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ADULT RECREATION



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W. P. A. Technical Series
Community Service Circular No. 9
Recreation Circular No. 9

November 28, 1940

FEDERAL WORKS AGENCY
WORK PROJECTS ADMINISTRATION
Division of Professional and Service Projects
Washington, D. C.

A1788

FOREWORD

This circular is released in an effort to direct specific attention of recreation project leaders and supervisors to the problem of extending recreation services for the adult population.

It is recommended that this bulletin be used **at** all WPA Recreation Project Training Institutes as a basis for the discussion of local opportunities for increased participation of adults in the recreation program of each community.

Howard O. Hunter
Acting Commissioner of Work Projects

PREFACE

Many factors have combined to indicate the importance of carefully planned and properly handled adult participation in the Recreationn Program. Recreation as a profession, however, had developed so extensively around the "child play" concept that most recreation literature and other technical aids have been concerned largely with children's activities. Fortunately the public awareness of the need for recreation has not been concerned solely with the problem of furnishing children spare-time, anti-mischief activities, but has also been concerned with the needs created by a new leisure resulting primarily from technological changes of recent years. The new leisure is largely the property of adults rather than children, and attention of leaders in community life, as well as professional recreation and education leaders, is now being focused on the uses of this adult leisure for the enrichment of life. Efforts to meet the need for adult recreation have created a strong demand for information on techniques, methods, and objectives, and for media from which to exchange experiences. It is in response to this demand that information from many sources has been gathered to compile this bulletin. An effort has been made to indicate important principles of leadership in an adult recreation program, as well as to point out examples of methods and techniques in adapting a recreation program to meet the needs precipitated by the increasing leisure time of adults.

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ADULT RECREATION

PART I. ADULTS AND RECREATION - VIEWPOINTS AND AIMS

Section 1. The Place of Adult Activities in the Recreation Program.

A recent study of WPA recreation projects showed that 60 percent of those participating in recreation activities throughout the country are under the age of 16, 28 percent of the participants are between the ages of 16 and 26, and only 12 percent of those participating are over the age of 25.^{1/} These figures would indicate that there is a distinct need for extending the adult program. In 1935, 61 percent of the population of the country was 21 years of age or over, and census figures show that the population is rapidly becoming older.^{2/} To meet the problem successfully the recreation needs of the adult population must be studied, and the recreation program must be adapted to these needs and to adult interests.

Technological advance with resulting shorter working hours has been so rapid that the average adult has a great deal of leisure time that is not consumed by work or sleep. In the early history of the United States, work consumed man's hours awake, but most adults now have 70 hours or more a week for activities of their own choosing. Many are forcibly retired at 60 or 65, and for those who can work all indications point to even shorter working hours. One major

^{1/} Community Recreation Programs - A Study of WPA Recreation Projects, Work Projects Administration, June 1940.

^{2/} Bureau of the Census, Estimated Population of the United States by Age, Dept. of Commerce, Washington, D. C., 1937.

corporation which employs a large number of workers is now reliably reported to be working on plans for a 3-day work week and all evidence points toward more leisure for adults. Why then is the number participating in recreation programs so small? Is it because adults do not know how to use their new leisure? Is it because the recreation program fails to meet their needs and interest? Both factors probably enter into the situation.

Adults need skill in activities apart from work and an opportunity must be provided to develop and foster those skills under interesting, trained leadership. The lack of skill appears to be a common recreation deficiency. Any use of leisure, whether it be reading, or "big muscle" activity, or the pursuit of a hobby, depends upon activity, and satisfying activity depends in turn upon the use of fundamental skills.

Until all people have an opportunity to learn skills which they can use for leisure, there will remain a recreation deficiency in the community which has not provided a chance to learn the skills and in any individual who has not acquired sufficient skill to make his leisure a real joy.

Another recreation deficiency is the lack of opportunity in most communities to use skills even if they have been learned; a lack of opportunity to participate in activities. This dearth of opportunities may consist of inadequate physical facilities, insufficient type and number of organized groups, or in most cases both. The program through which public schools teach

music is an example. Pupils taught music in school are graduated into a community which provides them with little organization in which to use their skill in music. These interests have little value unless they have continuous expression, and opportunities for capitalizing on these interests can be created only by trained leadership.

The next deficiency is in leisure services in the community. By leisure services is meant available information, aids, and helps for utilizing leisure. Information concerning many activities which may be pursuits of leisure exists in most communities but such knowledge is not readily usable because it exists in many different places and in many different forms, and no one person is responsible for making it available to people for their recreation use. Communities are deficient in meeting the recreation needs of their people unless they can make available in a usable fashion all information that will be valuable in contributing to the good use of leisure.

Public recreation is concerned with the business of assisting communities to so develop their own resources that they can in turn help their people make the best possible use of leisure. The importance of the problem is being recognized, and the furnishing of a recreation program by public agencies is now being accepted as a necessary public service, and is taking its place of importance with other governmental functions.

As the Recreation Program becomes a public service it incurs certain obligations. It must come to have value not only for special groups but for all people in the community. It should be for the use of all citizens with no qualifications other than a need or desire for its service, as is the case with the street, fire, and police services, and the public-school system. Furthermore, in assuming a place as a regular publicly supported service, the total program of recreation must establish a definite relationship to all active services and existing agencies in the community. The program for adults has a place in community life only insofar as it adds to the present services and opportunities, and it has no place if it duplicates or competes with those services which now exist. The program should also be based on values beyond those it might duplicate or with which it might compete.

Section 2. Aims and Objectives. In view of the increasing emphasis placed on adult activities in the Recreation Program it is important that aims and objectives for such activities be given careful consideration. The following are suggested as possible objectives toward which the adult recreation program might well be pointed.^{3/}

1. To give the individual an added interest in life through opportunity for self-expression, self-improvement, and development.
2. To help the individual adjust himself to his environment and group.
3. To place in the community a well-balanced individual, capable of sharing the group responsibility.

If these be the objectives, the Recreation Program must endeavor to attract the individual to a situation which stimulates the development of many interests--leading him toward a full life, rich with interests and varied experiences. The types of recreation activities which provide a change for the individual are valuable for that change alone, and if they bring joy they are justified by that joy in itself. The preferred activities from the recreation viewpoint, however, are those which not only provide "change" and immediate "satisfaction" but also lead on to new interests and the satisfaction that comes with new accomplishments.

In determining which activities best lead toward such objectives, that type of activity must be sought which leads to extended interests beyond the activity itself. A "good" type of activity, therefore, is one which constantly presents new challenge, stimulation, and adventure as one dips further into the pursuit of such an activity. Where

^{3/} Virgil Dahl, Committee Reports - Current Problems in Recreation, New York University, 1939.

does the activity lead beyond itself? Does the interest lead to new interests? Do the skills lead to a desire for more and additional skill? Interests and skills in archery may lead to interest in making equipment--bows, arrows, and the like. Need for materials may carry one to an interest in the different varieties of wood. The interest in wood may take the individual out-of-doors into a healthful environment, and the initial interest in learning to shoot a bow and arrow may thus lead on to many other supplementary and related interests--all enriching the life experience of the individual.

There is also need for activities which will bring the individual into harmony with the world in which he lives and bring him into a pleasant association with others, operating freely and pleasantly as a member of the group. Therefore, the program is aiming at situations which stimulate individuals toward greater development, in an environment which stimulates a sensitivity to the finer life attitude, and in a group situation which brings out the best in human relationship. The problems of developing a program directed toward such aims obviously are, first, how to interest the individual in activities with such values, and, second, how to plan and organize a program which will reach many or most of the individuals.

PART II. ORGANIZATION OF A RECREATION PROGRAM FOR ADULTS

In the organization of a recreation program for adults it is important that the needs, interests, and resources for such a program be determined. The problems involved in determining and meeting those needs are indicated in this chapter with suggested criteria for determining and selecting activities to meet those needs.

Section 3. Problems. The interests and needs of growing children are largely related to and predetermined by their growth and development toward maturity. Their problems, therefore, are those incidental to that growth and development. Once maturity is reached, however, interests and needs usually change--an adult's participation in leisure activities will be of a different type from that of youth. This does not mean that all interests and skills acquired in childhood are to be disregarded. For the purposes of this bulletin, however, the concern is with those interests of the adult as he comes to the Recreation Program. The first problem, therefore, is to find out what adults like to do.

Recreation leaders have in many instances been guilty of attempting to lead adults into activities planned for children. Having seen the activities succeed with children, the poor leader thinks they will work with adults. Consequently, the Recreation Program is still spattered with situations in which leaders try to interest and retain adults in activities like "Looby Loo" and "Jump-Jim-Cow" which are perhaps appropriate for elementary-school children or the kindergarten. Or in the case of such "simple" activities, they may use them heavily because they fear criticism and therefore do not deviate from the play pattern established as "wholesome" many years ago when recreation and the age groups involved were in their infancy. The values in the Program must, of course, be retained, and it would defeat the major objective to clash head on with

community tradition. But a study must be made to determine the things people like to do with their free time and to find out where they go in their free time. If adults select activities not included in the Recreation Program, the Program should be modified to include the best of those choices. If adults wish to spend their leisure time at home, at clubs, or in groups away from the recreation center, this program for adults must be concerned with stimulating and aiding those interests away from the center. The recreation center, therefore, will more and more become a focal organizational nucleus for the whole community and will become less a place to which an attempt is made to attract adults from those outer circles.

Section 4. Criteria. To select the best of the activities in which adults are really interested, there must be some criteria for determining which are best and why they are best. The following are suggested as a few of the criteria by which activities might be judged:^{4/}

1. Does the activity assist the individual in maintaining a balanced organism?

Leisure must be planned for the restoration of balanced personalities.

2. Does the activity tend to develop manipulatory skill in the individual?

Opportunities must be provided for people to retain the skills involving body movement, including the use of the hands in making things.

3. Does the activity bring the individual into functional relationship with the arts?

Opportunities must be provided for all persons to participate in the various arts--music, drama, literature, sculpture, painting, and dancing.

4. Does the activity provide opportunities for continuing education?

Opportunities must be provided for all the people to be informed of and participate in public affairs.

5. Does the activity provide opportunities for contemplation and the enjoyment of nature?

The people must be brought from synthetic, artificial situations into closer touch with the beauties and harmonies of the natural world.

6. Does the activity provide opportunity for social group experiences?

Opportunities must be provided for the development of cooperative, social habits.

^{4/} Eduard C. Lindeman, "Democracy and Leisure." Address to Connecticut Recreation Association, December 15, 1938.

An activity which meets one or several of the needs indicated above might well be considered as having "value" in the program. The next problem, therefore, is planning for the organization of a program centered around adult interests and aimed at meeting the basic needs.

Section 5. Planning. It is strongly recommended that in both the process of setting up objectives and in securing relevant facts, supervisors immediately enlist the aid of their advisory committee. In small communities the matter might well be considered by the entire committee, after the presentation of a preliminary survey by the supervisor. In the large communities, it might be advisable to ask for the appointment of a subcommittee to work out preliminary plans for the meeting of adult recreation needs, the plan to be presented later to the entire committee.

In this work, as in all committee work, the supervisor and the chairman of the committee should bear in mind that complete participation of all members in the planning brought forth at every stage should be encouraged. The best method of informing people about a service is to enlist as much participation from them as possible in the setting up and planning of that service. Equipped with a clear picture of the social objectives for recreation services and the facts concerning the need and the available resources for meeting those needs, communities will be able to proceed to a workable course of action.

Section 6. Approaches. The first approach to an adult recreation program should be a survey of the community for available facilities and a determination of needs and interests which may be used as a basis for the adult program. The following outline of suggestions may help in organizing and conducting such a survey:

1. Formation of a committee responsible for the survey.
2. Study of various recreation surveys previously made.
3. Determination of mechanics for survey.
 - (a) Committee meeting.
 - (b) Dividing the work-load among committee members.
 - (c) Deciding on the material to be collected.
 - (d) Making out questionnaires.
 - (e) Uniformity in distributing questionnaires and collecting data to insure the most valid results.
4. Organization of material collected.
 - (a) Compilation of statistics.
 - (b) Making charts.
 - (c) Interpretation of data by committee.
 - (d) Recommendations based on this survey for the conduct of future surveys.
 - (e) Publishing survey to make it readily available. The findings of the survey should include:
 - (1) Community organization possibilities plus
 - (a) organization set-ups, clubs, service groups, etc.; and (b) present organization facilities.
 - (2) Community facilities already in existence.
 - (3) Community needs.
 - (4) Community possibilities in terms of leadership.
 - (5) Sociological factors typical of that community.
 - (a) Type of city.
 - (b) Type of home.
 - (c) Type of neighborhood.

Such a survey should give a basis for the initial development of the program, and a similar outline is offered to suggest approaches

for program development. This outline also indicates methods by which the various groups may be reached.

1. Older adults
 - (a) Approach through activities familiar to individuals.
 - (b) Personal contact.
 - (c) Approach through forum.
2. Mixed young adults.
 - (a) Approach through opportunities for social contact.
 - (b) Approach through opportunities for self-improvement.
 - (c) Approach through opportunities for participation in popular activities of the day.
3. Home Workers.
 - (a) Houseworkers.
 - (1) Contact through employment bureaus and agencies.
 - (2) Approach through social interests.
 - (3) Approach through desire for self-improvement.
 - (b) Housewives.
 - (1) Self-improvement interests.
 - (2) Home-improvements interests.
 - (3) Family interests.
 - (4) Publicity-neighborhood newspapers.
4. Industrial, business, and professional groups.
 - (a) Approach through opportunities for creative activities.
 - (b) Approach through opportunities affording an outlet for physical energy.
 - (c) Publicity.
 - (1) Bureaus and agencies.
 - (2) Contact through factories, offices, and employers.
 - (3) Clubs.
5. Clubs, organizations, and service groups.
 - (a) Approach through organization interests.
 - (b) Approach through levels of achievement.
 - (c) Publicity: (a) classify all clubs according to interests; (b) make directory of officers and members.

In addition to the groupings indicated in the above outline there will be other groups in the community through which adult programs may be organized. The following list is presented to suggest some of the established groups found in most communities:

1. Occupational groups:
 - (a) Labor unions
 - (b) Professional associations
 - (c) Farmers associations
 - (d) Industrial employees groups
 - (e) Commercial groups

2. Social groups:
 - (a) Lodges
 - (b) Dancing clubs
 - (c) Card clubs
 - (d) Sports and athletic groups

3. Civic betterment groups:
 - (a) Welfare societies
 - (b) Local-improvement groups
(neighborhood and community)
 - (c) Civic luncheon groups
 - (d) Citizenship-improvement groups
 - (e) Parent-Teacher Association
 - (f) Federation of Women's Clubs

4. Nationality groups:
 - (a) Sokols
 - (b) Pulaski Clubs, etc.

5. Patriotic and war-service groups:
 - (a) American Legion
 - (b) Veterans of Foreign Wars
 - (c) Daughters of the American Revolution
 - (d) American Legion Auxiliary

6. Self-improvement groups:
 - (a) Study clubs
 - (b) Art groups
 - (c) Home projects clubs
 - (d) Discussion groups

7. Miscellaneous neighborhood groups

8. Political groups:
 - (a) Party clubs
 - (b) Special political groups
 - (c) Government-improvement groups
9. Avocational interest groups:
 - (a) Hobby clubs
 - (b) Community theater groups
 - (c) Musical organizations
10. Youth groups
11. Unemployed groups
12. Religious Groups:
 - (a) Church schools
 - (b) Church-aid groups
 - (c) Congregations

By approaching adults through different types of groups, such as these, already established in most communities, and by taking advantage of leisure activities already started within the groups themselves, the organization of an adult program is greatly simplified and the program will soon become increasingly effective at the recreation center, throughout the neighborhood served by the center, and in the home.

PART III. TYPES OF ADULT PROGRAMS

Adult recreation activities are generally divided into the following categories: those conducted at the recreation center itself; those taking place away from the center wherever groups are already established, or in the home; and those activities established for individual adults as members of a community regardless of location or other grouping.

Section 7. At the Recreation Center. It is important that the recreation supervisor give careful consideration to the matter of facilities for adults and make use of every opportunity to influence the planning and revamping of facilities in such a manner as will make them suitable for adult activities with as little leadership as possible. Facilities should also be attractive, orderly, and well located with reference to the groups they are designed to serve. If recreation opportunities for adults are developed in the community, it will be found that some activities require local neighborhood facilities which are easily accessible for day-to-day use. Other facilities are needed for large-scale activities and those which are of a community-wide nature, and will be centrally located in the community or, in the case of large cities, in areas comprising a rather large section of neighborhoods. There is a substantial contribution to be made to the field of adult recreation by the careful, sensible planning of facilities, and no attempt to increase the scope of the adult program will be adequate unless it gives consideration to this part of recreation planning.

In addition to the publicly owned facilities over which the project may have control, there are many other publicly and privately

of uses for one or more organizers. In all cases it will be necessary for the organizer to evolve a system of follow-up on the organizing which he does, and in some cases some of the detail work connected with an activity may be done at the center. Generally, however, it should be the aim of the recreation center to do the organizing in such a way that the group or groups can carry on the activity with their leadership within their own group, whether that group's headquarters is at the recreation center or not.

Section 8. Away From the Center. The second type of need to be filled is the furnishing of information and guidance to groups and to leaders and members of those groups wherever they are.

A. In Self-Organized Groups. This function of the recreation program will be referred to as Recreation Services to Self-Organized Groups and involves a regular system of services available to all of the groups in the community. These services will be of the following types:

1. Gathering, classifying, and making available information concerning leisure and leisure pursuits.
2. Personal and guidance service in the field of leisure programs and activities.
3. Rendering assistance in developing certain activities, particularly special events, and for leadership training purposes.

In the Information Service, each project serving adult needs in recreation should have a regular system through which information is gathered and made available. This information should cover a range of topics, such as standard rules and dimensions for facilities for various games and sports, a list of all hobby groups and pertinent information about each, a supply of catalogues and ready reference material on the major types of activities, an information clearing house on different hobbies and interests, and many others. The public should be made aware that many types of information relating to leisure pursuits may be had at the office of the recreation project. Each person on the recreation project should be trained as a potential counselor in some particular field. Furthermore, people in the community who are qualified to give counsel and advice in a particular field should be reached by the supervisor to see if they are willing to have people referred to them on certain occasions. Many of the groups who will be served under the Recreation Program will want more than anything else some suggestions about programs, about activities, and about the planning and development of facilities. This aspect of service should not be left to chance for preparation and use but should be the result of careful planning and preparation.

It has long been the custom of the Recreation Program to provide trained leadership for the purpose of conducting programs of activities, and to a less extent leadership has been furnished to handle or direct special events on a service basis. Then, too, there have been regular entertainments or performances which are made available for groups. This type of service is valuable and in many cases can be expanded beyond its present capacity.

The next type of service is leadership training. Within every group there is sufficient leadership to provide many phases of the program if only that leadership has an opportunity to develop and leadership training should therefore be a part of the program plan. This may be done either through our own employees or by setting up classes for volunteers or through a combination of the two. The aim of these courses should be to train and develop the natural leadership in all groups with a view to making them independent of direct-paid leadership insofar as that is possible. This is necessary not only because of the shortage of paid leadership but also because the opportunity for development of leadership within itself provides a good test of the effectiveness and importance of any group.

B. In Newly Established Groups. The responsibility of a public recreation program to groups does not end with services to existing groups. Despite the fact that many people belong to some organized group, an adequate program can not be built around these organizations alone. In the first place, many people have other interests than those which are a prominent factor in the organizations to which they already belong. In the second place, people derive satisfaction from functioning in various types of groups. In the third place, a large number of people have interests which they would like to utilize in planning a prospectus for new groups. Public recreation for adults, therefore, offers opportunities to assist people in organizing such new groups as are necessary to meet their needs. Once these new groups have been organized they become an existing group and the responsibility of the Recreation Program is the same to them as to other existing groups as previously outlined. The following are a few specific suggestions for organizing and handling adult groups:

1. Work out a plan for the first few meetings of the group rather than for just the first meeting.
2. Keep clearly in mind the common interest around which the group is being organized.
3. Strive to have initial programs as highly interesting as possible.
4. Start meetings promptly and make a special effort to have them so well planned that they do not drag.
5. Allow opportunity for full discussion and do not have every move so cut and dried that people feel there is no point in their attending.
6. Be sure that the element of fun or good time is not entirely overlooked.

7. Allow choices or if necessary force choices from the group in planning meetings. This is especially true among groups where there is doubt about the real participation.

A vital responsibility of the recreation project to new groups has to do with following the progress of these groups for sufficient length of time to insure their growth and development. For these groups, paid leadership should withdraw as quickly as possible from active participation, and they should depend on self-government and program development by leadership within the group. However, frequent follow-ups and a continuous service to these groups often insures a dynamic program and the consequent development of a dynamic group. Once newly organized groups of adults have been established on a firm foundation by the Recreation Program, the function of the Program in serving these groups becomes the same as its function in serving any existing group.

C. In the Home. By extending the influence of the adult recreation program to the home, much can be done to make family life happier and more successful. The failure of families to develop their common interests as leisure pursuits is probably one of the products of the rapidly changing environment created by the industrial era. Since the family represents not only a social grouping but also an economic and biological unit, it is in some important respects different from the ordinary group. Some common characteristics of the family are:

1. Common dwelling
2. Use of family income
3. A head to the family - father or mother

No other association of an individual, especially in the younger and more impressionable years, has more influence on his behavior than the family.

If leisure for the purpose of consideration in this circular is time other than that spent at work or in sleep, then a great deal of leisure in the case of the average normal person is spent in company of the family or in a family situation. If the potential values of a wise use of leisure are to be realized, then efforts should be made not only to improve the opportunities of the individual to use that leisure but also to improve the manner in which whole families can use leisure. It is in this general field that the public recreation program has a responsibility to the families of the community. In the many things that can be done to help family recreation it should always be remembered that the activities are for the purpose of giving joy and unity to the whole family, and in the activities the home will be accentuated rather than given secondary emphasis. In the name of doing

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something about family recreation, the recreation program should not promote and organize activities which tend to further disperse family interests.

An examination of the needs for family recreation brings out the fact that the general types of deficiencies which are preventing the best use of leisure in the family circle are the same as those which are preventing the best use of leisure in other groups. These are a lack of common skills among members of the family circle; a lack of suitable opportunities for family participation, particularly in the form of home facilities and organized activities especially for groups of families; and a lack of readily available information and guidance. A major problem resolves itself around establishing the functions of a public recreation program in improving family recreation. This then leads to the further development of determining how leadership is to best serve the families of a community in the improvement of their recreation.

The way to serve families in a satisfactory and tactful manner does not lie in the direction of trying to furnish paid leaders for individual families. It is true that on certain occasions for demonstration or for special cases, such direct leadership might be used. In the main, however, the function of public recreation will be in the field of helping families to help themselves.

One of the important services which the recreation project in a community can render is the teaching of skills to families and family members. For the special needs of the family's recreation, the skills which are tapped need to be selected with a view to their suitability for family and home participation. For example, the teaching of rules and technique for football do not serve a very good family participation purpose. Fundamentals might be stressed with reference to family discussions and enjoyment as spectators. On the other hand, the teaching of skills which can lead to hobbies, such as arts and home decoration, and of skills for outings and for home games such as croquet, table tennis, badminton, shuffle board, and games of this general type, all would be well selected for family participation.

Another service which can be rendered by the Recreation Program is the setting up of organizations designed primarily for family participation. Here would be included such organizations as camps, picnics, outings for families, family tours, family hobby nights, family dances, shows, orchestras, and singing groups. These can be organized and will contribute toward a greater degree of family unity and to a more complete enjoyment of the family association.

Through taking the initiative and through helping other organizations set up displays and demonstrations concerned with family activities, the Recreation Program can contribute to a better use of leisure by the whole family. A leisure-information service developed as a part of a total program should give special consideration to

making available the type of information which would be of value to families. This would imply that there should be considerable information on selecting and developing family hobbies, a good guidance service, and a wide variety of information on developing facilities and apparatus for home use. Families who want to start a home workshop, lay out a croquet course, equip a game room, build a ping-pong table, or lay out a badminton court, should be able not only to secure the correct dimensions from the recreation office in that community but also should be able to secure suggestions on the method of construction and the rules for playing. A game-loan service has often been found valuable, especially in serving rural families who have little access to such equipment. As in planning all recreation, there needs to be consideration for differences in age, sex, other interests, and the general facts under the family.

A final suggestion on meeting the recreational needs of the families of a community is that each recreation project should have as a definite policy the making of a positive effort to cooperate with and to work out means of serving the various groups already existing in the community which are concerned either directly or incidentally with family-life enrichment.

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Section 9. As Individuals. In serving the needs of people as individuals, one of the important points to be observed is that there should be aids and services which will give a wide range of choices to individuals in making their selections of leisure pursuits. Guidance should be furnished to help persons in making their selections.

In making this choice the individual is likely to receive some satisfaction which he receives from no other segment of his leisure or from any part of his work life. That satisfaction is the one derived from doing as nearly as possible as one pleases, or from a certain amount of free and unrestricted self-expression. In the group or family relationship during leisure or during work, an individual is always forced in varying degrees to adjust his behavior to harmonize with the desires of the group, and this compliance has a tendency to condition free expression in direct proportion to the rigidity of the group or association.

Public recreation has the responsibility to the people to help them become more self-sufficient and independent in their own use of leisure, because there is something of importance to the individual in self-sufficiency and independence. In utilizing leisure as an individual, the same problems in general arise as in utilizing leisure as a group member or a family member; namely, skills, opportunities, and services are needed.

Training in skills needs to be in skills and media which lend themselves well to individual pursuits and development and which, after the fundamentals are learned, offer a chance for a wide degree of individuality in their development. For this reason the teaching

of fundamentals in most of the arts is good for individual development in leisure. For example, activities which teach the fundamentals of clay modeling, of painting, of sculpturing, and in fact most of the visual arts and crafts media which are suitable for manipulation by individuals are good for this purpose. Likewise, certain aspects of nature study lend themselves well to solitary enjoyment. The important function of the recreation department here is to set up or arrange for setting up a means through which an individual can learn the fundamental skill and basic knowledge needed to enjoy participation. This is very important since many people become discouraged in developing a creative or artistic hobby because they are doomed to early failure when they use improper methods.

There is nothing which more thoroughly defeats the purpose of a good recreation program than the creating of more failures among people than already exist. Instruction and activities, therefore, should be geared to the skill level of those participating, and the individual should be able to achieve the satisfaction of success in each activity. With that success will come the desire to improve technical skill and thus interest is sustained and broader fields opened. A direct service which the Recreation Program can render to the development of leisure activities suitable for people to develop by themselves lies in the direction of guidance and furnishing of information. Services to meet these needs should be developed and the fact that they are available should be made known to the people of the community. Each recreation project may well have available for the asking pertinent information

on better known and more common activities and the ability and willingness to find further reasonable information. The Program may also serve as a point of contact between people who are interested in the same activities. Nothing is of more help and inspiration to the hobbyist than to be able to discuss his problems and experiences with another person who has the same interests. Since dens and other retreats about the home are real instruments to aid the satisfying use of leisure, recreation may well be in a position to give help and suggestions in planning these. In fact the goal of a retreat in every home would be a worthy undertaking by a Recreation Program. New homes that are being built today rank the so-called recreation room in importance along with the kitchen and bath. Recreation leaders should be available as public consultants on planning these rooms.

Finally, individuals who want to acquire new skills or improve their old ones must be able to look to a community education or recreation service for the necessary instructions and drilling to acquire these skills. Classes and short courses of many kinds can be set up and organized. In many cases such courses are already available through the WPA Adult Education Program. This service should be directed toward the following groups:

1. Mothers.
2. Youth.
3. Young married people.
4. Laboring people with families and only a small income.
5. Old people, generally beyond the employable age. This group with their work interest totally removed is rapidly increasing and methods must be found of giving these people a new interest in living.

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6. People who have had a fairly good education and feel a desire to pursue further, in small groups of similar interests, certain topics of study. (A real need exists here to help these people organize and it is generally overlooked. The need for organizing groups to know other people in any community will quickly become apparent as the consciousness of this particular need develops.)

PART IV. LEADERSHIP IN ADULT PROGRAMS

Any attempt to plan a program of leisure activities for adults makes clear the important part leadership must play if the program is to fulfill the purposes for which it was set up. In developing a recreation program, well-trained, competent, and understanding leadership is needed not only at the activity-leader level but at every other level, including that of administering a program over a wide geographical area.

Section 10. Philosophy of Leadership. Principles of democratic leadership in a public recreation program are best indicated by several unpublished criteria for leadership developed by Eduard C. Lindeman. He asks these questions:

1. "Is the leader assisting the people in articulating their needs?"
2. "Is the leader capable of creating a sense of need?"
3. "Is the leader the sort of a person who when the group is confronted with their needs can help the group determine the means?"
4. "Is the leader aware of the necessity for making his people grow?"
5. "Does the leader exert power with people or power over people?"
6. "Does the leader give considerable attention to standards and values?"
7. "Does the leader demonstrate practice in the arts of consent?"
8. "Is the leader developing for himself and his associates insight -- the being aware of why we are doing things?"

Section 11. Skill of Leadership. The following is a brief listing of some specific uses for paid leaders on the recreation project:

1. Setting up and teaching classes in the various skills which are useful in leisure.
2. Organizing and assisting with the organization of various types of groups.
3. Supervising of facilities, such as workshops, playgrounds, swimming pools, etc.
4. Assisting with the organization and operation of leagues and tournaments which give opportunity for organized competition.
5. Planning, organization, and general assistance for all types of special events.
6. Gathering, classifying, and making available for community use all types of information relating to the use of leisure. This should include any use that may need be made of leaders in the whole process of gathering and disseminating information and in actually assisting groups on a service basis.
7. Preparing displays, facts, and aids to leisure education.
8. Conducting tours.
9. Giving hobby guidance.
10. Giving demonstrations in various activities for leisure education.
11. Providing good leisure programs of the entertainment type.

Since the local supervisor will be primarily responsible for developing the program and training the leadership for wide adult participation, most of the suggestions of immediate steps are directed to him:

1. The supervisor may find it advisable to develop a catalogue of leisure opportunities in his community. In many instances people do not have sufficient information about the recreational opportunities which exist right within their own community, and a significant contribution may be made by the development of such a catalogue. In some instances people could be used to catalogue and compile this information who are not well-suited to actual leadership but in this manner would render service to adult recreation.
2. The supervisor may find it advisable to assign individuals from the staff in staff meetings and training sessions, or, in the case of a large staff, to assign special committees to some particular aspect of a problem dealing with adult recreation. For example a special study and report might be made on the opportunities for family recreation in the community. Other similar projects and studies as suggested might well be made by these individuals or committees and reported back either to the staff or to the lay committee or to both.
3. The supervisor may find it advisable to prepare a report for a lay committee on the adult recreation program which has been carried on in the past year, and this report would then serve as a basis for discussing improvements and changes.
4. The supervisor might assign staff members, the task of working out programs for periods of 3, 6, or 9 months for some of the adult groups suggested by this circular. For example, a program designed to better meet the needs of out-of-high-school youth activities which would be of particular interest to mothers; a recreation program which might be carried on for a specific period of time for labor unions and occupational groups, or a program of services which could be rendered to such existing groups as civic clubs, women's clubs, parent-teacher associations and a host of other groups already organized in most communities could be worked out by leaders.

All of these things should have a tendency to make people in a community more conscious of the need of adult recreation and at the same time to demonstrate the methods which might be utilized to fill these needs.

Section 12. Training for Leadership. To be of immediate practical value the content of courses designed to improve leadership should be based on the program to be carried out and the specific tasks assigned to paid leaders in carrying out that program. Some of the topics which will need special treatment in the improvement of leadership for adults include the following material.

1. The psychological differences between adults and children.
2. A knowledge of group-discussion methods and technique.
3. Understanding of the community-wide service nature of the Recreation Program.
4. The factors involved in a positive and negative approach to the use of leisure.
5. Mechanics and methods used in setting up such groups as clubs, special and permanent committees, leagues, tournaments, and special events.
6. Methods for teaching subject matter and skills for use in leisure.
7. Methods of organizing for use resources which already exist in a community.
8. Factors in program planning and methods of program planning.
9. Methods of publicizing activities.
10. Community resources.
11. Philosophy of recreation.
12. Methods in adult education and recreation.

In general the methods used in the improvement of leadership in the Recreation Program seem to be most effective if actual "learning by doing" situations are set up and if there is provided an opportunity

for ample discussion of these experiences. It should be noted that less effective results have been obtained through the sole use of the more common methods, such as lectures, text assignments, written examinations, and other teaching methods which have so long been common in the educational world.

There are two forms of training carried out on the average project; namely, continuous in-service training and institute training. Most experience in the field of training indicates that a combination of continuous in-service training together with occasional institute training seems to best fulfill the training needs. In planning a training program for adult leaders there needs to be a fair estimate made of the role of both the institute and the continuous-training form, as both actually serve a different purpose, and the institute tends to complement the continuous training rather than to merely supplement it.

PART V. CONCLUSION

The improvement and expansion of adult activities in a local recreation program will come about as a process of growth and development rather than through the sudden superimposing of an adult program on a community. The form which this growth and improvement takes will be determined in the main by existing conditions in each local community. In the final analysis the energy and initiative displayed by the leaders and laymen will determine the degree of success which is achieved in meeting the leisure needs of the adult population in the various communities. In all of the recreation programs and especially in work with adults it must be remembered that leisure in America is the sacred heritage of the individual, that freedom of choice is a primary essential in recreation, and that recreation activities are those things people do because they want to do them when they are free to do as they please. As to values, the program is always more interested in what happens to the individual than it is in what happens to whatever material the individual will work upon.

PART VI. BIBLIOGRAPHY

1. BRYSON, Lyman: Adult Education. American Book Company.

While this book deals with adult education, a great deal of material is especially applicable to adult recreation, particularly the part dealing with methods and the part in which Professor Bryson discusses the liberal function of adult education. While this small book should be read by all leaders in the field, the chapters with the following titles are especially recommended: "Why Go On Learning"; "Functions of Adult Education"; "How Adults Learn"; "The Role of the Teacher in Adult Education"; "How Adults Can Be Taught"; "Federal Emergency Program."

2. BUSCH, Henry M: Leadership in Group Work. Association Press, New York, 1934.

This book discusses the whole field of group work with particular emphasis on leadership and the relation of leisure time to club work. Since a great deal of adult recreation will be concerned with work in groups, either this book or some other of equal value should be studied by leaders and by supervisors.

3. JACKS, L. T: Education Through Recreation. Harper & Brothers, New York.

This very readable little book consists of a series of lectures delivered by L. T. Jacks on the general topic of education through recreation. Since the lectures were delivered under the auspices of the National Recreation Association, the material is entirely of a recreational nature with particular emphasis on adult needs. The following chapter titles are particularly recommended, although the whole book is worth-while: "A New Adventure in Education"; "Rhythmical Human Companionship"; "Democracy in Recreation"; "Leisure Recreation and Art."

4. KILPATRICK, William H. The Foundation of Methods. Macmillan, New York.

While this book is not new, it still provides the basic framework for progressive education, and adult recreation borrows a great deal of its methodology from progressive education. To supplement this general type of background reading it is suggested that the leaders develop some familiarity with the studies in adult psychology and adult

learning which have been developed by E. L. Thorndike. Leaders should also do some reading in the school of philosophical thought which underlies all progressive education. The works of John Dewey are particularly recommended, for example his book on "Democracy and Education."

5. LINDEMAN, Eduard C: The Meaning of Adult Education. New Republic Press, 1937.

This book sets out Professor Lindeman's philosophy of adult education which may very well be taken as his philosophy of adult recreation. This, as well as other books and addresses by Professor Lindeman, outlines his philosophy of recreation in which the main emphasis is given to leisure uses by adults.

6. MAC IVER, R. M: Society: A Textbook of Sociology. Farrar & Rinehart, Inc., New York.

This book is one of several good textbooks in the general field of sociology, and since recreation leaders deal primarily in matters closely related to sociology and social organization, all leaders should be at least familiar with the contents of a good general text. The part of this book dealing with the social structure should be of particular value to recreation leaders.

7. NASH, Jay B: Spectatoritis. A. F. Barnes & Co., New York, 1937.

This book develops the philosophy of recreation for adults which stresses a need for creative activity by all people and discounts the recreative value of spectacles and performances through which people are stimulated but through which they are given no opportunity for release in activity. Professor Nash also discusses the relationship of work and play. It is recommended reading for all who contemplate work in the field of adult recreation. His more recent book "Teachable Moments" is also valuable.

8. PATTEN, Marjorie: The Arts Workshop of Rural America. Columbia University Press, New York, 1937.

This small book is subtitled "A Study of the Rural Arts Program of the Agricultural Extension Service." It is an actual account of many of the leisure programs being carried on today in rural areas and is concerned primarily with adults and families. It should not only serve as a source of inspiration to leaders and supervisors but also as a source of many practical program suggestions for the small town and strictly rural areas.

9. PERKINS, Ruth: Handbook on the Use of Crafts.

This hand booklet is excellent for extending arts and drafts in the leisure program. It also outlines the approach to various crafts. It is included in this list for two specific reasons: (1) it outlines an excellent approach not only to crafts but an approach which can well be used to other activities which are included in the Recreation Program; and (2) for the person with some imagination it should stimulate many ideas for craft activity of real value to adults.

10. SLAVSON, S. R: Creative Group Education. Association Press, New York, 1937.

While a great deal of the subject matter in this book is concerned with children, it offers considerable material on methods which is applicable to adults. The chapters on "Creative Group Discussion," the "Educational Consultant," and "Talks with Leaders" should be particularly valuable to persons working with adult groups.

11. WPA TECHNICAL SERIES, Recreational Circular No. 7: Recreation Arts and Crafts, Work Projects Administration, Washington, D.C.

This technical series circular discusses media for arts and crafts, the various levels of participation and uses, and the medium of play to illustrate ascending levels. Most of this can be applied to crafts for adults, and some of the principles are important as approaches to other types of activities.

12. WPA TECHNICAL SERIES, Recreation Circular No. 8: Recreation Camping and Nature Activities, Work Projects Administration, Washington, D.C.

This technical circular discusses nature activities for adults as well as children and offers excellent suggestions for informal, democratic leadership in activities.

13. WPA TECHNICAL SERIES, Community Circular No. 1: Music as Recreation. Work Projects Administration, Washington, D.C.

This circular brings together the philosophy of the technical-professional musician and the recreation leader. The suggested approaches for leadership are valuable for music activities for adults and also may be applied to other programs.

