area is devoted to recreation facilities. Recreation facilities are provided on the same land, credit under both separate and integrated credits, as well as those provided in separate integrated facilities. Development of special recreation areas (15 points)

The number of points given should have the same relation to 5 as the area of the active recreation area has to the total area of the active recreation area.

Points are not awarded for construction, play equipment and structures as playgrounds, athletic fields, tennis courts, playgrounds, croquet courts and areas for sale.
2. Auditoriums (10 points)

The total number of school buildings with six or more rooms. Points credited should bear the same relation to ten as the number of schools used for community center purposes bears to the number used for auditoriums.

3. Community Recreation Center Facilities (75 points)

Facilities should be included. Only facilities permanently available should be included. Only facilities listed below but no more than 5 points may be credited on for each one of each type. Points credited should be based on 1 point for any one type of each type of matter how many more than 4 are provided and no more than 5 points.

### Community Recreation Centers and Other Recreation Buildings (100 points)

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auditoriums</td>
<td>10</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
</tr>
<tr>
<td>Shuffleboard courts</td>
<td>0</td>
</tr>
<tr>
<td>Outdoor basketball courts</td>
<td>0</td>
</tr>
<tr>
<td>Outdoor billiards</td>
<td>0</td>
</tr>
<tr>
<td>Pool</td>
<td>0</td>
</tr>
<tr>
<td>Croquet</td>
<td>0</td>
</tr>
<tr>
<td>Ice skating areas</td>
<td>0</td>
</tr>
<tr>
<td>Racquetball courts</td>
<td>0</td>
</tr>
<tr>
<td>Tennis courts</td>
<td>0</td>
</tr>
<tr>
<td>Golf and horseshoe courts</td>
<td>0</td>
</tr>
<tr>
<td>Archery</td>
<td>0</td>
</tr>
<tr>
<td>Playgrounds</td>
<td>0</td>
</tr>
<tr>
<td>Outdoor reading areas</td>
<td>0</td>
</tr>
<tr>
<td>Foot races</td>
<td>0</td>
</tr>
<tr>
<td>Soccer fields</td>
<td>0</td>
</tr>
<tr>
<td>Other Areas</td>
<td>5</td>
</tr>
</tbody>
</table>

For all types, matter how many more than 4 are provided and no more than 5 points.

5. Other Areas (5 points)
Shelter house activities should be considered as field houses for the participation in athletic, dramatics, and social events. If the field house is used for concerts, dramatics, and social events, it may also include an indoor swimming pool. The field house should be equipped with showers, locker rooms, and dressing rooms. The field house should be located on the playground, near the athletic field.

In determining the structure on the playground, the field house should be located adjacent to the athletic field.

5. Shelter Houses and Field Houses (25 points)

6. Field Houses and Shelter Houses (25 points)

7. Number of School Buildings (25 points)

8. Number of Community Centers, etc. (25 points)
3. Supervisor of Construction and Maintenance (3 points)

If at least one full-time, year-round, credit full points. If half-time, year-round, credit half. If at least one half-time, year-round, credit half. If less than half-time, credit proportionally.

No credit here if this service is actually done by park or recreation superintendent.
If the number of points credited is less than the minimum of the two full-time equivalent positions, divide the number of points by the minimum number of points to be credited, and round up to the nearest one hundredth.

### Credit for Full-Time Equivalent Positions

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time Pay</td>
<td>5000</td>
</tr>
<tr>
<td>Part-time Pay</td>
<td>2500</td>
</tr>
</tbody>
</table>

### Credit for Part-Time Positions

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time Pay</td>
<td>3500</td>
</tr>
<tr>
<td>Part-time Pay</td>
<td>1750</td>
</tr>
</tbody>
</table>

### Credit for Full-Time Positions

- 5000 points for full-time jobs
- 2500 points for part-time jobs

### Credit for Part-Time Positions

- 3500 points for full-time jobs
- 1750 points for part-time jobs
Points should be credited on the basis of full number of points.

9. Parental Directive (5 points)

For fewer workers, credit proportionately.

[Equations and text related to credit for fewer workers]

8. Community Center Workers (5 points)

[Text and equations related to community center workers]

7. Directors of Community Centers (5 points)

(a) Only employed service is credited.

(b) Only employed service is credited.

(c) Only employed service is credited.

(d) Only employed service is credited.

(e) Only employed service is credited.

(f) Only employed service is credited.

(g) Only employed service is credited.

(h) Only employed service is credited.

(i) Only employed service is credited.

(j) Only employed service is credited.
<table>
<thead>
<tr>
<th>Class under 100,000</th>
<th>5 years</th>
<th>3 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Citrus</td>
<td>20 years</td>
<td>15 years</td>
</tr>
<tr>
<td>Office</td>
<td>20 years</td>
<td>15 years</td>
</tr>
<tr>
<td>Service</td>
<td>20 years</td>
<td>15 years</td>
</tr>
</tbody>
</table>

- **Supervisor of Maintenance and Construction (30 points)**
  - 
  - 
  - 

- **Superintendent of Recreation (45 points)**
  - 
  - 
  - 

- **3,000 population**
  - 
  - 
  - 

For one Play Leader (additional to Playground Director) for each 500 population, points should be credited on the basis of 1 point for each Play Leader (3 points)
A city of 50,000 and over should be credited with the full number of points. If it has three or four supervisors, credit one-half of the points.

A city of 35,000-50,000 should be credited with the full number of points. If it has three supervisors and one full-time employee, credit onefourth of the points. If it has three supervisors and one part-time employee, credit one-eighth of the points.

A city of 20,000-30,000 should be credited with the full number of points. If it has two supervisors and three part-time employees, credit one-third of the points. If it has two supervisors and two full-time employees, credit one-half of the points.

A city of 10,000-20,000 should be credited with the full number of points. If it has one supervisor and two part-time employees, credit one-fifth of the points. If it has one supervisor and one full-time employee, credit one-twentieth of the points.

4. Supervisor of special activities (6 points)

Education - High school education.

Supervision - Same as for supervisors as of recreation.

<table>
<thead>
<tr>
<th>Experience</th>
<th>Assistant to recreation director</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 years</td>
<td>-</td>
</tr>
<tr>
<td>1 year</td>
<td>0-200'000</td>
</tr>
<tr>
<td>2 years</td>
<td>201'000-400'000</td>
</tr>
<tr>
<td>3 years</td>
<td>401'000-800'000</td>
</tr>
<tr>
<td>4 years</td>
<td>801'000-1,200'000</td>
</tr>
</tbody>
</table>

2 points for education and 3 points for experience.

Points should be credited on the basis of 1 point for each.

3 points for experience as director of recreation.

<table>
<thead>
<tr>
<th>Experience</th>
<th>Director of recreation</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 years</td>
<td>-</td>
</tr>
<tr>
<td>1 year</td>
<td>0-200'000</td>
</tr>
<tr>
<td>2 years</td>
<td>201'000-400'000</td>
</tr>
<tr>
<td>3 years</td>
<td>401'000-600'000</td>
</tr>
<tr>
<td>4 years</td>
<td>601'000-800'000</td>
</tr>
<tr>
<td>5 years</td>
<td>801'000-1,000'000</td>
</tr>
<tr>
<td>6 years</td>
<td>1,001'000-1,200'000</td>
</tr>
</tbody>
</table>

2 points for education and 3 points for experience.

Points should be credited on the basis of 1 point for each.
With major in music:

Education - Equivalent of college education
- Citless 100,000-500,000 - 2 years
- Citless 100,000 - 1 year
- Citless over 100,000 - 2 years

and conductors of choirs, bands or orchestras.

Experence - As teacher of music, organiser
- Citless over 100,000 - 3 years
- Citless over 100,000 - 2 years
- Citless under 100,000 - 2 years

(9) Superintendent of Community College

If did not major in physical education

Physical Education - Equivalent of college education
- Citless over 500,000 - 5 years
- Citless 100,000-500,000 - 4 years
- Citless under 100,000 - 3 years

Women's personnel director.

Ground of community center director or
- Experience - As teacher, social worker, play
- Citless over 100,000 - 3 years
- Citless under 100,000 - 2 years

(10) Superintendent of Men's and Women's Activities

In physical education

Physical education or equivalent training
- Major in college - College education with major in
- Citless over 500,000 - 5 years
- Citless 100,000-500,000 - 4 years
- Citless under 100,000 - 3 years

(11) Superintendent of Physical Education, Physical director of

Men's and Women's Activities for Men and Boys
activities.

Training with special training in music.
Education: Equivalent of college education.
Citizens over 50,000 - 5 years
Citizens 10,000-50,000 - 3 years
Citizens under 10,000 - 1 year

Playground, teacher or director of drama group.
Experience: Teacher, director of drama group.
Citizens over 50,000 - 25 years
Citizens 10,000-50,000 - 23 years
Citizens under 10,000 - 21 years

Supervisor of playground.

Training with special training in arts and crafts.
Education: Equivalent of college education.
Citizens over 50,000 - 5 years
Citizens 10,000-50,000 - 3 years
Citizens under 10,000 - 1 year

Playground, teacher or director of drama or arts.
Experience: Teacher or director of drama or arts.
Citizens over 50,000 - 25 years
Citizens 10,000-50,000 - 23 years
Citizens under 10,000 - 21 years

Supervisor of community drama.
2. Waiving of residence rule so as to permit employment for executive or technical service of best qualified applicants whether local residents or not (1 point).

(2 points)

1. Selection of workers by competitive examination at other system of guarantee of competence or competitive examination

G. Selection and Training Methods (5 points)

1. Education - High school education or equivalent.

Minimum age - 21 years

2. Physical fitness (3 points)

6. Community Center Workers (2 points)

Community center workers.

Teacher, teacher, or equivalent.

Assistant community center director, director, or equivalent.

Experience - At least one year as a field worker.

Minimum age - 25 years

Points should be credited on the basis of 1 point for age and experience and 2 points each for education and education. Points should be credited on the basis of 1 point for education and experience.
The city has developed a playground service to meet the needs of the children in the community. The service is provided during the school year, after-school sessions, and during the summer season. Morning, afternoon, and evening sessions are offered. Each session should count as one each, and the playground service should be credited for each. The number of playground sessions should be calculated as follows:

1. Calculate the number of playground sessions provided per year.

2. Determine the total number of playground sessions provided during the school year.

3. Calculate the number of playground sessions provided during the summer season.

4. Add the number of playground sessions provided after-school and during the summer season.

5. The total number of playground sessions should be credited for each

---

1. Service Sessions (100 points)

1 point

- One training institute per year for volunteers

0 points

- One training institute per year for paid employees
As periods also "excessive periods" count
the pregnancy of pregnancy if a portion of
should be counted even if only a portion of
earlier should not be included. A portion
periods, counties, courts and smaller special
of a special area should be counted as a "session"
on use or equivalent use, that is, a "session"
both be counted, etc. For monthly use, after-
period should be counted for a full course.
periods should be counted in the count. No more than one
played for and one period per session for each
where they are separate and not a part of a
pool and bathing beaches should be considered
recreation activity. Full courses, "session"
physical For physical
periods per session of a playground or
is defined as the period in which there
the full number of points should be credited on the basis
(4) For one period of physical activity

4. Physical Activity Programs (6 points)

is open for community center activities.

- When each community house, school or other center
- A session should be counted for each month, afternoon or
- One
- One community center on page 24. One
- One community center session for each 200 population
- The full number of points should be credited on the basis

3. Community Center Programs (10 points)

- In an event when the playground is open for community use
- A period is a morning, an afternoon, or (and)
- One neighborhood playground session per 50 of the total
- The full number of points should be credited on the basis of

2. Neighborhood Playards (15 points)

To determine when the adequate standard of service is met,
this simple ratio 1 to 15 and others following have been
At the beginning of each round, each participating group should be notified of the schedule of events. The schedule is posted on the bulletin board, and all participants are expected to be present at the designated time. A minimum of 60 minutes should be allowed for each round of participation. During each round, participants should be encouraged to engage in physical activities that promote health and wellness. 

(a) For each group, score 1 point for each 300 participants. 

(b) For each 100 participants, credit 1 point.

5. music program (6 points)

Each group may participate in the same music program during the same session. Different groups may participate in different sessions, but the same group may not participate in more than one session per day. Each group should be notified of the music program schedule, and all participants are expected to be present at the designated time. A minimum of 60 minutes should be allowed for each round of participation. During each round, participants should be encouraged to engage in physical activities that promote health and wellness. 

(a) For each 100 participants, score 1 point.

(b) For each group, score 1 point for each 300 participants.

6. overall performance (6 points)

The overall performance of each group will be evaluated based on the following criteria:

(a) Participation: 50 points

(b) Creativity: 50 points

(c) Coordination: 50 points

(d) Execution: 50 points

(e) Audience: 50 points

(f) Awards: 50 points

Each group will receive a total of 300 points for their overall performance, and the group with the highest score will be declared the winner.

7. awards ceremony (6 points)

At the conclusion of the tournament, all participants will be awarded certificates and prizes for their participation. The awards will be presented at a special ceremony, and all participants are expected to be present at the designated time. A minimum of 60 minutes should be allowed for each round of participation. During each round, participants should be encouraged to engage in physical activities that promote health and wellness.

(a) For each group, score 1 point for each 300 participants.

(b) For each 100 participants, credit 1 point.

8. overall evaluation (6 points)

The overall evaluation of each group will be based on the following criteria:

(a) Participation: 50 points

(b) Creativity: 50 points

(c) Coordination: 50 points

(d) Execution: 50 points

(e) Audience: 50 points

(f) Awards: 50 points

Each group will receive a total of 300 points for their overall evaluation, and the group with the highest score will be declared the winner.

(a) For each group, score 1 point for each 300 participants.

(b) For each 100 participants, credit 1 point.

9. final score (6 points)

The final score of each group will be calculated based on the sum of their scores for participation, creativity, coordination, execution, audience, awards, overall performance, and overall evaluation. The group with the highest score will be declared the winner.
6. Drama Activities (6 points)

Also, count here also. Count "extension period" periods, again. The previous definition of a period, 5 points. The previous definition of a period in community centers per 500 population, credit 4 points. For each drama period, conduct drama on the

7. Arts and Crafts Program (6 points)

Also, count here also. Count "extension period" periods, again. The previous definition of a period, 5 points. The previous definition of a period in community centers per 500 population, credit 4 points. For each drama period, conduct drama on the

Include "extension period" periods. The previous definition of a period in community centers per 500 population, credit 3 points. For each drama period, conduct drama on the...
V. Participation and Use (100 points)

1. Psychomotor

2. Rhythmic

3. Nature

4. Social Recreation (6 points)

5. Community Centers (4 points)

6. Instructional activities

7. Artistic

8. Musical

9. Physical

10. Play

11. Social Recreation (8 points)

12. Community Centers (4 points)

V. Participation and Use (100 points)

1. Psychomotor

2. Rhythmic

3. Nature

4. Social Recreation (6 points)

5. Community Centers (4 points)

6. Instructional activities

7. Artistic

8. Musical

9. Physical

10. Play

11. Social Recreation (8 points)

12. Community Centers (4 points)
A comment by the community about the progress of the school's physical education program and the schedule to attempt to involve the physical education and extra-mural activities be considered. It is suggested that the involvement in the part of high school should not be overlooked nor should participation on the part of the school. A suggestion for the community participation be considered is a part of the various activities which are different activities. Inter-school activities and activities at other places and at various places at the number of spectators.

The figures called for in the schedule are based on figures which are actual for the last year period. The figures, however, would be penalized in the section of the schedule devoted to dramatic activities in the conferences. The city would not be penalized under participation in the conferences. It is assumed that there is no competition among the different activities involved in the recreation. If the schedule shows a large use of outdoor and indoor play areas, the city has a well-balanced distribution.
G. Swimmer Pools and Bathing Beaches (5 points)

3. Community Recreation Centers (20 points)

- Attendance at centers in church buildings, lodge rooms, and similar places where they are located over a weekend or shorter period may be included in this schedule. Attendance at centers in church buildings, lodge rooms, and similar places where they are located over a weekend or shorter period may be included in this schedule.

- Credit full number of points if total yearly attendance at

- A. Participation (90 points)

  - Number of different individuals reached, but the gross amount of service rendered, and this number should be recorded here.

  - Credit full number of points if total number of spectators is based on the total number of spectators.
equal or exceed the total population of the city.
Credit: Full number of points if Yearly total units of service equal or exceed 15 percent of total population (4 points)
10. Basketball (4 points)

equal or exceed 15 percent of total population.
Credit: Full number of points if Yearly total units of service equal or exceed 15 percent of total population (4 points)
9. Volleyball (4 points)

included.

where in this section, Practice periods should not be
other summer large area games excepting those listed above and all
include sum of units for the same listed above and all
service equal or exceed the percent of total population.
Credit: Full number of points if Yearly total units of
9. raquetball, soccer, lacrosse, field hockey, etc. (4 points)

Credit: Full number of points if Yearly total units of
7. Tennis (3 points)

notes as the unit rounds.

consider 9 holes as one unit and 18
Credit: Full number of points if Yearly total number of rounds
5. Golf (5 points)

include only regulation games. Do not include practice periods.
Credit: Full number of points if Yearly total units of service
8. Playaround baseball, Diamond Ball, Soft Ball, etc. (5 points)

in regulation seven or nine inning games equal or exceed the
Credit: Full number of points if Yearly total units of service
4. Regulation baseball (5 points)
capacity of the stadium
capacity exceeds 25 times the seating
credit full number of points if yearly attendance

6. Parking (1 point)

4. Number of spectators (1 point)

3. Football, soccer, lacrosse, field hockey, etc. (1 point)

2. Baseball (2 points)

1. Baseball (2 points)

7. Driving (1 point)

8. Driving (1 point)

9. Driving (1 point)

10. Spectators (10 points)
For effective budget and accounting system (15 points)

Under A.

be on the same proportionate basis as that mentioned above
is included in this schedule, the points credited here should
be the same as the number of points credited in the

government department on organization and

the total number of points credited here should not be
more than one department. If the work

of organization whose activities and

credit should not be

In this report, the number of

of the board on which

of organization and commutary commissions

If the executive function

and which meets at least six times during the course of

of the

A. Recreation Board, committee of commission (25 points)

VI Administration (100 points)
For an adequate plan and program of public education (15 points)

If more than one department or coordination is noted above, credit points (proportionately as noted above)

For systematic coordination, credit points (15 points)

Under A. credit points proportionately as noted above
VII Finance (100 points)

Points should be credited on the basis of 100 points for an expenditure of $3.00 per capita of the total population. No capital expenditures (for acquisition and development of new areas, construction of new buildings) should be included here. This item is to cover only the expenditures for sinking fund requirements. Capital expenditures for different pieces of capital equipment have been kept in such a way that the expenditures for different departments of the school are not kept in the capital accounts. The preliminary expenses for these departments and their predecessors have been included in the sinking fund. The capital expenditures include all expenses, whether of construction, purchase, or lease, and are not included in the sinking fund. The preliminary expenses for these departments and their predecessors have been included in the sinking fund. The capital expenditures include all expenses, whether of construction, purchase, or lease, and are not included in the sinking fund.

4. Speaking (3 points)

Full number of points should be credited for 25 newspaper articles appearing in sporting pages per year. An additional number of points should be credited for each additional article appearing in sporting pages per year, but not radio speeches. The intention of this item is to credit newspaper publicity which is delivered to build up a general community appreciation of the whole program.
NEW YORK CITY
315 Fourth Avenue
NATIONAL RECREATION ASSOCIATION

Price $3.50
M. P. #167

Facilities.

Cost of school buildings for community center purposes.

The following is a list of supplementary use. The same principle applies to

where to be included and those additional current costs which

where a high school athletic field is used for public recreation,

devoted to public use. This would include all park areas and

educational and services where they are primarily and exclusively

there should be included all current costs in connection with areas

current expenditures supported by millage. In determining the total

making necessary and desirable capital expenditures or has had its

It can be assumed that a city shows an adequate plant if it
Approved by

W. N. Welles

R. J. Holdsworth

Harold More

Graduate Committee

Date: May 2, 1939