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A study of recreational possibilities for the town of Concord Massachusetts.

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University of Massachusetts Amherst

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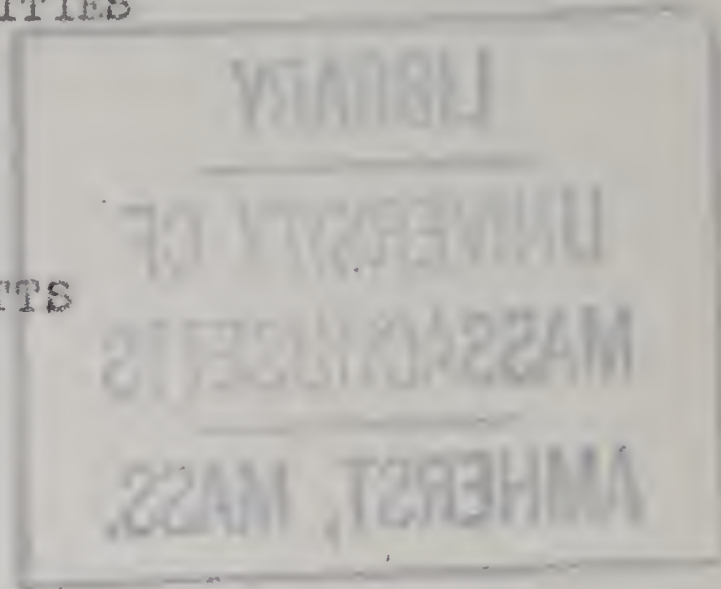
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A STUDY OF RECREATIONAL POSSIBILITIES
FOR THE TOWN OF CONCORD, MASSACHUSETTS

COOK - 1942

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A STUDY OF
RECREATIONAL POSSIBILITIES
FOR THE TOWN
OF
CONCORD MASSACHUSETTS



BY
ALBERT CAIRNES COOK

Thesis submitted for degree of
Master of Science
Massachusetts State College Amherst
1942

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GRADUATE SCHOOL

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THE INTRODUCTION

Chapter I

Introduction

The challenge of the War to all thoughtful people is to organize human life on saner and juster lines in the construction of a better sort of world. The sorrow and tragedy of war cause men and women every-where to ask themselves not only what sort of world they ought to work for, but also how and where they can begin to work for it. To find a practical answer to these questions is the persistent prayer of all who believe in democracy. Honest prayer is the expression of a dominant desire for what we believe is best and also the willingness to cooperate in bringing it to pass.

It is a curious fact that usually it is comparatively easy to interest ten men in an indefinite scheme about which they have nothing to do but talk, whereas it is difficult to induce one man to undertake a more modest but definite piece of constructive work. But the War has awakened the desire of all people of good will to do something. They want to make a motor-reaction to the War's challenge. They say, "We see what needs to be done. What is the best instrument with which to do it? That is the difficult thing to find."

The instrument here suggested is the Community Center, which may be put into operation in Concord. If we desire to get anywhere, we have to start from somewhere. The place to start from is where we are at present. The best point of contact with the world problem, raised anew by the War, is to be found in the community of Concord, for the world problem ex-

ists in every community in America. All political questions, if considered fundamentally, will be found to apply to human needs which are at once local, national, and international. The international problem is now, and has always been, how to organize and keep organized a method of mutual understanding by which nations may cooperate rather than compete with one another. The national problem is to do the same for the social and economic forces within the Nation itself. The problem in any local community is to do the same for the forces operating in that community.

Our three most urgent national needs are to mobilize intelligence, food and money. It is not possible to mobilize them until we first mobilize the people. The Nation's present need has made apparent the necessity of organizing local communities. The Council of National Defense discovered it through its experience in the last war. The Bureau of Education had begun the task before we entered the war. These two organizations have now united their forces for the accomplishment of their common purpose to promote community organization throughout the Nation. Their slogans are, " Every school district a community council for national service," and " Every schoolhouse a community headquarters and every community a little democracy."

Our present need is to arouse and inform the people so that each individual may be able to play his part intelligently in our great struggle for democracy and justice. The creation of a democratic and intelligent social order is essentially the same task, whether our approach to it be local,

national, or international. This fact has been clearly understood by thinkers as far back as Socrates, who said, " Then, without determining as yet whether war does good or harm, this much we may affirm, that now we have discovered war to be derived from causes which are also the causes of almost all the evil in States, private as well as public." Anyone, therefore, who attempts to remove these causes in a local community is working at a world problem, and he who attempts to remove them as between nations is obliged, in order to preserve his honesty and self-respect, to make the same effort within his own nation and his own community. It magnifies the value and stimulates one's zest in working for it to remember that a community center is the center of concentric circles which compass not only the local community but also the larger communities of the nation and the world.¹

(1) Jackson, H. E., A Community Center, Department of Interior, Bureau of Education, Bulletin, 1918, # 11.

STATEMENT OF PROBLEM AND OUTLINE OF PROCEDURE

Chapter II

Statement of Problem and Outline of Procedure

A study of recreational possibilities for the Town of Concord, Massachusetts.

Scope:

The evaluation of the Town's recreational facilities and possibilities for a constructive and enriched program of recreation for the entire adult and juvenile population.

Purpose:

The purpose of this investigation has already been indicated, is twofold:

(1) First, a portrayal of the present recreational program; second, the presentation of suggestive materials for the improvement and expansion of the present program.

(2) Stated more specifically, to discover and study a noteworthy plan for the administration and supervision of juvenile and adult programs; and to study the interdependence of Public School Education and Community Recreation.

Primary Data:

A. Town Statistics

- (1) Size, Location and Population
- (2) History
- (3) Assessed Valuation
- (4) School Appropriation
- (5) School Enrollment
- (6) Town Committee (Related to Recreation)

- a. Selectmen
- b. Playground Development Committee
- c. Playground Instruction Committee
- d. Planning Board
- e. School Committee
- f. Library Committee
- g. Hunt Gymnasium Committee
- h. Private Organizations
- i. Coordination of Work
- B. Public Recreation
- C. Playground Areas
 - (1) Location
 - (2) Size
- D. Athletic Fields
- E. Other Town Properties
- F. State Reservations
- G. Winter Sports Areas
 - (1) Coasting
 - (2) Skating
 - (3) Skiing
- H. Library Facilities
- I. Historical Facilities
- J. Indoor Recreation
- K. Housing Centers
 - (1) Schools
 - (2) Girl Scout House
 - (3) Veterans Building

(4) Hunt Gymnasium

(5) State Armory

L. Commercial Recreation

Secondary Data:

A. Proposed Plan for Administration and Supervision

(1) Organization

a. Commission

b. Council

c. Reorganize Recreation Administration

d. Financing Program

e. Publicity

B. Recommendations

(1) Organize a Community Center

(2) Establish the Old High School as Headquarters
for Community Center

(3) Establish a Winter Sports Program

(4) Establish Flood Lighting Areas

(5) Establish More Play Areas

(6) Employment of Qualified Leaders

THE TOWN OF CONCORD

Chapter III

A Brief History of Concord

The visitor, however he comes to Concord will naturally start on his tour of observation from Monument Square, which is the exact center of the original six mile square granted to the first settlers. The Town was settled by a party of non-conformists, immediately from Great Britain. Archbishop Laud of England suspended, fifty godly ministers for contumacy, among the sentenced clergymen was a distinguished minister of Woodhill, in Bedfordshire, Rev. Peter Bulkeley. Mr. Bulkeley, having turned his estate into money and set his face toward New England, was easily able to persuade a good number of planters to join him. They arrived in Boston in 1634..... With them joined Mr. Simon Willard, a merchant from Kent England-- They petitioned the General Court for a grant of a township, and on the second of September 1635- leave to begin a plantation at Musketaquid was given to Peter Bulkeley, Simon Willard and about twelve more families.-

The grant of the General Court was but a preliminary step --- The green meadows of Musketaquid or Grassy Brook were far up in the woods not to be reached without a painful and dangerous journey through an uninterrupted wilderness.....But what was their reception at Musketaquid---- Tahattawan, the Sachem, with Waban his son-in-law lived near Nashawtuch.... It is said that the covenant made with the Indians by Mr. Bulkeley and Major Willard was under the great oak, standing near the site of the Middlesex Hotel. The Indians sold a tract of

six miles square to the English, for articles of clothing-- It was Simon Willard who, standing in the square pointing to the four corners of the world, declared that they had bought three miles from that place east, west, north, and south.

The Puritans, to keep the remembrance of their unity one with another, and of their peaceful compact with the Indians, named the forest settlement Concord.

Concord increased in territory and population. The lands were divided; highways were cut from farm to farm and from Concord to Boston.-- A military company had been organized in 1636. In 1643 the Colony was so numerous that it became expedient to divide into four counties, Concord being included in Middlesex. In 1644 the town contained sixty families..... The College had gathered in 1638. Now the school house went up. The General Court, in 1647, ' to the end that learning may not be buried in the graves of our forefathers, ordered, that every township, after the Lord had increased them to the number of fifty house holders, shall appoint one to teach all children to write and read; and where any town shall increase to the number of one hundred families, they shall set up a grammar school, the master thereof being able to instruct youth so far as they be fitted for the University.' With these requirements Concord not only complied, but in 1653, subscribed a sum for several years to the support of Harvard College-- The next twenty years from 1654-1676, public distress retarded the growth of this town, (King Philip's War.), after this we find the tranquility of the inhabitants unmolested.

On the eleventh day of October 1774 the Government of

Massachusetts passed forever from British hands, for in that day the Provincial Congress met in Concord and organized.

It was not long after this that General Gage decided to attack the stores of munitions. On April nineteenth the American soldiers repelled the British at the Old Bridge and caused them to retreat from Concord. Concord has been ever present in its connections with the patriotic outcome of the Nation.¹

The Town of Concord has grown, in the three hundred and five years, from a Town of sixty families to one of sixteen hundred families or a population of seven thousand seven hundred and twenty-three. The assessed valuation of Concord is \$ 10,120,813 in taxable property and an assessed valuation \$ 5,234,986 in untaxable property, or a total assessed valuation of \$ 15,355,789.

(1) Swayne, Josephine Lathan, The Story of Concord, Meador Publishing Co., Boston, Massachusetts, 1935

A BRIEF HISTORY OF THE SCHOOLS

Chapter IV

A Brief History of the Schools

The Concord Schools have grown from the early types where the teacher was hired to teach all the children to read and write using the home of one one in which to hold classes. The school before 1850 was part of the building which housed the Corinthian Lodge; thence it moved to a lower room of the Town Hall; thence to the house now used as an annex to the library. In 1867 a new school was completed, which has since been removed, known as the Ripley School House. The High School shared this house with the grammar school until 1880. The Emerson School was then built. In 1889 a High School was built and occupied in 1890 and enlarged in 1897-8. In the year of 1912 a new grammar school built and named in honor of Peter Bulkeley. A new High School was erected in 1929. The Hunt Gymnasium was erected in 1936.

Concord investment in the physical school plant is shown by the following table:-

School Buildings	Erected	Original Cost Equipment, Land	Assessed Valuation
Emerson	1880	\$ 13,350.00	
Addition	1929-35	\$ <u>4,000.00</u>	
		\$ 17,350.00	\$ 25,000.00
Old High School	1889	\$ 17,526.91	
Addition	1897	\$ 20,406.80	
Alterations	1910-30	\$ 3,000.00	
	1935	\$ <u>0,000.00</u>	
		\$ 49,933.71	\$ 25,000.00

School Buildings	Erected	Original Cost Equipment, Land	Assessed Valuation
West Concord	1887	\$ 11,405.02	
Addition	1889	<u>\$ 19,951.15</u>	
		\$ 31,356.17	\$ 35,000.00
Peter Bulkeley	1912	\$ 65,137.68	
Addition	1929	\$ 65,079.74	
Portable	1924	<u>\$ 3,500.00</u>	
		\$133,717.42	\$112,500.00
Harvey Wheeler	1917-18	\$ 81,493.00	
Stoker	1938	<u>\$ 3,100.00</u>	
		\$ 84,593.00	\$ 85,000.00
New High School	1929-30	\$255,847.95	\$150,000.00
Hunt Gymnasium	1936	\$ 61,493.94	\$ 50,000.00
	Totals	\$634,292.19	\$482,500.00

The early school appropriation consisted of room and board with a small amount of cash for the teacher. the appropriation for the year of 1940 was \$156,564.00. The pupil cost for the year of 1938-39 in the High School was \$130.36 and in the Grammar Schools was \$98.59.

The enrollement has increased from the children of fifty house-holders to its present registration of children of 1600 house-holders. There are in all schools 668 girls and 689 boys making a total of 1,357 pupils. There are forty persons registered in the Adult Alien Education Classes.¹

(1) Larrabee, H.P., Report of Supertendent of School, Concord Town Report, Page 105-7, December 31, 1939.

The School Committee is composed of Harold Tompkins, Chairman, Miss Mary E. Harrington, Joseph F. King, Mrs. William A. Rodday, Edward B. Daniels, and H. Paul Larrabee, Secretary .¹

The function of the School Committee is legislative and judicial, rather than executive. The School Committee representing the State and the Town, is charged with the duty of deciding questions of general educational policy with the cooperation of the professional staff which it employs. The following statement of philosophy and policies sets forth a working basis for the Concord Public Schools.

(1) Report of Town Officers, Concord Town Report, 1940, Page 6-9.

THE LIBRARIES

Chapter V

The Libraries

The Town of Concord has one of the finest Libraries, in that it is a storehouse for many of the original works of such famous writers as Emerson, Thoreau, Hawthorne, Alcotts and many other writers as well as a great many works on the early history of this country. Because of this unique situation the Concord Library is not only interesting to the townspeople but also to a great many students who come from out of town to consult our books, besides letters of inquiry about people and events. There seems to be an increased interest in Henry D. Thoreau, due to Mr. Canby's new book about him.¹

The Trustees of the Concord Public Library are as follows: Prescottt Keyes, Henry F. Smith, Samuel Hoar, Raymond Emerson, and Stedman Buttrick.¹

The Main Library opens daily, except Sundays and Legal Holidays, from 9 A.M. to 9 P.M. for a total of 303 days per year. The Folwer Branch opens daily, except Sundays, Thursdays and Legal Holidays, from 1 P.M. to 6 P.M. and 7 P.M. to 9 P.M. for a total of 252 days.¹

The total number of volumes of books in the Library at the end of 1939 was 78,661. The total number of volumes lent for home use adult 82,192, children 21,103, a total of 103,295.¹

A brief summary of the various Concord Public Library organizations is as follows:-

(1) Bartlett, S., Librarian's Report, Concord Town Report, 1939 Page 64.

" From the instructions received by the Selectmen in the year of 1672, it appears that the nucleus already existed of a town library. It was enjoined upon these officers 'that care be taken of the bookes of Matter and other bookes that belong to the Towne, that they may be kept from abeuze uestage, and not to be lent to any person more than one month at one time.'"

In 1784, a Library Company was formed with a collection of seventy books. In 1795 the Charitable Library Society was formed with a collection of seventy books. In 1821, the Concord Social Library, which in 1828 contained six hundred volumes. The Town Library was formed in 1851 uniting the Social, Parish and Agricultural Libraries to form one organization. In 1873 the present Concord Free Public Library was organized, the building for which was erected and funds for its maintenance given by William Munroe. On October 1, 1873 it was opened and Ralph W. Emerson delivered an address. This library owns original manuscripts of Emerson, Hawthorne, Thoreau, Curtis, Motley, Lowell, Holmes and others and many articles of historic interest and worth.¹

(1) Swayne, Josephine Latham, The Story of Concord, Meador Publishing Co., Boston, Massachusetts, 1935- Pages 382-383

TOWN COMMITTEE RELATED TO RECREATION

Chapter VI

Town Committees Related to Recreation

The Selectmen - Hubert M. Wardwell, Chairman; Ivan D. Servais, William A. Buttrick - This group sponsors the April 19th celebration and donate \$500.00 for the carrying out of this celebration. The Band Concerts which play during the summer months are given \$500.00 to carry on their program. The Selectmen also control all public parks and playgrounds and maintain the same.

The Planning Board consists of the following members; Harry B. Little, Reginald A. Morgan, Angie M. Rodday, Harold I. Judkins, and Roger D. Swain, whose duty it is to see if all future developments coincide with the zoning laws.

The Playgrounds are under the control of two committees known as the Playground Instruction Committee whose duty is to for the instruction of the children on the summer playgrounds. The Playground Development Committee whose duty is to develop the playgrounds with regard to expansion for the future use and also to maintain the play areas with the help of the Road Department.

These two committees have operated separately for the good of the playgrounds for a number of years. In 1941 the Town voted to establish a Recreation Commission under Chapter 45, Section 14 of the General Laws, to have and exercise the powers and duties therein defined, said Commission to consist of nine members, one third of whom shall be elected each year for a term of three years, except at the time of the first election of said Commission which shall occur at the annual Town

Election in 1941, at which election three members shall be elected for a term of one year, three for a term of two years, and three for a term of three years, and that members of the Recreation Commission be chosen by official ballot.¹

Members of the Recreation Commission , Harold W. Chase, Genevieve E. King, H. Paul Larrabee, Roger C. Fenn, Helen A. Peck, Theodore L. Smith, Edward F. Loughlin, Anne Root, Edward W. Sheehan.¹

(1) Report of Town Officers and Committees, Concord Town Report, 1940 page 6-9, 1941 pages 10 and 164.

RECREATIONAL ORGANIZATIONS

Chapter VII

Recreational Organizations

In Concord there are over a hundred organized clubs and societies with 8195 members, of course many member belong to more than one organization. The membership is grouped around the ages of twelve to sixteen and twenty-one to sixty for boys; and ages eighteen to forty-six for girls. It appears that there is a lack of organized culbs and societies for boys between the ages of sixteen and twenty-one, which is a very important age to youth and a period when a great deal of guidance is necessary.¹

The above organizations hold their meetings in the following buildings or housing centers. The Public School Houses, the State Armory, the Masonic Hall, the Monument Hall, the Churches, the Emerson and Percy Rideout Playgrounds, and the Hunt Gymnasium .

In addition to these buildings we have a great many old houses and historical places such as, The Concord Lyceum, Concord Antiquarian Society, Manse, the homes of many well known authors, Emerson, Thoreau, Alcott, Hawthorne and others. The Environs of Concord, Walden Pond, Fairy Land, Concord River, Hills of Concord, Lovers' Lane, Wild Flowers of Concord, Peter Field, Baker Farm, The Common, The Battle Ground, The Bridge, Public Parks and the Prichard Arboretum.²

(1) See table I page 26

(2) Swayne, Josephine Latham, The Story of Concord, Meador Publishing Co., Boston, Mass., 1935- Pages 382 -383

Commerical recreation in Concord consists of the Boat House, from which people hire boats ans canoes; the bowling alley which has just burned down; the pool room in West Concord. We have no public recreation as such except the summer play-grounds and these are limited to the ages six through fourteen.

We have other State and Town properties which are used for recreation. Lake Walden, which is under the State supervision and is used for swimming and fishing. The Local Chapter of the Red Cross conducts swimming classes for children of Concord and as a result a great many of our youths hold various swimming badges. Not only Concord people swim at Lake Walden but people from greater Boston as well .

Adult Education in Concord is carried on by the Recreation Council. This organization sponsors a program in the fall and winter which offers courses to a large majority of the adult population of Concord.

Table I

Recreational Organizations of Concord

Organizations	Member-ship	Sex	Age Group	Dues	Activities
<u>Charity Clubs</u>					
Concord Female Charitable Society	310	Female	40 years and up	\$1	Contributions to charity and club meetings
Concord Grenfell Association	50	Both	21 years and up	\$2	Contributions to charity and Entertainments
Concord Tuberculosis Association	700	Both	All ages	\$1	Raising funds by selling Christmas seals
Salvation Army		Both	Adults	-	Raising funds
<u>Church Clubs</u>					
<u>Congregational Church</u>					
Women's Union	200	Female	21 and up	2	Religious and social-Fairs
Men's Club	25	Male	21 and up	-	Social meeting
Young Peoples	20	Both	14 to 18	-	Religious and Social
Couples Club	30	Both	21 and up	-	Social
<u>Episcopal Church</u>					
Woman's Auxiliary	15	Female	21 and up	-	Missionary
Church Aid Society	92	Female	21 and up	-	Fairs, Lectures
Trinity Young Peoples	15	Both	14 to 16	-	Religious and Social
Alter Guild	24	Female	21 and up	-	Religious
<u>Evangelical Free Church</u>					
Missionary Society	30	Female	21 and up	\$.25	Religious
Sewing Circle	121	Female	21 and up	-	Suppers Sales and

Organizations	Member-ship	Sex	Age Group	Dues	Activities
<u>St. Bernard's Catholic Church</u>					
Alter Girls' Society	6	Female	30-40	-	Religious Social
Catholic Youth Organization	100	Both	12 and up	-	Religious Educational Athletic
<u>Union Church</u>					
Community Men	80	Male	35 and up	-	Religious Social and Church aid
Helping Hand Society	30	Both	35 and up	\$.50	Social and Church aid
Ladies Union	100	Female	40 and up	\$.50	Social and Church aid
Young Married Group	60	Both	22 and up	\$.00	Social
Christian Endeavor	100	Both	10 to 25	-	Religious Educational
<u>Unitarian Church</u>					
Emerson Society	30	Both	14 to 20	1.00	Religious Social
Kings Daughters	80	Female	20 and up	1.00	Charitable Recreational
Layman's League	80	Male	20 and up	2.00	Social and Educational
Woman's Parish Association	125	Female	20 and up	1.00	Social and Charitable
<u>Civic Clubs</u>					
Concord Board of Trade	75	Male	21 and up	5.00	Eight month- ly suppers
Concord Boy Scouts	66	Male	12 to 17	.05	Recreational Educational

Organizations	Member-ship	Sex	Age Group	Dues	Activities
Concord Girl Scouts	95	Female	10 to 17	\$.50	Educational Recreational
Concord Rotary	43	Male	21 and up	25.00	Civic and Charitable
Concord Women's Club	300	Female	18 and up	\$3.00	Civic-Social Educational
League of Women voters	79	Female	21 and up	\$1.50	Civic Educa- tional
Lions Club	40	Male	21 and up	\$52.	Civic Educa- tional Charitable.
Mother's Club	125	Female	Mothers	\$.50	Social Educa- tional
West Concord Boy Scouts	30	Male	12-to 17	\$.05	Educational Recreational
West Concord Girls Scouts	65	Female	10 to 17	\$.50	Educational Recreational
West Concord Parent-Teachers	83	Both	20 and up	\$.50	Educational Civic Social
West Concord Womens Club	100	Female	18 and up	\$2.00	Civic Educa- tional Social
<u>Dramatic Clubs</u>					
Concord Players	265	Both	21 and up	\$2.00	Dramatic Soc- ial Plays
<u>Educational Club¹</u>					
Adult Evening School	200	Both	16 and up	\$	Educational
Athletic Club	60	Both	11 to 13		Recreational

(1) Most of these clubs are carried on under the direction of the Schools.

Organizations	Member- Ship	Sex	Age group	Dues	Activities
Basketry Club	30	Both	11 to 13	-	Educational
Concord Art Association	400	Both	18 and up	\$1 \$10	Educational Cultural
Concord Garden Club	97	Both	30 and up	\$2	Educational Garden openings
Community Orchestra	30	Both	all ages		Educational
Debating Club	20	Both	14 to 18		Educational
Dramatic Club	40	Both	13 to 16		Plays
Glee Club	50	Both	14 to 16		Educational Recreational
Nature Club	60	Both	13 to 14		Educational Recreational
Night School	35	Both	21 and up		Educational
School Orchestra	25	Both	14 to 18		Educational
Science Club	60	Both	13 to 14		Educational
"The Voice"	14	Both	14 to 18		School Paper
Teachers' Club	65	Both	21 and up		Off duty social and professional contacts, assists in maintaining and improving professional ethics and standards

Fraternal Organizations

Annursnac Grange	27	Both	14 and up		Social Agricultural Education
Ancient Order of Hibernian	60	Male	18 and up		Social Charitable
Auxilliary of Hibernian	100	Female	18 and up		Social Charitable

Organizations	Member- ship	Sex	Age Group	Dues	Activities
Catholic Daugh- ters of America	66	Female	18 and up	4.00	Social and Charitable
Corinthian Lodge A.F.&A.M.	400	Male	21 and up	12.00	Fraternal Social, Edu- cational and Charitable
Concord Lodge B.P.O.E.#1479	103	Male	21 and up	12.00	Social and Charitable
Concord Lodge I.O.O.F. # 212	75	Male	21 and up	6.00	Social and Charitable
Concord Grange # 150	80	Both	14 and up	2.00 3.00	Social, Ag- ricultural, Educational
Eastern Star Hawthorne Chapter	48	Both	18 and up		Social and Charitable
Fireman's Relief Association	40	Male	21 and up	1.00	Benefit for Firemen
Kappa Sigma Phi	14	Male	16 to 21	2.50	Social, Rel- igious and Athletic
Knights of Columbus	210	Male	18 and up	6.00	Religious Social
Madonna della Indulgenza	50	Female	21 and up		Religious Social
Police Relief Association	10	Male	21 and up		Benefit for Police
Sons of Italy	70	Male	18 and up		Fraternal Charitable
Walden Royal Arch Chapter Red Lodge of Masons	400	Male	21 and up	7.00	Fraternal Charitable
Willow Rebekah Lodge	143	Female	18 and up	1.60	Social and Charitable

Organizations	Member-ship	Sex	Age Group	Dues	Activities
<u>Patriotic Clubs</u>					
American Legion Post # 158	111	Male	40 to 50	\$ 3.00	Civic-welfare Recreational
American Legion Band	40	Male	25 and up		Entertainments Children's Party Hallowe'en Christmas
American Legion Auxiliary	105	Female	18 and up		Welfare and Recreational
Concord Independent Battery	30	Male	18 and up	1.00	Civic and Patriotic
Daughters of the American Revolution.	90	Female	18 and up	3.00	Historical Patriotic
National Guard Company H.	60	Male	18 and up		U.S.Army Drills Defense
Spanish War Veterans	46	Male	60 and up	3.00	Patriotic
Spanish War Auxiliary	28	Female	21 to 61	2.00	Patriotic
Veterans Council	16	Male	48 and up		Military
<u>Political Clubs</u>					
Young Republican Club	150	Both	21 and up	.50	Political
<u>Recreational Clubs</u>					
Athletic Association High School	175	Both	14 to 18	1.00	Interscholas- tic Athletic Contests
Badminton Club	85	Both	21 and up	10.00	Recreational
Concord Boot and Saddle Club	40	Both	21 and up	12.00	Social and Athletic
Concord Country Club	370 45	Both Both	21 and up 12 and up	35.00 20.00	Recreational "

Organizations	Member-ship	Sex	Age Group	Dues	Activities
Concord Rod and Gun Club	90	Male	18 and up	\$ 1.00	Recreational Sports
Musket&quid Sportman's Club	35	Male	21 and up	10.00	Hunting and Fishing
Silver Stirrup Club	26	Both	21 and up	.25	Social and Athletic
Walking Club	30	Both	20 and up	.25	Social and Recreational
<u>Social Clubs</u>					
Boys' Friendly	24	Male	40 and up		Social
Harvard Club	100	Both	22 and up	1.00	Social and Educational
Ladies Tuesday	40	Female	40 and up	.50	Social
Italian Women's Sewing Group	10	Female	21 and up		Social
Social Circle	40	Female	40 and up	.50	Social
<u>Historical Club</u>					
Concord Antiquarian Society	250	Both	18 and up	2-5-10	Educational Historical
Alcott Memorial Association	27	Both	40 and up		Historical

RECREATIONAL PROGRAMS

Chapter VIII

Recreational Programs

Fall Recreation

In the fall season our many organizations¹ start their programs for the year ending in June. These are such organizations as the Church Clubs, Civic Clubs, Fraternal Clubs, and others. The schools carry on their own recreational programs within their confines, such as music, the orchestra and glee club, debating and the interscholastic athletic program of football, soccer for boys, and field hockey for girls. Most of these organizations require membership under certain specific requirements and do not allow all to participate. The only organization to sponsor an all participant program is the Concord Recreation Council,² whose board of directors is made up of citizens of the town. The activities provided by this council are limited because they have no available building and are forced to rent. This forces them to charge a fee for each course offered; which in turn prevents many from participating who would appreciate these programs.

(1) See Table I page 26

(2) See program on page 35

CONCORD
RECREATION
COUNCIL

COMMUNITY COURSES
FOR ADULTS

CONCORD
MASSACHUSETTS

October 7 — November 27
1940

**COURSES TO BE HELD
AT THE
TRINITARIAN CONGREGATIONAL
PARISH HOUSE
ENTRANCE ON HUBBARD STREET**

**GREAT CHRISTIAN
PERSONALITIES**

DR. RICHARD CAMERON
Member of Faculty, Boston University

In these lectures will be presented sympathetic biographical studies of Christian Leaders in the first thirteen centuries of the Church. The characters selected are representative of different phases of the Church's development, and permit a fairly comprehensive view of its history during the formative centuries. The subjects are as follows:

- October 8: The Church of the Martyrs: St. Justin.
 - October 15: The Eastern Church: St. John of Chrysostom.
 - October 22: The African Church: St. Augustine.
 - October 29: The Church of the Outposts: St. Benedict.
 - November 5: The Celtic Church: St. Patrick.
 - November 12: The Teutonic Church: St. Boniface.
 - November 19: The Roman Church: Pope Gregory VII.
 - November 26: The Flower of the Medieval Church: St. Francis of Assisi.
- Eight one-hour lectures \$1.00
Tuesday evenings at 7:30 Beginning October 8

HISTORY IN THE MAKING

CHARLES K. CUMMINGS
Head of History Department, Cambridge School,
Kendall Green

A weekly resumé and interpretation of the news followed by discussion. Limited to 30.
Eight one-hour meetings \$1.00
Tuesday evenings at 8:30 Beginning October 8

**MAKING YOUR HOME
ATTRACTIVE**

ROBERT SNELLING
Interior Decorator, Courtwright House

Members of this course may learn about wall-paper, paint, colors, furniture and its arrangement, materials for upholstery and curtains, and, above all, how to combine them into interesting and attractive interiors. Limited to 25.
Eight one-hour meetings \$1.00
Tuesday evenings at 8:30 Beginning October 8

APPRECIATION OF ART

MISS ELIZABETH KUHL
Art Department, Concord Academy

Through study of selected works in architecture, sculpture, and painting, members of this group will discover for themselves the relationship of art to life. Among the subjects discussed will be: The Parthenon; Chartres Cathedral; Michelangelo and Titian; Rubens and Rembrandt; Modern Painting. There will be slides to illustrate the discussion with lithographs and etchings of Modern American work. Limited to 25.
Eight one-hour meetings \$1.00
Tuesday evenings at 8:30 Beginning October 8

CURRENT ECONOMIC PROBLEMS

GEORGE R. WALKER
Manager of Real Estate, Writer on Economics

This course will include discussion of the structure and operation of our economic system, the function of money and banking, the role of investment taxation, economic maladjustments, and suggested remedies. Limited to 15.

Eight one-hour meetings \$1.00
Tuesday evenings at 8:30 Beginning October 8

**SOME IDEAS OF THE CONCORD
PHILOSOPHERS**

MISS NANCY ROELKER
History Department, Concord Academy

A discussion of the contribution of the Concord Philosophers to certain dominant strains in American thought such as Idealism, Optimism, Individualism, Pragmatism, and Democracy. Limited to 25.

Eight one-hour meetings \$1.00
Tuesday evenings at 7:30 Beginning October 8

KNOW YOUR TOWN

**SPONSORED BY THE
CONCORD LEAGUE OF WOMEN VOTERS**

For new and old Concordians: A discussion of the history and population of Concord and some problems of its local government by members of the Boards of Health and Public Welfare, Planning Board, Finance and Recreation Committees. Subjects and speakers for the next discussion will be announced each week at the meeting of the

course and in the papers. Limited to 25.

Eight one-hour meetings \$1.00
Tuesday evenings at 7:30 Beginning October 8

**DRAWING, PAINTING, AND
MODELLING**

MISS PRISCILLA ORDWAY

Not "How To Become an Artist in Eight Lessons," but eight opportunities to enjoy the art of seeing, the art of feeling, and the art of putting it down on paper. The first hour will be devoted to drawing both for illustration and design; the second hour to painting, modelling or linoleum block-printing, as each one prefers. Limited to 15.

Eight two-hour meetings \$3.00
Tuesday evenings: 7:30-9:30
Beginning October 8

EFFECTIVE SPEECH

CLAORA BELL STYRON, B.A., M.A.
Formerly Instructor in Speech,
New York University

A foundation course in the fundamentals of good speech. Special attention given to individual voice and speech problems. Opportunity for practice in speaking before an audience with informal, constructive criticism. Limited to 15.

Eight one-hour meetings \$3.00
Tuesday evenings at 7:30 Beginning October 8

**COURSE TO BE HELD AT
THE HOME OF MRS. SHAW
GARFIELD RD., CONCORD, MASS.***

**FIRST YEAR SPANISH
MRS. T. MOTT SHAW**

The increasing dependence of this country on South America for trade and tourist travel makes this subject unusually interesting. Under Mrs. Shaw's stimulating and competent leadership those who take this course will receive a thorough grounding in Spanish for beginners. Limited to 15.
Eight one-hour meetings \$1.00
Monday evenings 8:00-9:00
Beginning October 8

* (Those wishing transportation, please call Mrs. John R. McManus, Concord 380.)

**COURSES TO BE HELD AT
CONCORD HIGH SCHOOL**

WOODWORKING

EDGAR LAFOREST ROBBINS
Manual Training Department,
Concord High School

As this course offers mainly individual instruction, it is open to beginners as well as experienced woodworkers. Materials must be supplied by

members. Limited to 20.

Eight two-hour meetings\$1.00
Wednesday evenings 7:30-9:30
Beginning October 9

DRESSMAKING

MISS ANNA MACONE

Formerly a member of the Faculty at the Brooks School, Instructor on the Concord Summer Playgrounds

This will not be a stereotyped course in the rudiments of sewing, but rather an imaginative and original approach to the problems of dress-making with emphasis upon individual designs and ideas. Limited to 15.

Eight two-hour meetings\$1.00
Wednesday evenings 7:30-9:30
Beginning October 9

GENERAL INFORMATION

These courses are intended for any resident of Concord or neighboring town who is interested in enlarging his point of view or in acquiring new skills and information. If you know any persons who might be interested, the committee would greatly appreciate your sending their names to Mrs. John R. McManus (8 Middle Street, Concord) in order that she may send them an announcement.

TIME AND PLACE OF MEETING: All classes will meet in Concord, as follows:

Trinitarian Congregational Parish House:
Tuesdays: 7:30-8:30 P. M. and 8:30-9:30 P. M.

Home of Mrs. T. Mott Shaw:
Mondays: 8:00-9:00 P. M.

Concord High School:
Wednesdays: 7:30-9:30 P. M.

TUITION: The fee for each course is given at the end of the paragraph describing it. This covers overhead, printing, postage and other costs. Any person enrolling for two courses may deduct fifty cents from the total amount due.

There will be no refunds except by special action of the Committee on Adult Education.

SCHOLARSHIPS: Since these courses are for all members of the community, the committee is anxious that no one shall be excluded for lack of the tuition fee. There is a limited number of scholarships available. Application should be made to Mrs. Leslie R. Moore, Simon Willard Road, Concord, Massachusetts.

MATERIALS: There is a small charge for materials in courses on PAINTING, WOODWORKING, and DRESSMAKING.

ENROLLMENT: Enrollments are now being accepted. For groups that are limited in numbers it is safer to register in advance. Enrollments will be accepted, however, on the opening night of each course, for as long as there are any vacancies. To enroll by mail, fill out the blank below, enclose the amount due, and send to:

MRS. JOHN R. McMANUS

8 Middle Street Concord, Massachusetts

Mr.
Name Mrs.....
Miss

Address.....
Street Town

Occupation..... Telephone.....

Course..... Tuition \$.....

Course..... Tuition \$.....

Course..... Tuition \$.....

Total \$.....

I enclose \$.....

Winter Recreation

In the winter season again the many organizations sponsor their varied programs. The schools carry on music, the orchestra and glee club and the interscholastic and intramural athletic programs. These consist of basketball for boys and girls and ice hockey. As in the fall season these programs are limited to special groups. The Recreation Council¹ operates a winter program in various buildings throughout Concord. Rent again forces the council to charge a fee and thereby limits attendance to the course.

We have no organized out-door winter program in Concord, although the temperature is such that there is ample ice on our many ponds for skating. there are many hills that can be used for coasting and skiing.

(1) Recreation Council program on page 37

CONCORD
RECREATION
COUNCIL

COMMUNITY COURSES
FOR ADULTS
AT
CONCORD AND WEST CONCORD

January 15—February 28

1940

**COURSES TO BE HELD
IN CONCORD AT THE
TRINITARIAN CONGREGATIONAL
PARISH HOUSE,
ENTRANCE ON HUBBARD STREET**

HISTORY IN THE MAKING

RENÉ BOURQUIN

Head of French Department, Middlesex School

A weekly resumé and interpretation of the news, against a background of European history. Limited to 30.

Seven one-hour meetings\$1.00

Tuesday evenings at 7:30 Beginning January 16

LISTENING TO MUSIC

MRS. KATHLEEN UHLER

Faculty of Milton Academy and Carnegie Foundation Experiment at Beaver Country Day School

Mrs. Uhler will play on the piano, and discuss selections from classical and contemporary composers, such as Bach, Beethoven, Brahms, Stravinsky and others. Through intensive listening and discussion, members of this group will gain a clearer understanding of the rhythm, form, and harmonic style of the music studied.

Seven one-hour meetings\$3.00

Tuesday evenings at 8:30 Beginning January 16

ARTS AND CRAFTS

MISS CONSTANCE CROOK

Director of Lincoln Hobby School

This course is open to those who have worked with Miss Crook before, as well as to beginners. One may specialize in block printing, leather work, or decorating and japanning tin trays. Limited to 15.

Seven two-hour meetings\$3.00

Tuesday evenings at 7:30 Beginning January 16

MODERN POETRY

WALTER GIERASCH

Instructor in English, Harvard University

Through reading and discussion of some typical poems, an attempt will be made to define the purposes and methods of contemporary poetry and to understand the relation of poetry to our times. Poems by Yeats, Frost, Eliot, Williams, Rukeyser, and other moderns will be considered. Limited to 20.

Seven one-hour meetings\$1.00

Tuesday evenings at 7:30 Beginning January 16

GYMNASTICS FOR WOMEN

MRS. ROBERT M. SIEBURTH

Teacher of Gymnastics and Posture
Graduate of University Clinic, Berlin, Germany

Invigorating exercises for all ages, under expert leadership. Enjoy the use of all your muscles. Preparatory training for skiing with emphasis on coördination. Limited to 20. Equipment: play suit or bathing suit, with sneakers, and steamer rug or blanket.

Seven one-hour meetings\$3.00

Tuesday evenings 8:30 Beginning January 16

CONTRACT BRIDGE

MRS. ALBERT HARLOW

Experienced Teacher of Adults

There will be two divisions of this course. Limited to 8 each hour.

Seven one-hour meetings\$3.00

Tuesday evenings 7:30-8:30 and 8:30-9:30
Beginning January 16

**PSYCHOLOGY IN EVERY-DAY
LIFE**

FREDERICK H. LEWIS

Instructor in Psychology, Simmons College

This series of lectures and discussions is designed to strike a balance between academic and practical considerations. The following topics, subject to change, will be offered: Psychology Comes of Age; Who is Neurotic; Thoughts on Psychology and Religion; The Technique of Learning; Psychology and War; Why We Don't Like Other People; Growing Up—The Essence of Maturity. Limited to 20.

Seven one-hour meetings\$1.00

Tuesday evenings at 8:30 Beginning January 16

EFFICIENT READING

MRS. EDWIN D. BROOKS

Director of the Brooks School, Concord

This course aims to improve the mechanical skills and interpretative ability of the adult reader. It should be a help to those who feel they are slow readers or that they do not read effectively.

The highly-developed social, economic and political system under which we live today demands that adults carry a heavy load of reading. To read effectively contributes greatly to the success and happiness of the individual. The volume of general publications read by the average adult has increased 170 per cent since 1900. Statistics show that not more than 25 per cent of adults read with real efficiency. Limited to 15.

Seven one-hour meetings\$1.00

Tuesday evenings at 8:30 Beginning January 16

**MAKING THE MOST OF YOUR
VOCABULARY**

MRS. HERBERT B. HOSMER

Editor of Home-Acres, a Farm and Garden Magazine

You may have many brilliant ideas. Yet if you have not the words to express them, you will not get them across to other people. A comprehensive vocabulary increases your value to the world around you. As your vocabulary grows, so do you grow as a person. Limited to 15.

Seven one-hour meetings\$1.00

Tuesday evenings at 7:30 Beginning January 16

POPULAR SCIENCE

Talks on different aspects of modern science by men who have specialized in their subjects.

Seven one-hour meetings\$1.00

Tuesday evenings at 8:30 Beginning January 16

BIRDS

January 16—David Garrison, Curator of Birds, New England Museum of Natural History.

PREVENTIVE MEDICINE

January 23—Dr. Martin Edwards, Consulting Physician, Boston.

INSECTS

January 30—Professor W. D. Whitcomb, Waltham Market Garden Field Station.

ASTRONOMY

February 6—Robert N. Hudspeth of Concord.

TREE STUDY AS A HOBBY

February 13—G. Winthrop Lee of Concord.

GEOLOGY

February 20—Eric Smith of Concord.

WILD FLOWERS

February 27—Speaker to be announced.

**COURSES TO BE HELD AT
HARVEY WHEELER SCHOOL,
MAIN STREET, WEST CONCORD**

TRAVEL TALKS WITH PICTURES

For all who like to have their cake and eat it too. An opportunity to share in seven voyages of discovery without the corresponding discomfort or expense. Go on a Scotch trip. Stay at home and let your mind travel.

Seven one-hour meetings\$1.00

Monday evenings at 8:00 Beginning January 15

BRADFORD WASHBURN

Executive Director of the New England Museum of Natural History

January 15—An Alaskan Adventure—A tale of an expedition to the summit of two of Alaska's great unclimbed peaks, with dramatic pictures.

THOMAS D. CABOT of Weston

January 22—An expedition to the Sierra Nevada and de Santa Marta, Columbia, South America.

MISS FLORENCE WALKER of Westboro

January 30—A trip through Jugo-Slavia and the Balkans in 1939, with moving pictures.

MISS AIDA VARNERIAN of Boston

February 5—Life on the Mississippi, from a River Steamer today.

AMERICAN AIRLINES

February 12—Flag Ships of the Air—A moving picture of transcontinental flights and planes.

JOSEPH DEE of Concord

February 19—A Summer in Ireland.

MRS. ROBERT L. M. UNDERHILL
of Concord

February 26—Mountain Climbing.

CRAFT COURSE — THE MAKING OF HOOKED RUGS

MRS. NETTIE O. WILSON of Carlisle
Experienced Rug Maker and Teacher of Adults

Under Mrs. Wilson's expert guidance, members of this group will learn the principles of design and color, as well as workmanship in rug making. Materials and equipment may be obtained at the first meeting of the class. Limited to 20.

Seven two-hour meetings\$1.00
Monday evenings at 7:30 Beginning January 15

COURSE TO BE HELD AT TRINITY CHURCH PARISH HOUSE, ELM STREET, CONCORD

CHORUS OF MIXED VOICES

MRS. D. RIPLEY GAGE

Formerly Head of Music Department,
Concord Academy

This course in choral singing is open to all who like to sing in a chorus and to enjoy the feeling of taking part in the making of beautiful music. It is for new members as well as for those who came in the fall term. The only requirement is the ability to carry a part.

Seven one-hour meetings\$1.00
Wednesday evenings at 8:00 Beginning January 17

GENERAL INFORMATION

TUITION: The fee for each course is given at the end of the paragraph describing it. In accordance with the wish expressed by a large majority of those filling out the questionnaire at the last meeting of the fall term, the tuition fees have been raised. This covers overhead, printing, postage, and other costs. Any person enrolling for two courses may deduct fifty cents from the total amount due.

There will be no refunds except by special action of the Committee on Adult Education.

SCHOLARSHIPS: Since these courses are for the whole community, the committee is anxious that no one shall be excluded for lack of the tuition fee. There are a limited number of scholarships available. Application should be made to Mrs. Leslie R. Moore, Simon Willard Road, Concord.

MATERIALS: There is a small charge for materials in courses on Efficient Reading, Arts and Crafts, Making of Hooked Rugs, and Modern Poetry.

ENROLLMENT: Enrollments are now being accepted. For all groups that are limited in numbers it is safer to register in advance. Enrollments will be accepted, however, on the opening night of each course, for as long as there are any vacancies. To enroll by mail, fill out the blank below, enclose the amount due, and send to

MRS. JOHN R. McMANUS

8 Middle Street Concord, Mass.

Mr.
Name Mrs.
Miss

Address
Street Town

Occupation..... Telephone.....

Course..... Tuition \$.....

Course..... Tuition \$.....

Course..... Tuition \$.....

Total \$.....

I enclose \$.....

Spring Recreation

In the spring season again the many organizations carry on their varied programs which terminate about the middle of June. The Recreation Council do not appear to operate a program in the spring or summer seasons. The school has the usual program of music, orchestra, glee club, interscholastic athletics consisting of baseball, track, and tennis for boys, soft ball and tennis for girls. The five tennis courts and baseball diamonds are available for use by the school and citizens of Concord. Concord and its environs² offer much relaxation and recreation to its people.

Summer Recreation

In the summer season the playground system is in operation. This program is outlined for children between the ages of 6 and 14 years. The playgrounds meet in the morning and afternoon. This program is under the supervision of Milton K. Payne and assisted by a corps of instructors. The season opens on July 5 and closes about August 25 giving an uninterrupted eight week course. The attendance on the Emerson Playground was 261 and on the Percy Rideout Playground 280 making a total of 541.

The play areas of Concord are located as follows; The Emerson Playground³ on Everett Street and is approximately

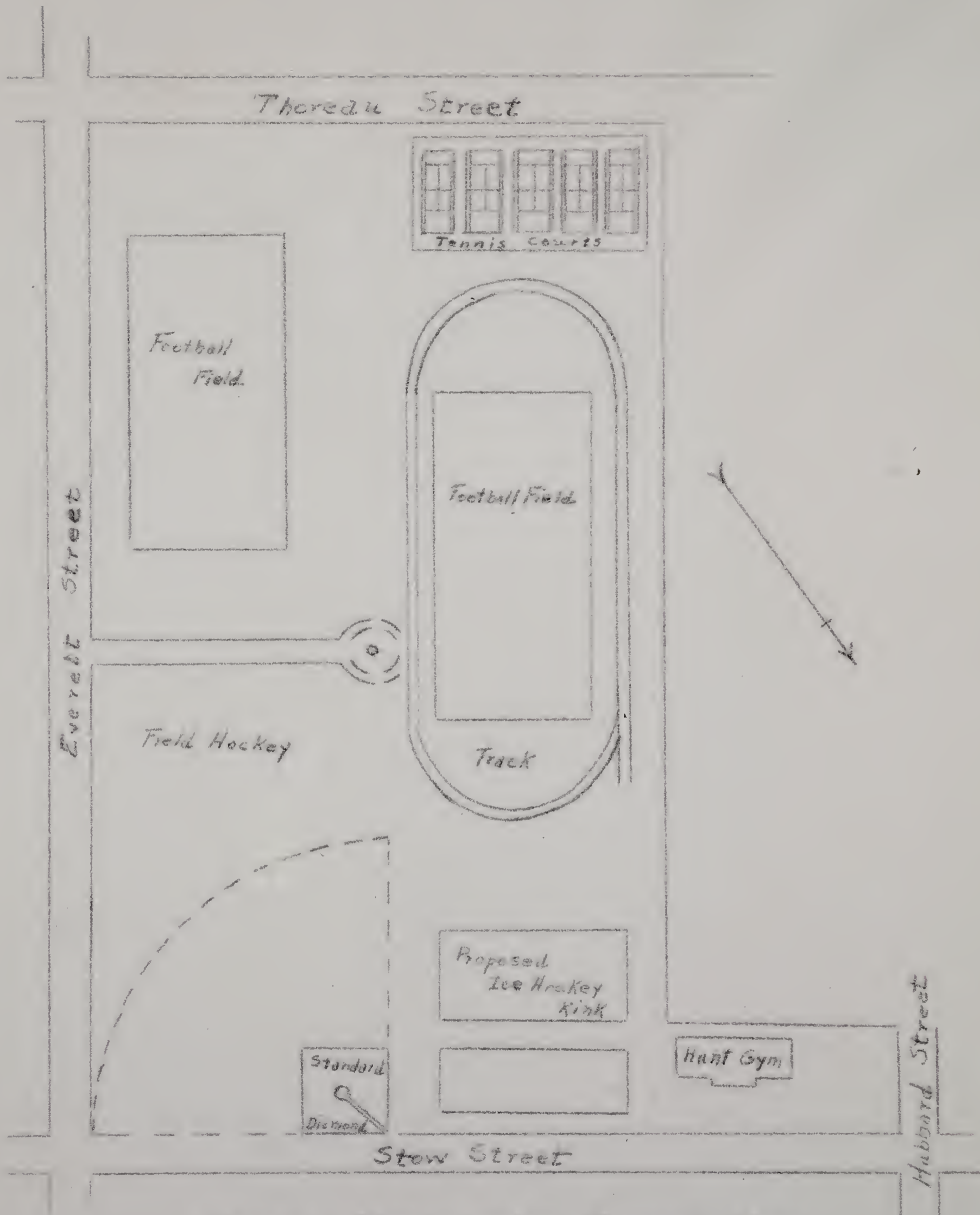
(2) Environs of Concord page 24

(3) See Figure 1 page 40

fifteen acres in area. This area is not only the playground but contains the high school athletic fields. The layout of the Emerson Playground is as follows: two football fields, one quarter mile track with jumping pits, five tennis courts, two soccer fields, a standard baseball diamond, a junior diamond, play courts, quoits and horseshoe pits and a jungle gymnasium. The entire field is enclosed with a chain link fence.

In West Concord the Percy Rideout Playground¹ is located on Lawa Brook Road and consists of approximately twelve acres. This area has within its bounds a baseball field, three double tennis courts, one football field, which is used for a soccer field by the grammar school.

(1) See figure 2 page 41



Emerson Playground - Concord, Mass.

Figure #1

Scale 50'-1"

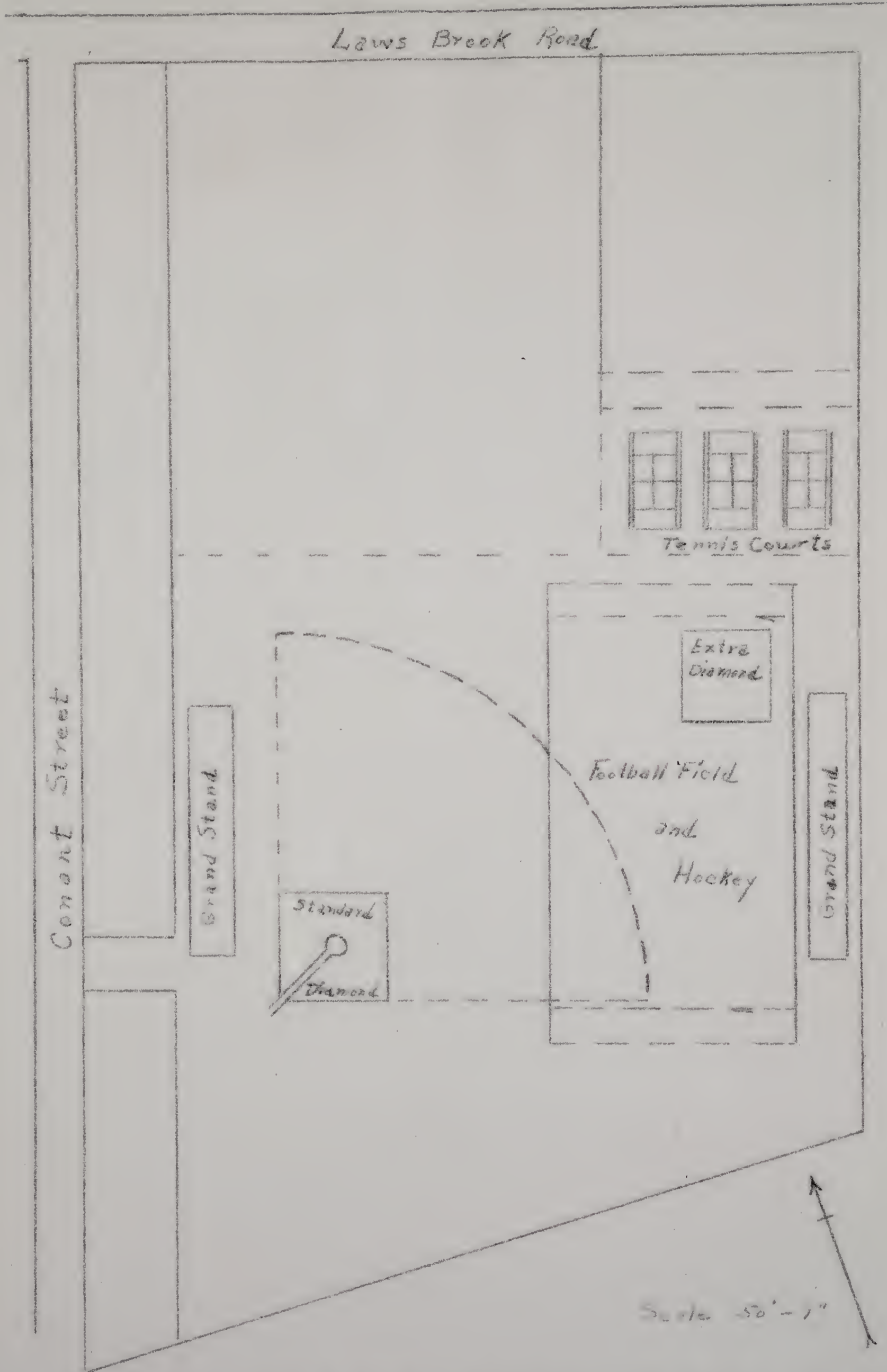


Figure 2 Percy A Rideout Playground, West Concord, Mass.

RESULT OF SURVEY

Chapter IX

In making a survey of the recreational organizations and activities of Concord, one finds that there seems to be a lack of organized activities that attract boys between the ages of sixteen and twenty. The present generation is peculiarly unfortunate in some respects. Every previous generation has been promptly absorbed into adult responsibilities, but today a full third of the young people aged from sixteen to twenty economically do not "belong". They can find no real place in the normal activities of the world. Today the unyielding resistance of certain groups of adults prevents youth from entering on their rightful estate.¹ Union labor's only interest in the problem is to protect its members and their jobs from the competition of these young people. Business men exhibit an indifference to the effect on youth of the economic organization of modern society that is as savage, as short sighted, and as unwise as the attitude of organized labor! Finally, there is no place in the school for the youthful "untouchables," for schoolmen cling to the curriculum of an earlier day which is not intended for, nor adapted to, the needs of this group. Many prefer to be rid of this unwanted and reluctant addition to the high school population. Even if jobs were available, few youths should leave school in their teens. The increasing complication of the problems confronting the American people calls not for less education, but for more.

(1) Douglass, H. R., School and Society, L - July 15, 1939
Pages 65 - 71.

So we are faced with the apparently contradictory needs of keeping young people in school longer and of launching them more promptly on adult responsibilities.¹

Two lines of approach suggest themselves. First, we must make the secondary school far more like life. The school must break out of the narrow confines of book and classroom and explore the vocational, civic, scientific, esthetic and recreational aspects of the community. Young people of sixteen to twenty years of age need to transfer gradually their activities and interests as well as their knowledge from schoolish things to life about them.

The second approach is neither original nor impractical. The cooperative plan for bridging the gap between school and work has been employed in one form or another in almost five hundred schools and colleges in this country. We should explore more fully the advantages and opportunities of a transition period bridging the gap between school and life, preparation and application, immaturity and maturity.¹

There are approximately three hundred boys under this classification. True a large number go to college and to work, but many do not find their place in society for a number of years. What is this group doing with its leisure time? Is it fair to this group to throw them out on to the world without some type of guidance? We educate these young people from the time they enter through and beyond the compulsory school age. Since the

(1) Douglass, H. R., School and Society, July 15, 1939, Pages 65 - 71.

end of the compulsory school age usually comes within the secondary school period, pupils are withdrawing at all times and are lost to the supervision and guidance of the school. It is during this period that proper guidance is vital to them; because guidance may not only help them to make worthy use of their leisure time, but help them to continue to prepare themselves to take their proper place in society. It is the ideal of democracy that the individual and society may find fulfillment each in the other. Consequently, education in a democracy, both within and without the school, should develop in each individual the knowledge, interest, ideals, habits and powers whereby he will find his place, and use that place to shape both himself and society toward even nobler ends.

What activities do we have except the Boy Scouts, which they tend to out grow, and the National Guard which does not appeal to all boys? These are the only avenues of supervised activities which they can seek.

We must recognize that in the teens and the early twenties the nation's greatest asset or its greatest liability is yet in the making or the breaking. The resources of the community must be organized for serving youth, both those in and out of school. The school and other youth-serving agencies must extend themselves, independently and cooperatively, to meet the recreational, health and vocational needs of youth. The school must contribute to the out-of-school youth as well as those in regular attendance. School plants should not lie idle half the time, barred to the youth of the community who no longer

report for daily lessons in regular subjects. School men must broaden their vision. Business men must see their opportunity to render service. Church groups and all youth-serving agencies must learn more about each other, about the possibilities for coordinated and combined youth and adult service.¹

Among the social forces forcing adult education to mature is the shift in population, particularly population age. Today there are 2100 adults for every 1000 youths under sixteen; in 1850 there were only 889. In consequence, while the elementary schools are emptying, the potential students for adult education are steadily increasing. Another force at work maturing adult education is the shrinking of the world through a speed-up in transportation and communication, and the accelerating rate and momentum of social and scientific change, and the early retirement of people in employment. If all of us do not employ any means, including adult education classes, to keep up with what is going on around us, we grow dumber by the hour. As the world speeds up, we must speed up too and bring the forces of adult education into more effective functioning. We must help American men and women increasingly to understand themselves and others; to live richer lives and more satisfying lives in home and family; to be more effective in getting and holding and developing jobs; and finally, to understand and to participate in more fully the social and civic affairs of their community.²

(1) Douglass, H. R., School and Society, July 15, 1939, p 65-71.

(2) MacLean, Malcolm S., Adult Education Bulletin, III, June 1939, Pages 8 - 11.

Within the past few decades changes have taken place in American life profoundly affecting the activities of the individual. As a citizen, he must to a greater extent and in a more direct way cope with problems of the community life, State National, and International relationships. As a worker, he must adjust himself to a more complex economic order. As a relatively independent personality, he has more leisure time. In many vocations there has come such significant changes as the substitution of the factory system for the domestic system of industry; the use of machinery in place of manual labor; the high specialization of processes with a corresponding subdivision of labor; and the break down of apprentice system. All changes in the American life give to youth or old age an increased amount of leisure time.

In the discussion and development of this "Thesis", let us assume that leisure or free time is that time left over out of any daily twenty-four hours not devoted to, first, time devoted to preparing for work, actually working, and associated tasks; second, time devoted to eating; third, time devoted to sleeping. In general, calculation of the total time devoted to these three factors mentioned and considered in relation to the various stages of life, we find the following general estimates concerning the amount of leisure time for any individual;

Ages one to five, pre-school period, the average leisure time amounts to approximately one half of the twenty-four or twelve hours;

Ages six to thirteen an average leisure of six hours;

Ages fourteen to eighteen, early youth, an average of four hours;

Young womanhood and manhood an average leisure of three hours

Maturity, for both women and men, an average of three hours.

Naturally there are exceptions to all general rules. The exceptions to the classifications mentioned concede the fact that life is a gradual transition from one period to another and that this transition is retarded in some cases and accelerated in others. An exception also occurs where one does not either attend school or work either full or part time and hence in such cases the possible total of leisure hours are correspondingly increased. The reverse is also true where one is forced to work either earlier or longer in life than is usually associated with minors and adults and where such is the case, specific evaluations have to be made by the parent, or guardians, for their dependents and by the adult for obtaining any individual work-eat-sleep and leisure time ratio.

Consider in the exceptions the realization that there are thousands of workers, both young and old, who possess a happy philosophy of life that there is no such thing as work in their life and that their work is play. To illustrate, let me call your attention to the large numbers of workers, who actually engage in work from twelve to fifteen hours daily, who in spite

of the old saying, "all work and no play makes Jack a dull boy," are happy and successful. Edison, Einstein, Steinmentz, Doctors, Scientists, students working their way through school, and many others are typical examples of those who have eliminated the word "work" from their thoughts.

Fundamentally, the difference between work and play is merely the mental attitude of the individual involved. Consider, also that life is constantly changing. Old standards are being replaced by new ones. A twelve hour working day is being replaced by an average of six and eight hour days and at present the swing is back to a longer day for the purpose of producing war materials.

Knowing these facts and exceptions, what are the health and school authorities and intelligent individuals doing about leisure? The fact that about one fourth of the total life span is leisure or free time is astonishing! Is the time being utilized properly for the development of a better human being and a finer personality? The answer is "Yes", in the case of those who have had the opportunity to become acquainted with various health and educational laws, and "No", for those less fortunate and for those dependent upon others for guidance and leadership. Noticeably in this respect are children, boys and girls, old men and women, and others, who by force of necessity, are compelled to toil unceasingly for the preservation of body and to the furnishing of food, clothing and shelter for their dependents.

What knowledge have health and educational authorities contributed to the attainment of better human being and a finer

personality? In brief (1) that the secret of continued life and growth of any cell or organ is action and relaxation. Between each contraction of the heart there is a period of relaxation. Stop solving mental problems and the mind become dull. Work any part of the body beyond a certain limit it becomes fatigued and if this is continued day in and day out the life span of that part is shortened; (2) that the happier the environment in any activity the easier it is for one to absorb new knowledge, form new habits, produce greater efficiency and incidentally, show less fatigue; (3) that present life activities are demanding more and more strain upon the nervous system at the expense of the muscular and general health; (4) that relaxation of a tired body part can be obtained by not only complete inactivity but by exercising a totally different part and that youth is the period for the formation of adult habits and building of a foundation for adult health.¹

One can readily see that the activities of a complete and full life may be listed as those associated with the preservation of health by means of activity and relaxation, including sleep, work for the obtainment of food, clothing and shelter, and for specific social and mental development. Knowing these facts, how does the educational and recreational program, in the Town of Concord, provide for the worthy use of leisure time.

(1) Lipovetz, A Recreation and Sports Handbook, Burgess Publishing Company, Minneapolis, Minnesota, Page 11

To answer this one has to carefully analyze life's activities in any twenty-four hours of the day and then direct his or her physical and mental energy to the attainment of these basic developmental factors. Perhaps this can be best explained by taking the concrete illustrations of the present recreational program of Concord that is conducive to the worthy use of leisure time, and improving this present program, so that, it will benefit all ages and classes of the townfolk of Concord.

SUGGESTED RECREATIONAL PROGRAM

Chapter X

Suggested Recreational Program

The Old High School was built in 1889. This building is designed after early english style of architecture and contains seven large school rooms, a chemical, a physical and a botanical laboratory, a drawing room, four recitation rooms, a principal's room, a teacher's room and an assembly hall with seats for over three hundred persons. It is heated by both indirect and direct radiation, the steam being provided by two large boilers. There are ample ventilating shafts which can be heated by small boilers in warm weather when there is no need of steam in the large boilers. The two old hot air furnaces their ventilating return ducts under the floor have not been disturbed. It is wired for electric lighting and has ample plumbing. This building was built at a cost of \$17,526.91 with a finished space of 74,000 cubic feet at the cost of \$23.65 per hundred cubic feet. In 1897 additions were made to increase the finished space to 188,500 cubic feet or an increase of more than five to two in space at a cost of \$20,406.80 or \$17.46 per hundred cubic feet. The following changes in the old part were made, the partition between the office and lower northroom was removed throwing all into one large room, new stairs were built leading to the girl's basement, a teachers' room with toilet was made from the boys dressing room, the lower south room was cut up into a principals' room, a recitation room and a corridor connecting with the new part, from this corridor stairs were built to the boys' basement, and from that basement a covered stairway leading out of doors,

two doors were cut through to the new part on the second floor and third floor, the physical laboratory on the second floor was reduced in size to make space for two coat rooms, the cupola was removed, the vane being placed on one of the peaks of the new part, the front gable was remodelled to correspond with the new part, the south partition on the second floor and the ceiling of the upper south room was made over, the roof on the south wing and the walls supporting it were raised to make room for the assembly hall, and a covered portico was built in front of the main entrance.¹

This school building was erected at a heavy cost, and is not used for classes of ordinary instruction and such loss of educational opportunity is not to be endured with complacency. Furthermore, idleness during all the hours of the year is contrary to the principle of full utilization of plant, and it means waste of investment that is abhorrent to a community which prides itself upon its business sense.

The past quarter of a century has seen, therefore, wide extension of the use of school houses for social, recreational and community purposes. In Massachusetts there are thirteen cities and towns that use the public school buildings for community purposes. Some of the towns of the same size of Concord use their buildings for Community Centers are Falmouth, Ware Wellesley and Williamstown. Thirty-two States have definitely

(1) Keyes, Prescott, Chairman, Report of the Building Committee, Concord Town Report, Page 99. April 5, 1897.

provided laws for such use, and in the other States school authorities permit it under their general powers as custodians. The school house, whose value to the people is already great, may become still more valuable to them, is the purpose of the community-organization movement.

A great democracy like ours, extending over more than three and one-half million square miles of territory and including more than one hundred million people, must be alive, intelligent, and virtuous in all its parts. Every unit of it must be democratic. The ultimate unit in every State, Territory, and possession of the United States is the school district. Every school district should therefore be a little democracy, and the school house be the community headquarters. Here the people should meet and discuss among themselves their common interests and to devise methods of helpful cooperation. It should also be the social center of the community, where all the people come together in a neighborly way on terms of democratic equality, learn to know each other, and extend and enrich their community sympathies.

For this purpose the schoolhouse is specially fitted; it is non-sectarian and non-partisan; the property of no individual, group or clique, but the common property of all; the one place in every community in which all have equal rights and all are equally at home. The school house is also made sacred to every family and to the community as a whole by the fact that it is the home of their children and training place of future citizens. Here all members of the community may ap-

appropriately send themselves to school to each other to learn from each other of things pertaining to the life of the local community, the State, the Nation, and the World.

The appropriation of the school house for community uses has well been called "a master stroke of the new democracy." These facts are not new, but the emphasis on their importance is new and amounts to a new discovery. The Nation's immediate need to mobilize the sentiments of the people and to make available the material resources has directed special attention to the schoolhouse as an effective agency ready-made to its hand for this purpose. The national importance of this new organization is evidenced by the fact that the council of National Defense has planned a nation-wide movement to organize school districts or similar communities of the United States as the ultimate branches of its council of defense system, believing that the organization of communities will enable the council of National Defense to put directly before the individual citizen the needs of the Nation, to create and unify their sentiment, and to mobilize and direct their efforts for the defense of the Nation.¹

Therefore, Concord should take this unoccupied schoolhouse and develop it as a community headquarter and organize a community center. A community which plans to adapt an old building

(1) Claxton, P.P., Commissioner, Letter of Transmittal, A Community Center, Department of Interior, Bureau of Education Bulletin, 1918, #11.

to new community uses must consider the internal needs and uses which the new type of building is required to meet. Community headquarters seem to require a large expenditure, but in this instance we have at our disposal, a building that can be readily adapted to our use with very little change in structure and expense to the Town. The Old High School can be remodelled, so that, it may accomodate the varied program of a Community Center.

Proposed Changes in the Old High School.

I suggest that the Old High School be reconditioned so that this building will render itself adaptable for a community center.

Basement (Figure 1)

Workshops - to be used for vocational night classes and mechanical experimental work as recreation.

Room A- Shop, radio, electrical, and metal work of all kinds.

Room B- Shop, woodworking of all kinds.

Room D- Men's locker and shower with toilets.

Room C- Women's locker and shower room.

Room E- Bowling allies.

Room F- Boiler room.

First Floor (Figure 2)

Rooms for Secretary's Office, information, quiet games, chess, checkers, other table games, pool, billiards, conference, room, reading room and lobby. An open fire place, to be used for its spiritual value in creating good cheer and a neighborly sense of fellowship. Voting instruments to be erected

permanently; these as a symbol of the aim for which both the school and the community center stands.

Room 1-A Community Secretary's Office.

Room 1-B Information Center.

Room 1-C Lobby with fire place, easy chairs, tables and lamps for reading.

Room 1-D Game room for pool, billiards, cards and other quiet games.

Room 1-E Women's exercise room.

Room 1-F Men's exercise room.

Second Floor (Figure 3)

Rooms for Club and departmental activities, Boy Scouts, canning, radio, science, sewing, dressmaking, millinery, cooking, home making, basketry, classes in civics, parliamentary law and others. Kitchen for community dinners, household economics.

Rooms 2-A, 2-B, 2-C, 2-F, Club rooms.

Room 2-D Kitchen.

Room 2-E Toilets

Third Floor (Figure 4)

Room for assembly hall to be used for entertainments, concerts, including radio concerts, motion pictures, (we have no moving picture theater in Concord) plays, operettas, pageants, lectures, society meetings, civic occasions such as open forums, oratorical contests, debates, mass meetings, dances, spelling matches, gleeclubs, music and art.

Room 3-A Assembly Hall for dramatics and
the above mentioned activities.

Room 3-D Art.

Room 3-B Stage Craft work shop.

Room 3-C Make-up room.

FLOOR PLANS OLD HIGH SCHOOL



Figure #3
Basement Plan



Figure # 4

First Floor Plan.



Figure #5

Second Floor Plan

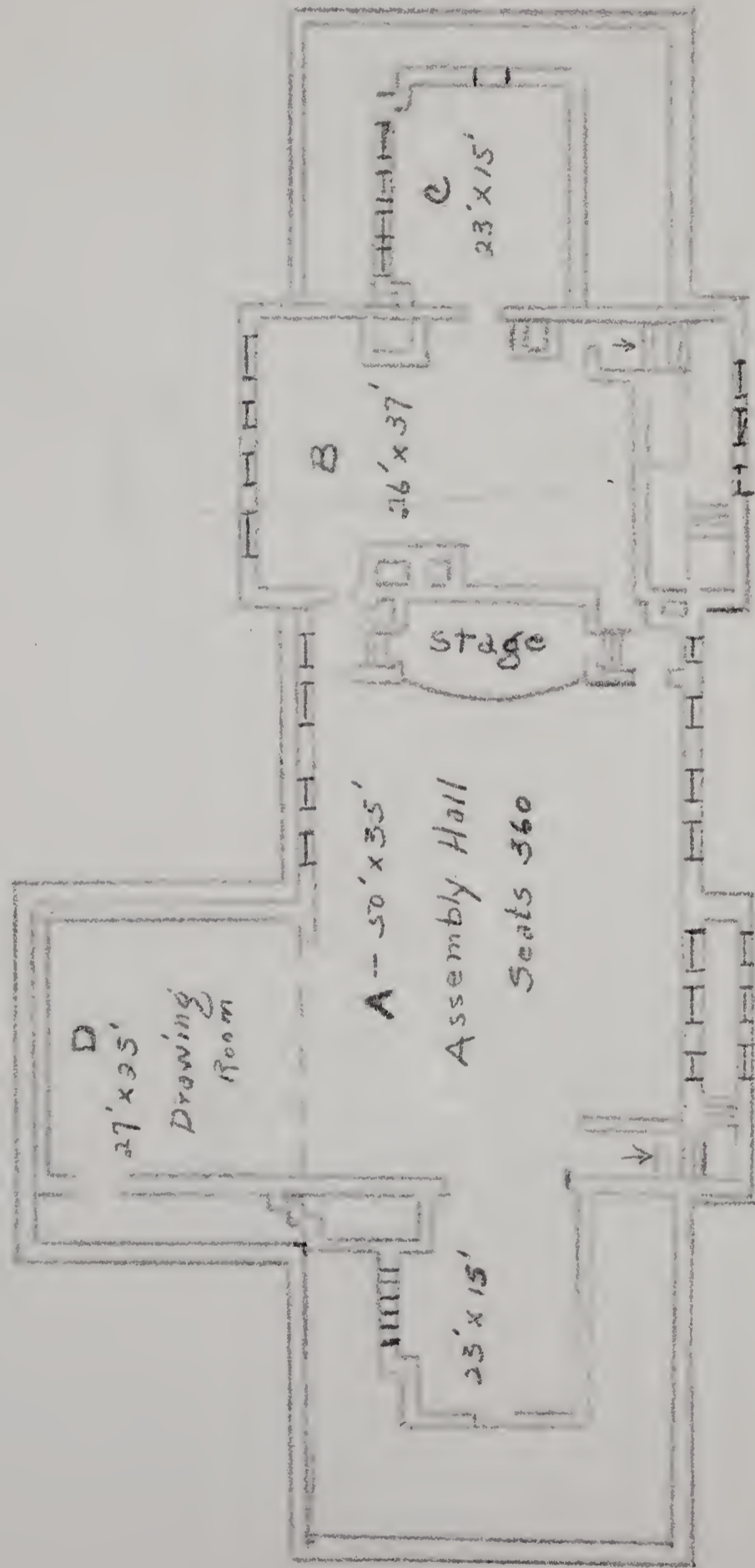


Figure # 6
Third Floor Plan

With the Old High School remodelled to be used as a community center headquarters and with the present play grounds available for both winter and summer use an all year round recreational program should be established to meet the need of all individuals men and women both young and old. A definite program can not be set up until we know what to teach or when to teach it we know whom we are teaching, but we can use a practical formula for the guidance of individual life. The needs of the individual are to be satisfied through participation in the institution of society, such as, the family, the church, the local community, the state, the industries, the school, the standard of living, the press, the customary recreation and the health-preserving activities. Social participation must be a balanced participation. None of the great institutionalized activities may be neglected for if any of them is, ones life is fractional, and some of its needs remain unsatisfied. The problem of society turns out to be that of offering to each individual an adequate social opportunity for a balanced satisfaction of all the innate needs of life.

The adult education program should consist of programs of self improvement through the appreciation of art, music and literature; relaxation through music, art, films, radio, and dramatic performance; through the auditions of lectures on music, art and literature, or writing criticisms; through the creative activity courses from etching and musical composition to swimming and flycasting; through the instructions in the

fields centering around the home and family, such as child care and home management; through the health building and game program; through the use of the hands in vocational programs; through the study of social, economic and political change, with intelligent information and interpretation of the affairs of the world.

The youth's program should be similar to the adult program but in addition have a complete program of active intramural sports and games, to be played during the proper season throughout the year. The sports and game program should be under the direction of an experienced leader, who should draw up an intramural program that will be adjusted to height, weight and age; not have one team but many in the same class, thereby giving a great many more youth the opportunity for play, than under our present system of interscholastic athletics. We are not able in high school athletic program nor the physical education program to give to all the boys and girls the needed exercise. In our own school with a membership of 425 pupils approximately 225 girls and 200 boys, our varsity athletics take care of a very small part of this group. In boys athletics there are approximately 85 that take part during the year with at least 50% of that group taking part in more than one sport which actually reduces the number of individuals receiving benefit. A greater number take part in our physical education program or gymnasium classes. These classes meet only once a week for the individual which to my mind is inadequate for physical development or recreation. An intramural program, sponsored and supervised by the community center, to supplement our present

program would greatly add to the physical build up of our youth. The organization and administration of this program should be under the direction of the Community Secretary and the approval of the Board of Directors and subject to the Constitution.¹

Fall Program

The fall program should consist of many activities, organized and supervised through th Community Center, such as;- night school, lectures, entertainments, concerts, society meetings for adults, as taxpayer's or parent-teacher associations, civic occasions, mass meetings, public discussions, co-operative activities, credit unions, club councils, athletics, gymnastics, bowling, active games, handicraft, musical groups, social dancing, reading and study, parties or banquets.

Many of the activities can be carried on in the Community Headquarters, but the athletic program will have to take place on the athletic field. This program should be intra-mural for football, soccer, cross country, outing club and golf. All ages both boys and girls should benefit from this type of a program. This program, as well as all the other programs, should be planned and supervised by paid workers, assisted by volunteer or apprentice workers.

Winter Program

This is the season of the year when the Community Center Headquarters should be used to maximum capacity. The Community Headquarters' Program for the fall should continue into the winter. Active play should be carried on in the Headquarters

(1) See Chapter XI, How to organize a community center.

whenever possible, but when this is impossible, the Hunt Gymnasium should be used for basketball, volley ball, boxing, wrestling and badminton.

The outdoor winter program should be organized and carried on because in New England we have a great many ponds small rivers and lakes which freeze over early in the season. However the skating surfaces are not maintained for long because of the cycle of snowfall, rain or thaws. Normally we have a small number of really good days for skating during the winter months. Under these conditions it is quite expensive to try to set up and establish a skating area. If by use of proper equipment and care the number of days of skating is increased, the money invested will bring tremendous returns in skill, judgment, health and social welfare.

The laying of a sheet of ice on the playground may be expensive, but for the safety of the young children for skating nothing can compare with it; there is never the danger of thin ice. For adult skating and ice hockey it is better to use a natural or made pond which not located too far from the center of population or within easy walking distance.

Over a period of years, a set of tools for cleaning and maintaining the ice surface, will increase the number of skating days from fifteen to approximately fifty skating days. Newton, Massachusetts has been carrying on just such a program for a number of years.

In 1939 a plan of a section of the hockey rink¹ now in use was presented at a meeting of the Rotary Club of Concord for

(1) See Figure # 7 at end of chapter.

their consideration. The Rotary Club secured the lumber and the boys in the high school who were interested in hockey, Mr. Robbins, head of the Mechanic Arts department, and the author built the hockey rink during the Christmass vacation. This rink consisted of forty-eight sections; seventeen sections long, seven sections wide and three feet four inches high.

This hockey rink was set up on Fairyland Lake and used by the older boys who were out of school, the high school boys, the grammar school boys on Saturday morning and by the general public for skating on Sundays. This is a good example of how some of our other property could be used if a program were arranged and properly supervised.

General skating for the small children should be arranged on the playgrounds, the adults could skate at Fairyland. These areas could be flood-lighted and small shelters could be built for convenience in putting on and taking off of skates.

Skiing and coasting should be carried on at Shaw's Hill which is well adapted for this purpose.

Spring and Summer Program

The Community Headquarters should continue the fall and winter programs through the spring and summer season, turning most of the activities out of doors when the weather permits. The active athletic program in the spring and summer should consist of intramural baseball, track, tennis, golf, softball, hikes and nature walks. Again, the supervisors should be experienced, paid workers with volunteer helpers.

In the summer, the playgrounds should operate, using the Community Headquarters for their rainy day program and handi-craft work. The playgrounds should be open to all ages, and the programs should be arranged to meet their needs too. There should be a morning, afternoon and evening session; each should be supervised by qualified paid workers, and there should be enough of them so that no one should have to work more than two sessions each day, and the sessions should be a different two each week. This stagger system could be used through-out the whole year to insure the presence of some experienced worker on duty at all times.

The playgrounds could be open on a year around basis and children could learn to play with others and how to play many games while being supervised by experienced workers. The playgrounds could be flood-lighted so as to give the adult more play time. These lighted areas could also be used for night football in the fall, hockey or skating in the winter and baseball in the spring and summer.

Organization Chart of the Concord Community Center.

Community Headquarters

Constitution

Board of Directors

Community Secretary

Director of Boys Activities

Director of Girls Activities

Volunteer Workers

Volunteer Workers

Programs

Fall
Community
Headquarters
Playgrounds
Football
Soccer
Cross
country
Outing
club
Golf

Winter
Community
Headquarters
Hunt Gymnasium
Basket ball
Volley ball
Wrestling
Indoor track
Athletic tests
Shaw's Hill
Skiing
Coasting
Playground
Skating
Hockey
Fairylane
Skating
Waner's Pond
Hockey
Skating

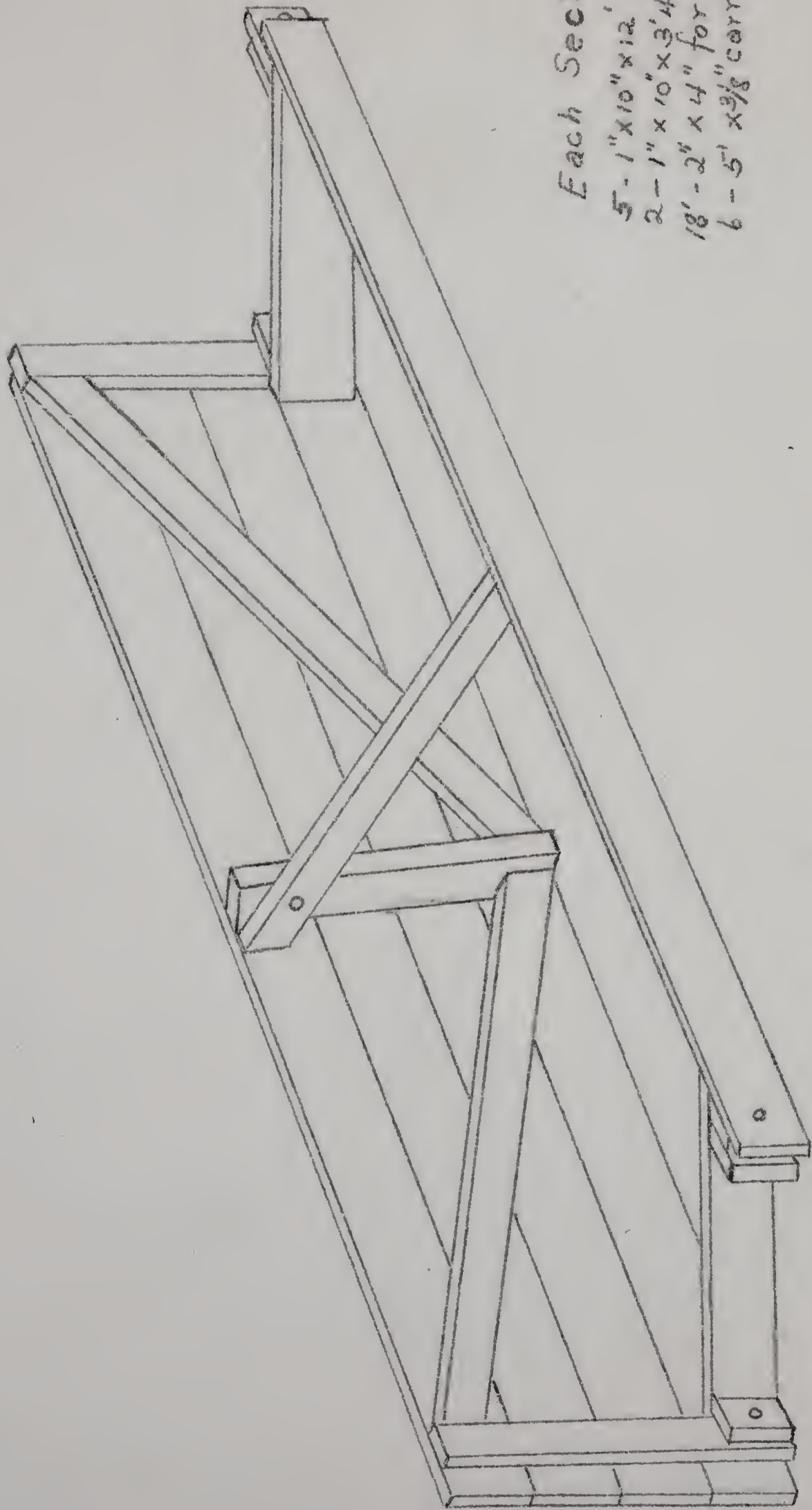
Fall
Community
Headquarters
Playgrounds
Field
hockey
Tennis
Archery
Athletic
field day

Winter
Community
Headquarters
Hunt Gymnasium
Basket ball
Badminton
Volley ball
Athletic tests
Shaw's Hill
Skiing
Coasting
Fairylane
Skating
Waner's Pond
Skating
Outing Club

Spring-Summer

Playgrounds
Baseball
Track
Tennis
Golf
Softball
Summer play
program

Playgrounds
Tennis
Soft ball
Athletic day
Outing club
Summer play
program



Each Section —
5 - 1" x 10" x 12' Boards
2 - 1" x 10" x 3'4" "
18' - 2" x 4" for bracing
6 - 5' x 3/8" carriage bolts

48 Sections
17 Sections x 7 Sections
Figure #7 -
Section of Ice Hockey Rink

HOW TO ORGANIZE A COMMUNITY CENTER

Chapter XI

How To Organize A Community Center.

In the organization of a community center the factors to be considered are its membership, its size, its executive officer, its board of directors, its finances, and its constitution.

The first step in organization is to define the boundaries of the community. These ought to be determined along natural lines, such as the district from which the children in school are drawn, or a district in which the people come together for other reasons than the fact that an artificial line is drawn around them. It ought not be too large. All adult citizens, both men and women, living in the prescribed territory are members of it. It must be non-partisan, non-sectarian, and non-exclusive. You do not become a member of a community center by joining. You are a member by virtue of your citizenship and residence in the district. Everywhere else men and women are divided into groups and classes on the ground of their personal taste or occupation. In a community center they meet as "folks" on the ground of their common citizenship and their common human needs. This is the distinguishing mark of the community center.

Membership implies obligation and responsibility. It gives not only a new sense of pride, but an intimate feeling of duty to the common welfare for a man to say to himself, "I am a member of America." To make citizenship mean membership is one of the obvious needs in every community. The outstanding characteristic of the American Republic, which is unlike any other

in the world, is that it is a double government, a double allegiance. It is a "Republic of Republics." Every citizen feels two loyalties - one to his State and the other to his Nation. In addition to these two he feels a third loyalty. It is to his local community. And just as every man is a better citizen if he is first of all devoted to his family, so will he be more loyal to the State and Nation if he is loyal to his own community.

To induce citizens to recognize their responsibility for the administration of public business, to become active members of their own communities, to assist in the improvement of local schools, of politics, of roads, of the general health, of housing conditions --- this is the result which the community center aims to achieve. It is the law of all improvement that you must start from where you are. If a man cannot love his own community, which he can see, how can he love the whole country, which he cannot see?

The success of the work in any community depends on the amount of public-mindedness existing there or the possibility of creating it. Those who undertake community center work ought to guard themselves against the danger of expecting too much at the start. To develop public-mindedness is slow and difficult. It ought never to be forgotten that democracy, like liberty, is not an accomplishment but a growth, not an act but a process.

It is of the highest importance that this fact should be perceived by pioneers in community work, in order that they may

not be deceived by the passion for size and numbers. A dozen public-minded persons are sufficient for a beginning. One of the biggest movements in history began with a little circle of twelve men.¹

The Community Secretary

If community work is to be done, somebody has to be the doer of it. The Community Secretary, is the servant of the whole community. This community executive should be elected by ballot in a public election in the schoolhouse and supported out of public funds. The qualifications for this office are manifestly large, and its duties complex and exacting. The ablest person to be found is none too able. The function of the secretary is nothing less than to organize and keep organized all community activities herein described; to assist the people to learn the science and to practice the art of living together; and to show them how they may put into effective operation the spirit and method of cooperation. Who is equal to a task like this? In addition to intellectual power and a large store of general information, one must be equipped with many more qualities equally important. The seven cardinal virtues of a community secretary are; patience, unselfishness, a sense of humor, a balanced judgment, the ability to differ in opinion without differing in feeling, respect for the personality of other people, and faith in the good intention of the average man.

(1) Jackson, H. E., A Community Center, Department of the Interior, Bureau of Education, Bulletin, 1918, #11, Pages 24-26

When one considers the requirements for this office, one's first impulse is to ask, "but where can such a person be found?"

There will be no dearth of able men and women to fill this office, when once it is properly created and adequately supported. For there is a particular satisfaction, not otherwise obtainable, to be derived from the service of a bigger than one's personal interests. Where possible, the community secretary ought to be a teacher, who has a good background in recreation and athletics and the ability to organize plus the seven cardinal virtues as mentioned before and agreeable to the principal, in order to insure concerted action. If a teacher were made community secretary and was given an all-year-round job and was compensated for the additional work by a living wage, it would mean a better type of teacher and a better type of school. The bigger task would not only demand the bigger person, but the task itself would create him. Moreover, when the teacher's activities become linked up with the life processes of the community he will be the more willing to support the office adequately. It seems clear that the office of Community Secretary is the key to a worthier support of the school; it will magnify the function of teaching; give a new civic status to the teacher; and make more apparent the patriotic and constructive service.

The Board of Directors.

However able a community secretary may be, no one alone is able enough for the constructive kind of work which the

community center requires. Since it is a cooperative enterprise, it is necessary that it be democratically organized. The next step in its organization, therefore, should be to provide the secretary with a cabinet. It may be called a board of directors, or a community council, or an executive committee. These names suggest its various functions. Its first function is to give council and advice to the community secretary, to act as a little forum for discussion, out of which may develop wise methods of procedure. Its next function is to share with the secretary the responsibility for the work, the burden of which is too heavy to be borne alone. But the cabinet is not a legislative body alone, to determine what is to be done, but also an executive body as well. It is not only an executive body, to carry out the general plans of the association, but also a body of directors to plan and conduct special kinds of activities. In every community there are men and women who have the ability and leisure to render public service. As directors they would have a recognized position and channel through which they can more effectively render such service.

Each director ought to be the head of a department of work, or at least the head of every department ought to be a director. The head of each department ought to choose the members of his own committee. Thus by having the heads of departments of work on the board of directors, the entire work of the association can be frequently reviewed, and the department of activity can by cooperating not only avoid needless waste through duplication

but also stimulate each other. The board of directors ought to hold regular meetings and in order that they may be responsive to public opinion the meetings ought to be open to any who wish to attend them, just as the meetings of a town council are open.

In the conduct of the association's activities a large measure of freedom ought to be granted the directors as well as the secretary. The association ought to hold its officials to strict accountability, and it has the power to recall and replace them, but while they are in office and bear the responsibility they ought to be given freedom to use the means and methods which in their judgment are best suited to produce the results expected of them.

The Trouble Committee

It is not so difficult to organize a community center; the difficulty is to keep it organized. By no means the only one, but the chief means of securing a permanently useful community center is to have a wise and constructive program big enough to merit interest. A good way to formulate such a program is to appoint a permanent committee which we may call "The Trouble Committee." The function of this committee is not to make trouble but to remove it. Its task is to discover the cause of trouble in the community center, to learn the reasons for dissatisfaction, to state the problems which ought to be solved, to exhibit the thing that needs to be done. This is the purpose of the Trouble Committee. For the most part, this committee holds the key to the success or failure of a community center.

Ways and Means Committee

The finances of an organization usually constitute its storm center. Money is the kind of thing it is difficult to get along with and impossible to get along without. Money is a detail and ought always to be treated as such. The advantage of a community center over private organizations is that it does not need an amount of money sufficient to cause it any distress. There are no dues as they are already paid when taxes are paid. The schoolhouse, together with heat, light, and janitor service, and in some places a portion of the secretary's salary, is provided out of public funds. Thus the overhead charges are comparatively very small. The time will doubtless come when the entire expense will be provided out of public funds. If at first the building, heat, light, and janitor service are provided, it is all that can reasonably be expected. The community center will, for the present supplement its public funds, so it will be able to care for its needs. A salary to a secretary must be one that will enable the center to secure and retain the right type of person for the position. Then there is stationary, postage, printing, and clerical work, and the expense of each department. Some of the departments will be self-supporting. The members of the community association ought to register to indicate their intention to take an active part in its affairs. When they do a small registration fee should be charged. These sources will doubtless net sufficient funds. If they do not, then voluntary contributions and entertainments should furnish the needed funds. It should be clearly noted that

for a community center to raise part of its funds by voluntary effort does not mean that it is privately supported. The community association is a public body. As such, what money it raises is public money. It is not private support but voluntary self-help. In a community center, public support and self-support are one and the same thing. Since the amount needed to be raised by voluntary effort is smaller than the amount received from public funds, there is little danger that large givers will have the opportunity to dominate the policies of the community center through their gifts. Above all others, this is the one danger most to be guarded against, because it is chiefly supported by public taxation, the community center is a place where all can meet on the basis of self-respect, where a man's standing is determined not by gifts, but by character and intelligence. Whenever this condition ceases to exist the community center dies.

A WORKING CONSTITUTION

Chapter XII

A Working Constitution

What's a constitution among friends? It's a necessity if they are to continue to be friends. As the word itself suggests, a constitution establishes the basis on which friends may stand for the accomplishment of their common purposes. Its value is always to be measured by the importance of the purpose to be accomplished. In as much as the purpose of a community center is of the highest value not only to the welfare of the local community, but also to the welfare of democracy in the Nation and in the world, the making of its constitution is a highly important item in its organization. If in a democracy every man shall be a freeman, neither in economic, nor intellectual, nor moral subjection, two processes at least are necessary to render democracy possible; one the one hand, a large and many-sided education; on the other, the reasonable organization of life-- " nothing less than to state how these two objects may be secured is the purpose of the constitution of a community center. As regards the work of the community center, the constitution is a working agreement, a clear understanding as to what is to be done and who is to do it. A clear statement will prevent needless friction and confusion. As regards the growth of the work in the community, the constitution will serve the purpose of propaganda. If a new or uninformed member of the community should ask an active member, "What is a community center and what is its purpose?" a copy of the constitution ought to furnish a full

answer to his question. Therefore, it should not be too brief if it is to answer this purpose.

In starting a community center an organizing committee should be charged with the task of drafting and submitting a constitution. If several weeks were spent on the task both in committee work and in public discussion, the time would be well spent. The educational value of the process is too great for the people to miss. The process would educate a considerable number who will grasp the meaning of a community center and who will therefore be equipped to a degree for conducting its work.

While the type of constitution will be very various, yet there are certain formative principles which are basic in the structure of a community center. They are so essential to the life of the community ideal that may be called, "The ten commandments for a community center." They are as follows:

1. It must guarantee freedom of thought and freedom in its expression.
2. It must aim at unity, not uniformity, and accentuate resemblances, not differences.
3. It must be organized democratically, with the right to learn by making mistakes.
4. It must be free from the domination of money, giving the right of way to character and intelligence.
5. It must be non-partisan, non-sectarian, and non-exclusive both in purpose and practice.
6. Remember that nothing will run itself unless it runs down hill.

7. Remember that to get anywhere, it is necessary to start from where you are.
8. Remember that the thing to be done is more important than the method of doing it.
9. Remember that the water in a well can not be purified by painting the pump.
10. Remember that progress is possible only when there is mental hospitality to new ideas.

A SUGGESTED CONSTITUTION

Chapter XIII

A Suggested Constitution

Preamble

We, the people of the _____ Community of the Town of Concord, Massachusetts, in order to secure the advantages of organized self-help, to make public opinion more enlightened and effective, to promote the education of adults and youths for citizenship in a democracy, to organize the use of the unoccupied Old High School as the Community Headquarters, to foster a neighbor spirit through which the community may become a more efficient social unit, to prevent needless waste through the duplication of social activities, to engage in cooperative enterprises for our moral and material welfare, and to create a social order more in harmony with the conscience and intelligence of the Nation, do ordain and establish this Constitution.

Article I - Name

The name of this organization shall be the _____ Community Association, and its headquarters the Old High School Building.

Article II - Location

The community shall be defined as follows: _____

Article III - Members

The members of the association shall be all the adult citizens of this community, both men, women and also children. A limited number of non-resident members may be received into membership, provided they are not members of any other organized community.

Organizations now in operation which are non-partisan, nonsectarian, and whose aim is the public welfare, such as the Women's Club, Mother's Club, Red Cross, Lions Club, Rotary Club, and other similar clubs desiring to retain their name and identity for the sake of cooperation with other branches of similar organizations, may become departments of this association. There shall be no suggestion of superiority or inferiority among the departments. The members of each department shall have the same standing as all other members.

Article IV - Officers

The association shall elect by ballot from its own members a board of directors, or community council, which shall be both a legislative and an executive body. It shall consist of not less than six nor more than fifteen members. They shall be elected for a period of three years, excepting for the first year, when one-third of the number shall be elected for one year, one-third for two years, and one-third for three years.

The chairman of the committee in charge of each department of the association shall be a member of the board of directors. A chairman may be appointed by the board or selected by the department itself and confirmed by the board. Chairmen shall have the right to select the members of their own committees.

The secretary, whose public election is provided for by the board of education, shall be a member of the board of directors and a member exofficio of all committees. He shall be known as the community secretary. It shall be his duty to

exercise general supervision over all the activities of the association, and to nominate, by and with the consent of the directors, all assistant secretaries. They shall have the right to attend all meetings of the board and take part in the discussions, but shall have no vote.

As soon after the annual election as convenient the directors shall meet to organize, and shall elect from their own number a president, vice president, and a secretary-treasurer, who shall perform the duties usually performed by such officers, and who shall also be the officers of the association.

Article V - Departments

The board of directors is authorized to organized and operate departments of activity, such as forum, civics, recreation, home and school, whose activities shall be supervised and whose accounts shall be audited by the board of directors.

1. Forum Department: The committee in charge of this department shall arrange for public meetings, at such times as the association may decide, for the free and orderly discussion of all questions which concern the social, moral, political and economic welfare of the community. It shall select a presiding officer for such meetings, secure speakers, suggest subjects and formulate the method of conducting discussions.

2. Recreation Department: The Committee in charge of this department shall provide and conduct games, dances, community dramas, musicals, motion pictures, and shall promote all similar play activities, with a view to increasing the joy, health, and good fellowship among both adults and youths.

3. Civics Department: The committee in charge of this department shall provide the members with the means of securing information concerning politics, local, national, and international; it shall stimulate a more intelligent interest in government by use of publicity pamphlets; it suggest ways in which the members may contribute to the economic and efficient administration of the Town's affairs; it shall provide a course of studies for young men and women as a preparation for citizenship, and devise methods of organizing the youth into voluntary, cooperative, and constructive forms of patriotic service. It shall organize classes in sewing, dressmaking, millinery, cooking, home making, radio, art, machine work and other vocational classes that will fit youth to take his place in our democracy.

4. The Home and School Department: The committee in charge of this department shall seek to promote closer cooperation between the school and home, the teacher and parent; it shall aim to improve school equipment, to secure more adequate support and better housing conditions for teachers; it shall organize and conduct study classes for youths and adults; it shall provide such ways and means or remove such obstacles as may be necessary to enable all children to remain in school until they have finished the grades and high school, whether these obstacles be the kind of studies now pursued in school, the home conditions of the children, or the economic condition of the community.

Article VI - Cooperation

There shall be no dues for membership in the community

association, the dues having already been paid through public taxation; but the association, by voluntary subscription and in other ways, may raise funds to inaugurate or support its work if the amount received from public appropriation is insufficient to meet its needs.

The association adopts the policy of cordial cooperation with the board of education and provides that a designated member of the school board may be a member ex officio of its board of directors. He may attend any of its meetings, take part in the discussions, and vote on all questions.

Article VII - Meetings

The board of directors shall hold monthly meetings at such times as they may determine. All regular monthly meetings of the board shall be open meetings. When a vacancy occurs, through death or otherwise, the board may fill the vacancy until the next annual meeting. If any director shall be absent from three successive meetings without excuse, such absence shall be deemed as a resignation.

Quarterly meetings of the association shall be held on the second Tuesday of January, April, July, and October. The April quarterly meeting shall be the annual meeting to elect officers, hear reports from all departments, and to transact such other business as may be necessary.

This constitution may be amended at any annual meeting or at any quarterly meeting if previous notice of the proposed amendment is given. In all election the preferential ballot

may be used with reference to officers and measures; the initiative, referendum, and recall may be employed in such manner as the association itself may determine.¹

(1) Adapted from Jackson, H.E., A Community Center, Department of the Interior, Bureau of Education, Bulletin, 1918, # 11

RECOMMENDATIONS

Chapter XIV

Recommendations

The following recommendations are for the development of a satisfactory community center, with headquarters in the Old High School building, for the Town of Concord. These are made after careful study of all the available recreational resources, geographical distribution of properties, people and educational system. These are recommendations from which we may hope to establish recreation for all on a complete year around basis.

First, that a committee of citizens representing the neighborhoods, organization, agencies and interests, be formed to organize and establish a community center, with the Old High School as the headquarters.

Second, the employment of qualified leaders. The Board of Directors should have full authority to employ fully trained recreational leaders to conduct all phases of the community program. Periodical recreation training courses should be arranged for all workers and candidates for positions on the staff. Workers should be encouraged to attend district, state or national recreation institutes and conferences where increased knowledge and current practical information might be of benefit to the community.

Third, improve the present playgrounds by purchasing additional equipment for small children. Shade trees be provided for the small children. Construct areas for skating and flood lights for night play. Floodlighted recreation fields is being considered in many communities. Full equipment is now available at comparative small cost. Lighting allows greatly

increased use of areas at night when adults may have more time in which to participate in recreation. Lighted tennis courts, ball fields, skating, and coasting areas, playground activities of all sorts are possible after dark. Thus, the individual use of public properties is doubled or tripled. The present war conditions will tend to retard the development of night lighted recreation fields.

Fourth, to use in connection with the community center program the Hunt Gymnasium for the active indoor winter program.

Fifth, request necessary Town appropriations to provide recreational activities and facilities. These funds to be used for salaries, equipment and maintenance of the community center.

It seems obvious that there is a need for planning for the future recreation in the Town of Concord. Such planning should consider how to obtain for the community the most efficient recreational organization and administration, and provide the most adequate and interesting program of activities. The stress of modern life creates a need for those wholesome activities which prevent recourse to an unwise use of free time. The expenditure of sufficient Town funds to make available to everyone the sort of recreation which brings happiness and health and better citizenship, will pay dividends on every dollar expended. Concord has the physical equipment to promote and establish a community center and consequently should develop in each individual, both within and without the school, the knowledge, interest, ideals, habits, and powers whereby he will find his

place and use that place to shape both himself and society toward ever nobler ends.¹

" A system of general instruction, which shall reach every description of our citizens, from the richest to the poorest, as it was the earliest, so it shall be the latest of all the public concerns in which I shall permit myself to take an interest."

Thomas Jefferson.

(1) Kingsley, C.D., Cardinal Principles of Secondary Education, Department of the Interior, Bureau of Education, Bulletin 1918 #35 Page 9

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