

NEW YORK SCHOOL CENTERS  
AND  
THEIR COMMUNITY POLICY

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## PREFACE

THE utilization of idle school accommodations for approved leisure-time pursuits has for some time been a regular function of educational administration in the larger American cities. As far back as 1890, the Board of Education in New York City was offering the public free lectures in its school halls. The programs, while academic in the main, often presented musical and artistic features, and for hundreds of thousands of city toilers they were a source of real entertainment. In 1929, however, after having been maintained for nearly forty years, they were discontinued, their popularity having waned after the advent of the motion picture and the radio.

The opportunities, other than formal evening classes, which now make public schools popular after-supper resorts, are chiefly recreational in character. Schools so used are in reality indoor playgrounds, with the difference that their patrons are young people and adults rather than children. In recreation work also New York has long been a leader, for we find that back in 1902 its Board of Education had already established what were then called "evening recreation centers." These still exist but now bear the name "community centers." They continue to be a place of indoor games, athletic sports, and club meetings, but are also something more. The change of name signifies a broadening of both function and administrative method; and it is to the history and significance of this latter development that our study is confined.

The new principle which came in with the term "community" can be very simply stated. In the conduct of a recreation center, or a playground, it is necessary to organize most of the patrons into groups. Certain facilities, like the quiet-games room, the library, or the swimming pool, can be enjoyed by individuals, who come and go at will. But for "gym" work, basket ball, relay races, and many other sports, the first step is always the formation of classes, teams, squads, or groups of one sort or another; and indeed in certain lines, like club work, organization is a large part of the activity. In the earlier recreation centers, this work of

grouping and organization was performed almost entirely by the official staff. In the present community system, on the other hand, many groups come to the centers already organized. They are admitted and treated as group entities. They bring their own programs already formulated; within the centers they conduct their own activities. By this method, the educational authorities are able to tap the supply of organizing energy that exists and is bubbling over in the outside world, while the citizens gain a greater opportunity to determine what things they will do in school centers, and with whom they will do them.

To the early protagonists of the community movement the economic gains it made possible loomed exceedingly high. But more extended experience, which is related in the following pages, demonstrated that such expectations overlooked the real nature of the new development. The truth is that both the need for those particular recreation facilities which can be widely enjoyed only under skilled supervision, and the number of people living in social conditions which are hostile to natural groupings, are just as great today as ever. The demand therefore for skilled leadership in indoor games and for organizing ability such as that supplied by the recreation-center system has not been at all diminished. What the community-center policy has done in the main has been to broaden the popular enjoyment of school-building hospitality and to widen the range of the leisure-time pursuits feasible on school premises.

Under the new plan it also is possible for various voluntary character-forming agencies to utilize school facilities in the promotion of the same general objective as that held by the educational authorities. Since these agencies usually work either in city areas or in fields of activity which are not occupied by the recreation centers, they should be regarded as auxiliaries of the school system and not as competitors for its leisure-time function. Indeed it would be a great social loss if the municipal budget-makers ever conceived the notion that any of the work now being performed by the Extension Bureau could be taken over by voluntary organizations. The development of the community phase of New York's school centers is put forward, therefore, as a significant extension of educational technique rather than as an expedient to lessen the cost of management.

The student of government will also find in the study a concrete illustration of some of the benefits and some of the shortcomings of

democracy. For the sake of clarity, the study will be presented in three parts, dealing with: (a) the present school-center system as a whole; (b) the historical antecedents of the community policy; and (c) the results which have followed its inauguration.

In the course of the study the authors have had access to official records and the benefit of valuable data prepared in the office of Eugene C. Gibney, director of extension activities of the New York City Board of Education. For this generous co-operation, and for many incidental courtesies on the part of Mr. Gibney's staff, they wish to make acknowledgment. Their thanks are due also to Rowland Patterson of the Board's Office of Health Education, Seymour Barnard of People's Institute, United Neighborhood Guild, Inc., and Frank Peer Beal of Community Councils of the City of New York, for helpful information regarding the work of their respective organizations.

C. A. PERRY

## PART I

### THE NEW YORK SCHOOL-CENTER SYSTEM OF TODAY

**I**N THE five boroughs of New York City, during the year ending June 30, 1930, the aggregate attendance at the school community centers was about 5,500,000. Club meetings, basket ball, checkers and chess, swimming, orchestra practice, folk dancing—these are merely suggestive of the many forms of diversion which were made available, to all who might come, in 469 schoolhouses, scattered throughout the city.

#### BUREAU OF EXTENSION ACTIVITIES

This immense volume of free-time occupation for both young and old, ranging through wide recreational, social, cultural, and civic fields, is afforded by a central department of the Board of Education known as the Bureau of Extension Activities, of which Eugene C. Gibney is director. In addition to the school community centers, the Bureau administers vacation schools and playgrounds, summer high schools, kindergartens, baby health stations, and a number of other undertakings not of a health or educational character. Evening schools are conducted by a separate bureau of the Board of Education, and for many years the Board maintained a Department of Public Lectures.

The community-center work of the Bureau—to which this report is confined—divides naturally into three classes:

1. "Official centers," the name given to those centers whose activities are conducted by trained staffs under the direction of the Bureau of Extension Activities.
2. "Unofficial centers," referring to schools in which meetings or occasions are held, or activities are carried on, by outside organizations holding "continuous" permits, issued by the Bureau, authorizing the use of specified school facilities on *recurrent* dates.
3. "Occasional use," referring to schools in which meetings or occasions are held by outside organizations under permits covering a *single* date.

*Statistics on Attendance.* Some idea of the volume of activity in each of these classes can be gained from the following tables, which have been compiled from the records of the Bureau, and from the lists of official and unofficial centers given in the Appendix.

TABLE 1.—ATTENDANCE AT OFFICIAL AND UNOFFICIAL COMMUNITY CENTERS DURING FOUR SCHOOL YEARS, 1927-1930

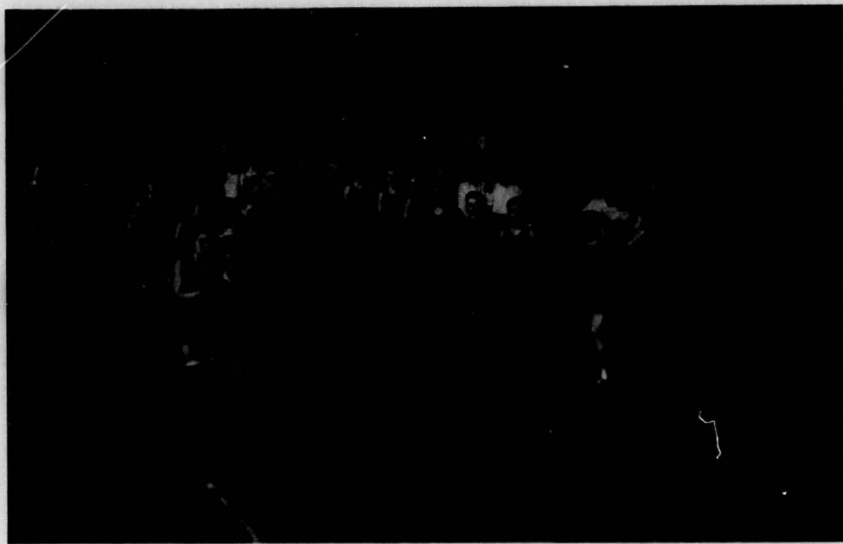
	1927	1928	1929	1930
OFFICIAL CENTERS				
Number of centers	68	68	68	118
Total number of sessions	7,598	7,624	7,115	10,783
Total attendance	3,356,312	3,251,269	3,158,824	4,379,792
Average attendance per session	442	426	444	506
UNOFFICIAL CENTERS				
Number of centers	225*	311	323	351
Total number of sessions	11,938	12,651	12,734	13,827
Total attendance	1,126,995	989,723	958,444	1,095,058
Average attendance per session	94	78	75	79

\* Estimated.

TABLE 2.—AMOUNT OF "OCCASIONAL USE" OF SCHOOL BUILDINGS DURING TWO SCHOOL YEARS, 1929 AND 1930

	1929	1930
Number of buildings used	363	333
Total number of sessions	1,030	1,006
Total attendance	331,755	341,620
Average attendance per session	322	340

Taking the attendance figures for 1930 in these two tables as evidence of the amount of activity in each class, it is apparent that about three-quarters of the total use is contributed by the official centers. At the unofficial centers, the number of sessions is relatively high (making the average attendance correspondingly low) because it includes a large number of "sessions" which consist simply of meetings of small groups, like a Boy Scout troop or a girls' club. A "session" of an official center, on the other hand, means a building open for the evening in charge of a staff of several persons who take care of numerous clubs, as well as large groups like gymnasium classes. The miscellaneous single events which make up "occasional use" are relatively large because they consist mainly of entertainments, assemblies, civic meetings, or other affairs which require a spacious auditorium—a facility which the average neighborhood organization can find only in the schoolhouse.



SOME OF NEW YORK'S MILLIONS WHO PLAY IN HER PUBLIC SCHOOLS—OFFICIAL COMMUNITY CENTER AT P. S. 64,  
THE BRONX

*Expenditures.* The appropriation for the Bureau's community-center work for the calendar year 1930 totaled \$165,489.75, of which \$156,214.75 was apportioned to salaries, and \$9,275 to supplies. In 1924 the corresponding appropriation was only \$106,534.37. There is also an annual appropriation to cover the cost of light, heat, and janitorial work, but it covers evening schools as well as other marginal activities and that portion of it which is applied to the school centers is not segregated.

The three kinds of community-center work will now be taken up separately. For the sake of the reader who is not familiar with this form of educational enterprise, we offer, at the outset, a sketch of the happenings in a single center on an ordinary week-day evening.

#### OFFICIAL CENTERS

*A Visit to a Center.* Entrance to the building is by way of the basement playroom, and as we cross the threshold pandemonium seems let loose. The principal, who guides us, explains that we are viewing basket-ball teams in full play. Of the precious total available playroom space, sufficient has been set aside to form four courts for this popular sport. Three courts are being devoted to practice, while on the fourth a spirited match game is on between the junior home team and a visiting team from a neighboring church. On another night, or time of year, we might find these youths equally engrossed in handball, tennis, or indoor baseball. We are informed that 27 members of the junior and senior teams will later be entered in the city-wide school-center tournament, one of the largest basket-ball tournaments in the city, and that in the other great annual inter-center event, the spring track and field meet, the center will enter as many as 50 or 60 boys. All this is plain evidence of how avidly the youths of congested city sections seize upon these opportunities for sports and athletics.

We now become aware of other animated groups, seated and standing around tables, but very actively employed with hand and voice. Quiet games engage their interest—chess, checkers, crokinole, dominoes, parcheesi—the old favorites of bygone years still appealing, even to the Young America of the melting pot—for these young folks form a veritable microcosm, in the peoples they represent, of the whole world. No matter what their origin, however, they have quickly acquired American ways. To secure the use of a game a boy is obliged to deposit a small fee to guarantee its safe return; if he lacks the coin, he deposits some personal



treasure, such as jack-knife, warch, or harmonica. Interest in these games is greatly stimulated in individual centers by the holding of tournaments during the winter season. The checkers championship is a particularly coveted one because of the inter-center tournament in that game, an annual spring event.

Amid all the din from the basket-ball play and the games groups, some boys are deeply absorbed in reading, in a corner of the open basement set aside as a library. The center subscribes for certain favorite periodicals, and the Public Library supplies a small collection of books, changed from time to time, and carefully chosen to meet the patrons' varied tastes. It is interesting to note that fiction is not the predominating class of reading matter, and that the most favored subjects are science and mechanics.

In the classrooms on the floors above, the more formal groups are meeting—the clubs housed by the center. Each club is assigned its own room and an evening, and usually meets weekly. Every night some five or six are scheduled for their meetings, with perhaps now and then a social affair. Among these groups are included various athletic and social clubs of young men, a few young women's clubs, a study class of men preparing for civil service, and the local post of the American Legion.

The Legion's post band rehearses here weekly. At one time two volunteer orchestras of over 30 members each rehearsed at this center and gave monthly concerts of the great masters' works with striking success. Now, at the time of our visit, we find that 10 orchestras are using the school facilities—two different orchestras holding their weekly rehearsals on each of the five center evenings, one in the auditorium, the other in the kindergarten room. Entertainments, as a rule free to all, are put on from time to time by individual clubs, and there are occasional dances, often just among the boys themselves.

Some of these clubs have come into the center already full-fledged, while others are formed through the instrumentality of the club director or the physical education teacher, who organizes into groups some of the local young folks in accordance with their interests in such activities as athletics and the various handicrafts, or an ability in dramatic, literary, debating, or elocutionary fields. Once formed, a group is expected—and naturally prefers—to follow its own initiative, with but a minimum of supervision. The training in the principles of self-government and parliamentary practice, in self-expression and civic consciousness, which this club



A SOCIAL CLUB MEETING IN P. S. 75, THE BRONX

Typical of the groups developed by the official staffs, from the early recreation-center days down to the present

work affords to city youth of a conglomerate immigrant background, is doubtless one of the most valuable contributions of the school centers to the welfare of the community.

The principal told of the change which had been effected in a gang of unruly youths who had been hanging around the playroom, so disturbing in conduct and influence that it was debated whether they should not be kept out. With skilful planning on the part of the physical director they had been organized into an athletic club, meeting twice a week. They had made the principal, now recognized as a friend, the custodian of their small dues, which would later be used to purchase uniforms. In organized athletics these problem boys had found a fascinating and wholesome outlet for their active spirits and superabundant energies.

The building we have visited is by day a girls' elementary school, but on the five evenings of the school week it is given over almost exclusively to boys and young men. An average evening's attendance, by actual count, is around 700, and the figure mounts even higher toward the end of the season. The staff of the Bureau which directs this center is limited to four men and women—the principal, a physical education teacher (male athletic director), a club director, and a librarian.

*Other Official Centers.* While boys predominate at centers of the official type, there are some given over chiefly to girls. In these the program is much the same as that just described, even to the physical activities, which are mainly such as are used by the Girls' Branch of the Public Schools Athletic League in its day-school activities—basket ball, indoor baseball, captain ball and volley ball, relay races, team games, swimming, and folk dancing. There are also the quiet games, and numerous club groups with literary, social, dramatic, and other objectives.

As we have seen, various adult and mixed groups find a welcome in the official centers. Many of them are the meeting place for parents' associations, civic organizations, welfare groups, and other associations working in the various communities. The swimming pools and large gymnasiums with which the high schools especially are equipped, are greatly enjoyed by the older people, many of whom enroll in the regular classes in physical training and swimming. The number of pools in evening use in 1930 was 17. During the year a movement was inaugurated by the Community Councils of the City of New York to bring about the utilization on an evening schedule of all the high and elementary school swimming

pools throughout the greater city. These number 32 at the present time and are open daily from 9 A. M. to 5.30 P. M.

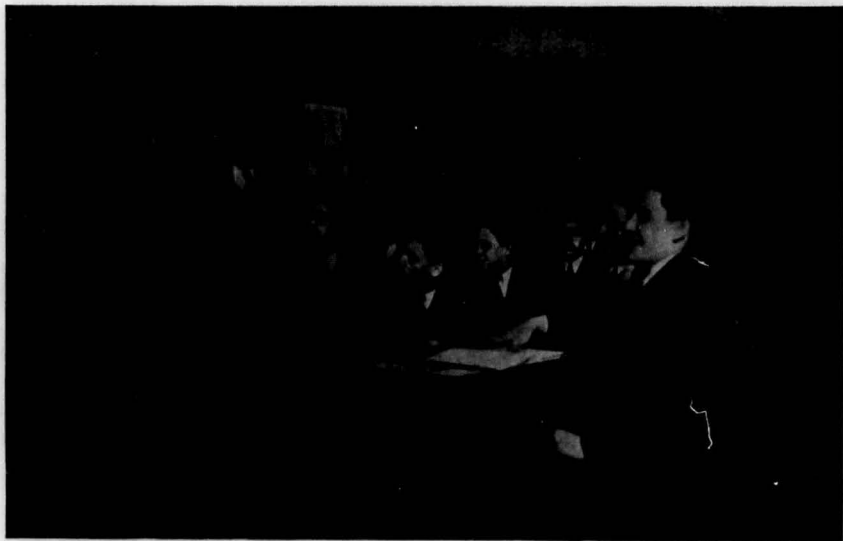
An attempt is made by many official centers to develop means of financing those activities for which there is no budgetary appropriation. This is usually accomplished through dues, club contributions, and various competitions. These competitions are held under the auspices of the League of Neighborhood School Centers.

*Annual Inter-Center Competitions.* The League of Neighborhood School Centers, organized a dozen or more years ago and composed of the principals of the official school centers, has under its direction various annual inter-center competitions, which include a basketball tournament, track and swimming meets, checkers tournament, and elocution contest. It might be called the athletic association of the official community centers, although, as the variety of competitions indicates, it is somewhat more than this.

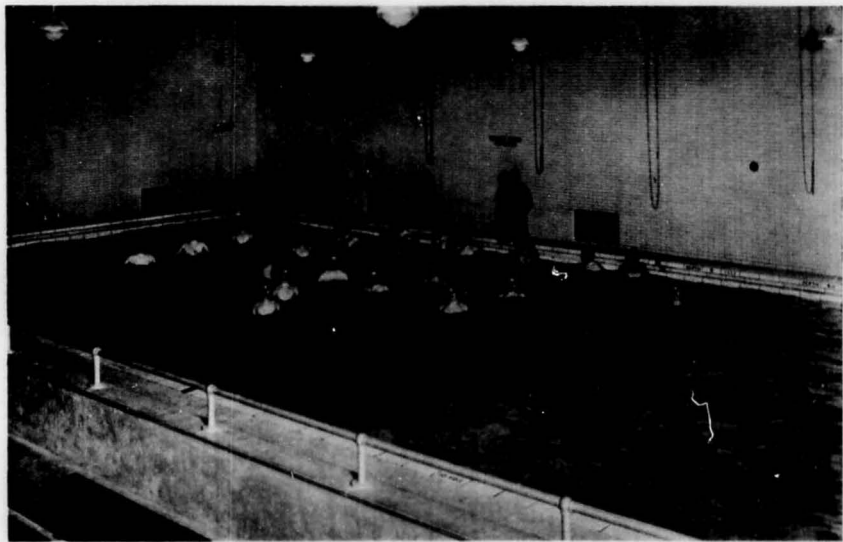
One of the largest basket-ball leagues in New York City is composed of the teams of the official community centers. In the Basket-Ball Tournament of the 1930-1931 season, 135 teams—76 senior and 59 junior—were entered from 78 of these centers. The teams participating in the final competition for the city championship were selected by preliminary contests held in various sections of the five boroughs.

The evening center swimming meets, one for men and one for women, held in the spring, are rapidly growing in popularity, 432 individuals having competed in 1931. The annual swimming championship meet for men, held on April 25, 1931, in the natatorium of the College of the City of New York, had 322 entries, from 43 centers. In the women's swimming meet, for which one of the high school pools was used, 110 persons participated, principally from the centers having swimming pools. These meets are encouraging young people and adults to take advantage of the opportunity afforded by the school pools to become proficient swimmers, and to train for life-saving certificates.

Once each year, also, as the culmination of their athletic activities, these centers compete in a track and field meet, one of the biggest and most successful of the city's athletic events. That held in the spring of 1931 had a record entry of 1,052 competitors in the individual events, and 152 teams in the relay events, making a total of 1,660 individual entries. There was a large attendance of enthusiastic spectators, and the evening closed with dancing. The official



CLUB WORK IN AN OFFICIAL COMMUNITY CENTER—P. S. 90, THE BRONX



THE BEGINNERS' SWIMMING CLASS OF THE OFFICIAL COMMUNITY CENTER IN THE RICHMOND HILL HIGH SCHOOL

report characterized the occasion as a "truly metropolitan community affair."

In the annual inter-center checkers tournament, each center is allowed a team of six players, who engage in the usual district preliminary contests, the winners playing in the final tournament. The League also sponsors an elocution contest, each center being allowed one man and one woman competitor for the preliminary district contests. And, finally, prizes are awarded for the three neatest and best-written books of minutes kept by the clubs of the official centers.

By this system of city-wide contests, the League has greatly stimulated both interest and proficiency in the various activities sponsored by the official community centers. Moreover, it has made the work in connection with the competitions practically self-supporting, by the usual method of taxing each entrant and applying the money thus realized to meet the cost of medals, printing, and other incidentals.

*Season and Hours Open.* The regular season is from October 1 to May 1, although there are some eight or ten official centers which continue their activities on two evenings a week during the summer, thus helping clubs and other groups to keep together from season to season.

The majority of the official centers will be found open on all five school-day evenings of the week. Those open for four, three, and two nights a week are less numerous. The opening and closing hours vary somewhat, but sessions for the most part run from 7:30 P. M. to 10 P. M.

*The Center Workers.* A staff of 317 community-center workers was on the 1930 payroll of the Bureau of Extension Activities. The following table gives the names of the positions and the rate of salaries per session of this staff.

TABLE 3.—PERSONNEL OF OFFICIAL COMMUNITY CENTERS FOR THE YEAR 1930

Position	Number	Salary per session
Supervisor	5	\$9.00
Principal	42	6.00
Teacher in charge	76	4.50
Physical education teacher	123	3.75
Librarian	27	3.75
Pianist	11	3.00
Teacher of swimming	11	4.50
Literary club worker	22	3.75

These workers were assigned to the official centers only, the number at each ranging from one to six persons. For a more rounded and efficiently administered community center, however, the following staff is considered necessary:

One teacher-in-charge, or principal, depending upon size of center and problems involved

Three teachers of health education (to include one woman)

One librarian

One club director

A Directory of the Official Centers in operation, as of March 1930, is presented on page 53, which includes the nights open and hours of session.

#### UNOFFICIAL CENTERS

*Organizations and Activities.* As revealed by Table 1 on page 12 there were, during the school year ending June, 1930, 351 school buildings in regular use by outside organizations for meetings and various other leisure-time occasions. An idea of the kinds of organizations using these school facilities and the nature of their activities can be gained from Table 4. At all of these, building

TABLE 4.—A SELECTED LIST OF ORGANIZATIONS HOLDING EVENING OCCASIONS REGULARLY IN NEW YORK PUBLIC SCHOOLS, AND TYPES OF ACTIVITIES

<i>Organization</i>	<i>Activity</i>
Boy Scouts	Troop program
Athletic association of a corporation	Basket ball
Upholsterers' union	Monthly meetings
Cadets of a reserve infantry regiment	Military drill
Camp Fire Girls	Group program
Community Council	Civic meetings
Oratorio society	Chorus singing
Custom dressmakers' union	Weekly meetings
A German nationalistic society	Singing classes
Elks' Band	Free band concert
Greek-American Progressive Society	Study courses
Pharmacy students	Basket ball
Bank employees' club	Basket ball
Folk-dance society	Folk dancing
World War Veterans	Weekly meetings
Junior Naval Guards	Drill
People's Chorus	Singing classes
Polish Educational Council	Classes for children
Property owners' association	Meetings on civic improvements
Fife and drum corps	Rehearsals
Training school for nurses	Cookery
People's Institute	Athletic and club meetings
Bridge club	Card playing
Naval Militia	Drill and band practice



superintendents, and sometimes other school officials, were present, but the conduct of the program in each case was entirely in the hands of the organization which held the permit from the Bureau of Extension Activities.

*Frequency of Occasions.* The vast majority of these organizations meet only once a week; a few of them twice a week, and another small group only once a month. In centers where a single welfare or community organization is running an extensive program, the school is often open five evenings a week. In many cases the number of organizations using a building is so great that it is open for some use practically every week-day evening. It is because of this regular or "continuous" (as it is called by the Bureau) utilization that the term "center" is given to these schools.

*Fees.* Parents' associations and other organizations devoted to educational or character development, which arrange for the use of certain spaces on a series of regular dates, receive special consideration in the matter of the fees required for janitorial service. The schedule they observe is given in Table 5.

TABLE 5.—SCHEDULE OF FEES PER SESSION FOR ORGANIZATIONS HAVING EDUCATIONAL PURPOSES AND MAKING REGULAR USE OF SCHOOL FACILITIES

Kind of space used	Schools first class*	Schools second class*
Roof playground	\$2.25	\$2.00
Playground (indoor or outdoor)	2.25	2.00
Assembly room	1.25	1.00
Gymnasium	1.75	1.50
Classroom	.25	.25
Minimum charge	5.00	3.00

\* High and training schools and elementary buildings of 52 classrooms and upward are "Schools of the First Class"; the "Second Class" includes all others.

During the non-heating season, the fee for schools of the first class is \$1.50 less and for schools of the second class, \$1.00 less. The heating season includes the period from October 15 to April 30. When a school activity, day school, evening school, lecture, or community center is conducted in a building at the same time, the fee is only two-thirds of that given above.

In the case of certain organizations whose work has been officially approved, the above custodial fees are remitted and the expense is covered by an appropriation which is made annually for this purpose by the Board of Education. The list of organizations which are enjoying this privilege at the present time includes

the Boy Scouts, Girl Scouts, People's Institute of Brooklyn, the New York Community Councils, and certain parents' associations.

Fuller details as to kinds of organizations, their programs, and meetings can be obtained by examining the Directory of Unofficial Centers which is set forth on page 56. Furthermore, since the system of unofficial centers is a product of the New York Board's community policy, this whole subject, together with the administrative methods employed in dealing with the co-operating organizations, is fully discussed in Part III, Community Use and Its Regulation.

#### OCCASIONAL USE

As indicated by its name, this sort of activity relates to the miscellaneous, irregular utilization of school facilities by outside organizations. It is the kind of use which occurs everywhere and which has been enjoyed by local associations the country over ever since the days of the spelling matches in "the little red school-house." It has a place in our study because of the increase in the number of non-school occasions resulting from the Board's community policy; the detailed treatment of the subject is included in Part III. In this connection, however, it is worth noting that the fees charged for *occasional* use are slightly larger than those imposed for *regular* use. They are set forth in the following table.

TABLE 6.—SCHEDULE OF FEES PER SESSION FOR THE OCCASIONAL USE OF SCHOOL FACILITIES BY OUTSIDE ORGANIZATIONS

Kind of space used	Buildings open for school activities	Buildings not open for school activities
The first classroom ✓	\$2.00	\$3.00
Each additional classroom	.25	.25
Playground (indoor or outdoor)	2.50	3.00
Gymnasium, downstairs	2.50	3.00
Gymnasium, upstairs	3.00	4.00
Auditorium or assembly room, first class	6.00	8.00
Auditorium or assembly room, second class	4.00	6.00

The fee for janitorial service for auditoriums used on Sundays is \$9.00.

The fee for janitorial service for auditoriums used for political meetings is as follows:

In Manhattan, the Bronx and Brooklyn..... \$10.00 per evening.

In Queens and Richmond..... 6.50 " "

## PART II

### THE HISTORICAL ANTECEDENTS OF THE COMMUNITY POLICY

#### EARLY RECREATION CENTERS

**D**URING the first decade or so of the existence of the New York recreation centers, dating from 1901, they were all of the "official" type. In that first year, through the efforts of private citizens who furnished the necessary funds, eight schools were opened evenings, to provide recreation for the city's working boys and girls. The school executive whose personality is inseparably linked with this period of beginnings and remarkable growth was Miss Evangeline E. Whitney, under whose influence a program was evolved which remains but little changed in the official centers of today. These early centers, some wholly for boys and men, and the remainder for girls and women, ran nightly except Sundays, their departments embracing clubs, gymnastics, game and library rooms, mixed dancing classes, and study rooms. Miss Whitney's pioneer work was terminated by her death in January, 1910. Her annual reports<sup>1</sup> to the city superintendent of schools preserve vivid pictures of those first New York experiments in the recreation-center field.

Miss Whitney's mantle fell upon the late Dr. Edward W. Stitt, who, as district superintendent of schools in charge of extension activities, did much to further the recreation-center phase of the "wider use" movement, a subject just coming to the fore among school administrators. In an article<sup>2</sup> written in 1911, Dr. Stitt gives an interesting resumé of the first ten years of the New York centers, showing their growth from the eight of 1901 to the 38 of

<sup>1</sup> Whitney, Evangeline E., Annual Reports as District Superintendent in Charge of Vacation Schools, Playgrounds and Evening Recreation Centers. In the annual reports of the city superintendent of schools, New York City, from 1904-1909.

<sup>2</sup> Stitt, Edward W., "Evening Recreation Centers." In the Tenth Year-book of the National Society for the Study of Education, Part I, The City School as a Community Center. University of Chicago Press, Chicago, February, 1911.

1911 (26 for boys and men, and 12 for girls and women), which were in regular evening use in the boroughs of Manhattan, the Bronx, and Brooklyn.

In this article, Dr. Stitt raised the much discussed question as to how far municipalities might go in providing free recreation for their citizens. While remarking that "It is a civic problem of great importance to determine just what recreative advantages should be provided by the cities for those who are forced to live in congested neighborhoods," Dr. Stitt indicated his own liberal view by appending to this account of the centers under his supervision a number of suggestions for enlarging both their fields of activity and the classes of people making use of them.

About this time, late 1911, much was being written regarding the social centers which Edward J. Ward had started in Rochester during the winter of 1907-1908. What he had attempted was, in his own words, "just the restoration to its true place in social life of that most American of all institutions, the Public School Center, in order that through this extended use of the school building might be developed, in the midst of our complex life, the community interest, the neighborly spirit, the democracy that we knew before we came to the city."

In New York, Charles Sprague Smith, founder of the People's Institute, and his associate, John Collier, had for some time been concerned over the grievous lack, in this "city of the homeless," of centers "around which the human interests could meet and organize themselves." To supply this need they had developed a plan for organizing youths just out of school into neighborhood civic clubs. To start the groups off with a purpose a program of neighborhood improvement was laid out, the pursuit of which would also be a training for civic life. It was soon found, however, that, while the human material was abundant, there was a scarcity of places in which these groups could meet. Indeed, after a thorough survey there was found only one type of place, available in all sections, where clubs of this sort were welcome, and that was the corner saloon.

To Mr. Collier, this Rochester use of the public school as a neighborhood clubhouse seemed to present a solution of the problem which had been bothering the People's Institute. Accordingly he made plans for a similar movement in New York City. Under the auspices of the Institute, he organized in January of 1912 the New York Social Center Committee. It was composed of a dozen

leading citizens, including Dr. Stitt as the official representative of the Board of Education.

### THE SOCIAL CENTER AT P. S. 63

In the following May, this Committee launched its undertaking. What it set out to do was to take an existing evening recreation center and to gear onto it additional machinery designed to promote a freer and more democratic use of school facilities by adults as well as by young people, in normal groupings of both sexes. The school selected for this experiment was "P. S. 63," a comparatively new building located at 121 East Third Street, in a heterogeneous neighborhood where opportunities for wholesome evening occupations were urgently needed. It was already in use as a girls' evening recreation center, with a Board of Education staff consisting of a principal, a literary club director, a librarian, two gymnasts, and a pianist. The principal, Miss Ruth Harper, and her assistants held other positions during the daytime.

The New York Social Center Committee engaged as its active field worker Clinton S. Childs, a trained community organizer. By arrangement with the Board of Education, Mr. Childs was assigned to the P. S. 63 center on a full-time basis and charged with the task of developing, in co-operation with Miss Harper, an enlarged program of activity.

The methods employed by Mr. Childs have been described by Mr. Collier:

Mr. Childs . . . spent almost two months in the neighborhood before any activities were instituted. He lived in the neighborhood. Three-fourths of his work was done outside the school building. He discovered the potential leadership of his neighborhood and organized a governing committee, himself acting as chairman of this committee. He sought to know the wishes of the people. He was acquainted with all the dance halls, the motion-picture shows, even the saloon influences of his district. He brought conscious social art to bear, in the planning of activities and the choice and guidance of voluntary help . . .<sup>1</sup>

It was summertime before Mr. Childs was able to start any activities. He found at the Center the Wednesday Neighborhood Club, an adult group which had been previously organized by a volunteer worker of the Public Education Association. With the

<sup>1</sup> Notes on Community Center Work in School Buildings. The Social Center Committee of the People's Institute, Bulletin No. 1, New York, 1915. (Out of print.)

aid of this club, dancing during the summer nights was started in the large tiled courtyard lying between the two main wings of the building. A dancing club was formed and an admission fee charged. A floor committee was organized out of volunteers from the neighborhood and the admissions grew from 300 to 800, being finally limited to 550 because of lack of floor space.

Using the dancing group as a nucleus, Mr. Childs undertook the organization of a local supporting body. When finally formed it was called "The Social<sup>1</sup> Center Committee of P. S. 63," and was composed of two classes of members: (a) representatives appointed by clubs which met at the Center, and (b) prominent residents of the district who had manifested an active interest in the project. Subcommittees were set up, each one being assigned the task of helping to carry on a particular activity. Miss Harper and her staff continued to run the quiet-games room, the library, and the gymnasium, as well as to furnish the extra supervision and administrative service required to handle the additional groups and larger crowds brought in by the new regime.

A more detailed view of just what the new methods and added energy of the New York Social Center Committee were able to accomplish is afforded by a statement which Mr. Childs made in his first annual report. He presented first an outline of the activities carried on in the P. S. 63 Recreation Center during the season just previous to his coming (October, 1911 to May, 1912), and then a similar summary for his own first year at the Center. The comparison was made, not in any way as a reflection upon the regular evening recreation-center work, but solely as evidence of the broadened program which could be developed by a trained community organizer giving his whole time to the job. The two summaries are quoted below.<sup>2</sup>

*Activities at P. S. 63 Recreation Center—October, 1911 to May, 1912*

Literary, dramatic and social clubs, almost entirely for young girls between the ages of fourteen and twenty, numbering 18 in all.

Gymnastics for girls.

Girls' Glee Club.

Folk and fancy dancing for girls.

A mixed social dance on a very much restricted basis once a week.

<sup>1</sup> The P. S. 63 center began at this time to bear the name "social center."

<sup>2</sup> Childs, Clinton S., *A Year's Experiment in Social-Center Organization*. The People's Institute, New York, 1913. (Out of print.)

A game room, with checkers and other games and a small number of books and magazines for reading.

Two study rooms for girls under fourteen years of age.

Several girls' public-school alumnae associations meeting in the building.

A neighborhood club composed chiefly of adults under the direction of a volunteer worker of the Public Education Association.

The records show two entertainments during the year.

Clubs occasionally had an entertainment, but could invite only girls.

*First Year of the P. S. 63 Social Center—May, 1912 to May, 1913*

The number of clubs increased from 18 to 45, among which were three additional adult clubs.

The mixed social dancing was organized on a larger basis, the open-air courtyard being used for the first time, and made to pay expenses. Refreshments were sold at later dances.

Study rooms for boys under fourteen years of age were opened by Miss Harper's staff to provide for the admission of both sexes.

Gymnastics and athletics for boys and men to a limited extent.

A local committee of people living in the neighborhood and using the building was formed for help and self-government, forming a strong nucleus of a community organized and centering its social life in the schoolhouse.

The auditorium was thrown open for political campaign meetings.

A cooking-class for parents and adults was established.

Two volunteer orchestras used the building for rehearsals and furnished music for the community.

Camp Fire Girl groups were organized.

Amateur dramatics increased, using both sexes.

A public forum was established.

Monthly public concerts were given.

Nearly \$700 was raised locally and used for the development of the Center.

The building was thrown open for a "safe and sane" New Year's Eve celebration.

Moving-picture booth and machine were installed.

A child welfare exhibit was held.

The building was kept open through the summer, enabling many more clubs to meet and thus to be held together.

Open-air summer dancing was organized, so that five or six hundred people danced one night a week.

During this first year the New York Social Center Committee contributed nearly \$3,500. This sum did not include the \$700, mentioned above, received as admission fees to the dances, various concerts, bazaars and entertainments, and which was turned back

into the expense account. Besides these sums the Board of Education paid the salaries of its regular staff and the cost of the heat, light, and janitorial service. The financial aspects of the enterprise did not attract so much attention, however, as the gain in attendance and range of activity. During the previous recreation-center season, summarized above by Mr. Childs, the total attendance had exceeded 48,000; in the following social-center season it passed the 70,000 mark, and during the summer months a further attendance of 10,000 was added to the record.

#### BEGINNING OF THE COMMUNITY-CENTER MOVEMENT

The work at P. S. 63 began to attract attention. The Center was now open not only to young folks of both sexes, but was being patronized by many adults as well. The local business men and women were helping in the arrangement of programs for the young people of the district. Social workers from all over the city came to visit the Center. The success of the plan inspired Mr. Collier and the People's Institute with the hope that a formula had been discovered whereby all the schools of the city could be converted into centers of community life, without a proportionate increase of expense to the taxpayer. Champions of community life began to vision a self-supporting, democratically organized and administered neighborhood institute whereby people could become progressively better and happier through their leisure-time occupations. Mr. Childs epitomized the dream as follows:

A community clubhouse and Acropolis in one; this is the Social Center. A community organized about some center for its own political and social welfare and expression; to peer into its own mind and life, to discover its own social needs and then to meet them, whether they concern the political field, the field of health, of recreation, of education or of industry; such community organization is necessary if democratic society is to succeed and endure. There must be an unifying social bond of feeling, tradition, experience, belief and knowledge, a common meeting ground, spiritually and concretely speaking. But there must also be a community expression through activity, self-government and self-support.<sup>1</sup>

In the second and third years of the P. S. 63 experiment, its local income became around \$3,000 a year and the economic possibilities of the new form of school-center organization impressed influential citizens so strongly that the Board of Estimate and Apportionment, in October, 1914, voted to reduce the budget of the evening

<sup>1</sup> A Year's Experiment in Social-Center Organization.





"THE COMMONWEALTH," A DISCUSSION GROUP DEVELOPED AT THE GREENWICH VILLAGE "SOCIAL CENTER" IN THE  
SPRING OF 1915

recreation centers. This action was in accord with the view, expressed at the time by Mr. Collier, "that the community center should largely pay its own way, and that the earlier established recreation centers should be transformed into or superseded by the more economical, more democratic, and more popular social or community centers."

The success of the P. S. 63 enterprise inspired similar efforts in other schools. All had the benefit of the advice, and sometimes the active help, of the People's Institute. To stimulate and guide the movement it published a series of pamphlets prepared by Mr. Collier. One of these, dated March 22, 1915, enumerated "community center" undertakings in 20 schools. The active promoters of these ventures included neighborhood associations, social settlements, school principals, a church, and the People's Institute of Brooklyn (an offshoot of the New York People's Institute). In practically every case a local association was formed similar to the Social Center Committee of P. S. 63. Its work was generally directed by an organizer of more or less skill and training. Sometimes this person was the day-school principal; in other cases it was someone selected and paid by the promoting organization. To these centers the Board of Education also deputed one or more of its trained recreation-center workers. Besides this skilled personnel, the management made use also of the volunteer committee members of its local association.

The number of nights a week a center was open and the kinds of entertainment offered varied with the physical facilities of the building and with its resources. Some centers had no place that was suitable for dancing and others found it difficult to install motion-picture equipment. Aside from donations, which were considerable in certain cases, the chief sources of income were dances, motion pictures, club dues and paid admissions from concerts, bazaars, and entertainments. In each case the management was furnished the use of the school facilities without charge for heat, light, and janitorial service. Some of the problems put up to the Board of Education during this period of experimentation are set forth in the following statement by Eugene C. Gibney, who had become assistant director of vacation schools, playgrounds, and recreation and community centers:

The Department of Recreation is not permitting the restrictions of the City budget to limit the scope of the Community Center Work. It is conducting real missionary work with a very limited staff. The process of

launching a center under private direction is quite a different process from the establishment of an official community center. The work of promotion is the stimulating of local bodies to organize community centers. At every opportunity the community center is made the topic of discussion—at the meetings of Parents' Associations, Neighborhood Associations, Civic Clubs, etc. Speakers from the Department of Recreation are sent to these meetings to interest adults present in the organization of a neighborhood center. The body in question then appoints a committee to confer with the Assistant Director of Community Centers. The proper procedure necessary to the opening of the school, the method of organization, the furnishing of equipment, the system of reports, etc., are then explained. Permits are given and an inspector from the department visits the center to assist in solving problems that always confront those who are inexperienced. If the center requires supervisory assistance it is helped till it is put on its feet and then given entirely over to the local group.

The Department has fostered and encouraged in every way the metamorphosis of the purely athletic recreation center into the full-fledged community center. It has lately established the policy of going to the rescue of community centers suffering through lack of sufficient trained workers by assigning paid supervision to operate under the direction of the local group, so that we find in many cases the specialist under payment of the city working in harmony with the Neighborhood Association. The course of ruthlessly abandoning locally initiated community centers to the "sink or swim" policy has thus been abandoned. And, by the same token, resident associations are often called to assist in the transforming process of many recreation centers. When it is found that the salaried staff of the department cannot swing the job of adjusting the machinery of the center to the community needs, a body of citizens or social workers is called in to stimulate or direct the enterprise. All stages of development and transition are found in the centers throughout the city. The teaching corps of the Board of Education has been changed to a mobile body that can be maneuvered to meet issues and solve emergencies as they arise. Where entire self-support is not possible, enough assistance is given to make for efficiency. Where complete self-government is not developed, sufficient direction is supplied to produce results.<sup>1</sup>

#### EFFORTS AT SELF-SUPPORT

Much could be written about the efforts to produce self-supporting and self-governing community centers in the public schools of New York City. Although the attempts continued for a number of years, the fact is that no center ever succeeded in becoming

<sup>1</sup> Twentieth Annual Report of the Superintendent of Schools, Board of Education, City of New York, 1918. Section on "Community Centers, Recreation Centers," etc., published separately. (Out of print.)

wholly self-supporting or capable of continuous self-direction. Some of them did indeed develop promising local associations, but none of these ever became sufficiently competent and reliable to give a permanently satisfactory administration to a center. Always there was need of the watchful oversight and prodding of a trained organizer who gave his whole time to the job, and no center ever earned a sufficient income to pay continuously the salary of such an organizer, along with the other running expenses.

One of the main difficulties was the decline in the returns from pay-activities. For a time the community-center dances were popular. Their management and supervision were largely in the hands of the volunteer committees. In the beginning—during the period of novelty—the attendance and service of these volunteers were fairly satisfactory. But, after a while, their enthusiasm waned. They did not attend so frequently and became lax in supervising these dances. Unpleasant episodes on the dance floor happened. The patrons began to be dissatisfied and gradually drifted away to the commercial resorts.

The failure of the school center "movies" was even more marked. Because they competed with the regular theaters, neither producers nor distributors made it easy for them to get films. Not being able to offer as attractive programs or as much comfort to the audience as the rapidly growing neighborhood theaters, the community-center motion-picture venture could not draw sufficient patronage and thus came to an early end.

With the disappearance of its two main sources of revenue, the plan of a self-supporting school center became obviously impracticable. The income still available from club dues, concerts, and bazaars was not sufficient to maintain a professional staff, or to hire the organizing ability required to create and preserve a society of capable volunteers. Of the 20 centers enumerated in the People's Institute pamphlet, 8 are today "official centers," 5 are "unofficial centers" and the remainder have disappeared from the community-center category.

#### RESULT OF THE MOVEMENT

The real outcome of the experiment which has just been outlined was entirely unforeseen. It was a by-product of the administrative adjustment that the Board of Education made in the course of its dealings with the various organizations which attempted to develop community centers. To define both their privileges and

their responsibilities it worked out a form of agreement, a sort of contract, which they were required to sign. Its terms were as follows:

The Board of Education agreed:

1. To grant the use of specified premises for a certain term, rent free, or with cost of janitorial services paid by the group.
2. To furnish light, heat, etc.
3. To give permission to charge fees.

The organization agreed:

1. To conform to the financial regulations adopted by the Board of Education.
2. To submit reports in accordance with the prescribed regulations.
3. To conform to standard requirements of applicants for the use of school buildings.
4. To return all funds in its possession to the Board of Education upon the termination of its contract, no matter by which party it was terminated.

Previous to the period of the community-center movement, miscellaneous societies had, as a traditional course, been permitted to use school facilities, but they had never been encouraged to do so. For every occasion an individual permit had to be obtained. There was no departmental machinery devised to facilitate the handling of permits. There was little effort to adapt school accommodations, physically, for what was regarded as an *outside* use. Societies were not allowed to hold pay-to-enter affairs unless they were in the nature of a benefit for the regular school work. In a word, those voluntary groups which got into the schoolhouse, previous to this period, were there on sufferance. There was nothing unusual in this attitude. It was the customary one throughout the country, and in many places it still holds today.

In the course of the community-center experiment, however, the Board of Education came to have a different attitude toward voluntary organizations. To help the movement along, it tried to make the physical conditions in its buildings better adapted to the needs of the neighborhood bodies. It recognized the fact that they had to make an income if they were to live, and accordingly devised regulations which enabled them to sell entertainment. It entered into written agreements with them whereby they were assured of the use of certain accommodations for a specified period, so that they could make plans for a season, rather than for single



BUSINESS MEN MAKING GOOD USE OF AN OFFICIAL CENTER, IN THE JAMES MONROE HIGH SCHOOL

occasions. It allowed them to set up programs open to both sexes, and in other ways permitted them to enjoy privileges similar to those possessed by the same type of body working outside of school premises.

The Board of Education thus became accustomed to deal with voluntary associations and to see them work within school walls. It learned to distinguish the groups having purposes similar to those of its own recreation-center system and to realize the value to society which would be gained if they were assisted in the pursuit of their own ends through the use of school facilities. A dramatic club is essentially the same kind of organism, no matter where it develops. And the same is true of a mothers' club, a local taxpayers' association, or an orchestral society. The movement inspired by the P. S. 63 enterprise did not develop a type of local voluntary body which, without aid, could take over a school building and make it, in the words of John Collier, "an organizing center for the life of a neighborhood or a community," but it did demonstrate that, just outside of the school, there was a reservoir of group energy which could be tapped and led into community-center work. The Board of Education established a permanent connection with that supply of energy simply by continuing and strengthening the hospitable letting regulations which it had first devised for dealing with the groups that aspired to create community centers.

Since that time the voluntary associations using school facilities have represented two broad classes. The first class consists of a small group of associations devoted to social betterment which have followed in the footsteps of the New York People's Institute and have sought to develop community centers in schools by supplying the organizing ability required to bring local leadership into operation. Usually they draw their support from members' subscriptions and philanthropic donations rather than from fees paid in by the patrons of the centers. Leading examples of this class are the People's Institute of Brooklyn and the Community Councils of the City of New York, Inc. Their methods will be more fully described in Part III.

The second and larger class is made up of groups which have programs for their own members only, and which support themselves mainly through membership fees, assisted by an occasional income-producing entertainment. They are usually formed outside of the school premises but resort to them for the carrying on of

their main activity. The role of the school system is that of host, but that term does not reveal the full significance of its work. The clerks of a bank form a basket-ball club in one of their offices, but their games are played in a school gymnasium. They have no place to play basket ball either at their place of business or near their homes. The prospect of being able to use a school gymnasium leads them to organize the club. The hospitality of the school system thus, in a sense, creates the group and affords its members the privilege of enjoying a wholesome pastime which otherwise would be unavailable.

Of course, not all of the organizations using school accommodations were brought into existence because of that opportunity. Many groups had lived without them and would have kept on, somehow, if they had never become available. But even in these cases, the school facilities made possible either a more satisfactory performance of the group function or a greater expenditure of energy on its part. Again, the availability of schoolrooms as meeting-places has helped to extend the work of such character-forming agencies as the Boy Scouts, the Girl Scouts, and Camp Fire Girls. The headquarters of these organizations are equipped to supply programs of activity and leadership. But their local units have to find their own meeting-places. The existence of a friendly schoolroom often makes a scout troop possible.

The foregoing broadly outlines the evolution of the policy whose skilful application by the New York Board of Education has produced the system of "unofficial centers," and that large additional amount of miscellaneous community life in public schools represented by the statistics of "occasional use."



### PART III

#### COMMUNITY USE AND ITS REGULATION

**I**N THIS section we present, in more detail, the procedure by which outside organizations obtain the use of school facilities, the methods by which their activities are regulated, and certain facts regarding the quantity and character of this extra school-plant utilization.

As custodian of school properties, the Board of Education feels a natural obligation, the chief aspects of which it has summarized as follows:

1. To protect the school plant and equipment.
2. To maintain proper standards of activities not conducted as a regular part of the school system.
3. To protect schools against commercialization.
4. To safeguard schools against dangerous propaganda and to insure such decorous behavior and patriotic attitude as may be demanded of an organization granted the privilege of meeting in a public-school building.
5. To simplify the procedure by which the use of schools may be obtained.
6. To carry out the provisions of the Education Law regarding the "Use of School House and Grounds Out of School Hours."
7. To avoid conflict in time and place of meetings.

To meet these responsibilities the Board has centralized all its letting procedure in the Bureau of Extension Activities. This step insures that the same practice will be followed in every case, and also that an organization which has misused its privileges in one building will not be able to go to another and take advantage of a principal to whom its record is unknown.

#### AGREEMENT BETWEEN BOARD OF EDUCATION AND ORGANIZATION

For every letting an application form, the face of which is reproduced on page 34, must be filled out by the organization which desires the use of school facilities. The schedule of fees has been already presented on page 19. On the back of the form are set

SMOKING IS PROHIBITED

PERMIT REVOKED FOR VIOLATION

Permit Number.....  
(Applicant not to use this space)  
Receipt Number.....

BOARD OF EDUCATION OF THE CITY OF NEW YORK  
500 Park Avenue, New York City

APPLICATION FOR USE OF ROOMS, ETC., IN PUBLIC SCHOOL BUILDINGS

SUBMIT APPLICATIONS IN TRIPLICATE TO EUGENE C. GIBNEY, 500 PARK AVENUE  
ALL PERMITS EXPIRE ANNUALLY ON JUNE 30TH  
THIS IS NOT A PERMIT UNTIL APPROVED BY THE DIRECTOR, EXTENSION ACTIVITIES

MAKE ALL CHECKS AND MONEY ORDERS  
PAYABLE TO EUGENE C. GIBNEY

New York, ..... 19.....

Name of Organisation.....

Purpose for which it was formed.....

For the use of Public School No. .... Borough.....

Portion of building desired.....  
(If Auditorium, state whether use of piano is desired)

Day of Week.....

Dates of use.....

NOTE—(If continuous use is desired state date of expiration)

Time: Morning ..... A.M. to ..... A.M. Afternoon or Eve. .... P.M. to ..... P.M.

Purpose for which premises will be used.....

Amount of admission fee to be charged.....

Collection to be taken: Yes..... No.....

Purpose for which proceeds will be devoted.....

When admission fee is charged or collection taken, a financial statement with signed vouchers must be submitted within one week of the use of school (see par. VI on reverse side).

If permission is granted, we hereby agree to observe the regulations of the Board of Education and to exercise the utmost care in the use of the school premises and property, and to make good any damage arising from our occupancy of any portion of the building.

.....  
Secretary.

.....  
(Address of Secretary)

.....  
Telephone No.....

The above mentioned premises will not be required for (a) Day school purposes (b) Evening school purposes (c) Community Center purposes on the dates and at the hours named.

....., Prin. P. S.....

....., Prin. E. S.....

....., Prin. Com. Cent.....

If any of the above principals wishes to express disapproval a brief note stating the grounds for his disapproval should be placed on this blank. Final action in issuing the permit will then rest upon facts which subsequent investigation reveals.

THIS FORM, WHEN APPROVED BY THE DIRECTOR OF EXTENSION ACTIVITIES, WILL BE AN AUTHORIZATION FOR THE USE OF THE PREMISES DESIGNATED ABOVE.

WILLIAM J. O'SHEA,  
SUPERINTENDENT OF SCHOOLS.

Approved:

.....  
Director, Extension Activities.

NOTE CAREFULLY.—When the use of schools under permit is discontinued, notification must be sent to the custodian of the building and to the Director, Extension Activities. If the custodian is not notified and keeps the building open, all costs must be defrayed by the holder of the permit.

forth all the privileges, rights, rules, and regulations which are to be observed. When signed by the director of extension activities it becomes a contract between the Board of Education and the organization. The provisions of this agreement are substantially as follows (the order has been changed and in some cases the matter has been condensed):

#### *Purposes for Which Buildings May be Used<sup>1</sup>*

Use of schoolhouse and grounds out of school hours. The trustees or board of education may adopt reasonable regulations for the use of such schoolhouses, grounds, or other property, when not in use for school purposes, for such other public purposes as are herein provided:

1. By persons assembling therein for the purpose of giving and receiving instruction in any branch of education, learning or the arts.
2. For public library purposes, subject to the provisions of this chapter, or as stations of public libraries.
3. For holding social, civic and recreational meetings and entertainments, and other uses pertaining to the welfare of the community.
4. For meetings, entertainments and occasions where admission fees are charged, when the proceeds thereof are to be expended for an educational or charitable purpose; but such use shall not be permitted if such meetings or entertainments are under the exclusive control, and the said proceeds are to be applied for the benefit of a society, association or organization of a religious sect or denomination, or of a fraternal, secret or other exclusive society or organization.
5. For polling places for holding primaries and elections, and for the registration of voters, and for holding political meetings. But no such use shall be permitted unless authorized by a vote of a district meeting, held as provided by law. It shall be the duty of the trustees or board of education to call a special meeting for such purpose upon the petition of at least ten per centum of the qualified electors of the district. If such authority be granted by a district meeting, it shall be the duty of such trustees or board of education to permit such use, under reasonable regulations, to be adopted by such trustees or board until another meeting held in like manner shall have revoked such authority.
6. For civic forums and community centers.

#### *Rules and Regulations for Use of School Buildings and Property<sup>2</sup>*

1. The use of school buildings and property will be permitted at any time when the principals of the day and evening schools state that the premises are not required for school purposes.
2. School premises must be vacated not later than 11 P. M. An extension

<sup>1</sup> From the State Education Law, Section 455, as amended in 1917.

of time will be granted on special occasions, when approved by the Director of Extension Activities.

3. Three hours constitute one session.

4. Smoking on school premises is prohibited. A permit will be revoked for a violation.

5. When an admission fee is charged or a collection taken, a financial statement with signed vouchers must be submitted within one week of the use of the school.

No permission will be granted for the use of school buildings for any entertainments, moving-picture show, or the like, to which an admission fee is charged, where the proceeds are to be devoted to purposes not approved by the Director of Extension Activities.

At concerts, when not given under the auspices of the Board of Education, collections may be made to defray the expenses thereof, and to devote to school purposes, patriotic purposes or the League of Neighborhood School Centers. In connection with the use of school buildings for concerts, entertainments, etc., the following regulations are to apply:

(a) The charge for admission is subject to change by the Director of Extension Activities.

(b) No coupon system connected with any newspaper, business house or commercial organization shall be used for securing reduced admissions.

6. All organizations that occupy school premises after regular school hours for *continuous* use must submit, not later than the 5th day of each month, reports as to (a) attendance, (b) damage, and (c) a financial statement with vouchers (if an admission fee has been charged or collection taken). Permits will be revoked for non-compliance.

In the case of an *occasional* use a financial statement only is to be submitted (provided an admission fee has been charged or collection taken). Attendance and damage reports will be submitted by the custodian.

7. When the use of schools under permit is discontinued, notification must be sent to the custodian of the building and to the Director of Extension Activities.

8. Pianos cannot be used or moved without authorization. For *occasional* use, permission to use a piano will be granted on the permit form. For *continuous* use of pianos and all use of organs, application must be made to the Director of Music.

9. No standard width motion pictures should be shown in a school unless the apparatus has been approved by the Bureau of Licenses and unless such license is present to view in the booth. Furthermore, no such film should be displayed unless it is done by a licensed operator approved by the Director of Visual Instruction.

10. All organizations using school buildings must take the utmost care of the school property, and make good any damage arising from the occupancy of any portion of the building. As occasion arises, a money guarantee will be required as a protection against property loss or damage.

## PROCEDURE FOLLOWED IN OBTAINING USE OF SCHOOL FACILITIES

Each applying organization has to take the following steps:

1. Obtain three or more copies of the application form from either the principal of the school or the Director of Extension Activities.
2. Ascertain whether the premises desired are available on the occasion in question by consulting either the principal of the school or the Director of Extension Activities.
3. Fill out application forms in triplicate and secure on them, in the appropriate places, the signatures of the day-school principal, the evening-school principal, and the community-center principal (if either of the latter two activities is being carried on in the building).
4. Send the application forms, together with the proper fee (as indicated by the schedules printed on the back of the form), to the Director of Extension Activities.

On the face of the application blank (reproduced on page 34) there are spaces for the following data:

Date  
Name of organization  
Purpose for which it was formed  
Name and location of school it desires to use  
Portion of building desired (if auditorium, whether piano is desired)  
Day of week and dates of use (if for *continuous* use, date of expiration)  
Time: From what hour to what hour, A. M., P. M. (afternoon or evening)  
Purpose for which premises will be used  
Amount of admission fee to be charged  
Whether a collection will be taken  
Purposes to which proceeds will be devoted

The form is to be signed by the secretary of the organization (who furnishes also his address and telephone number), and just above the place for his signature is the following statement, which is an important part of the contract:

If permission is granted, we hereby agree to observe the regulations of the Board of Education and to exercise the utmost care in the use of the school premises and property, and to make good any damage arising from our occupancy of any portion of the building.

The certificates embodied in the form and signed by the various principals working in the building concerned state that the mentioned premises will not be required for their purposes on the dates and hours named in the application. If any one of these principals wishes to express disapproval of the proposed use, he

appends to the form a brief note stating the grounds for his disapproval. Final action in issuing the permit rests upon the facts which are revealed by subsequent investigation.

The authorization clause is as follows:

This form, when approved by the Director of Extension Activities, will be an authorization for the use of the premises designated above.

WILLIAM J. O'SHEA,  
Superintendent of Schools

Approved:

.....  
Director, Extension Activities

When approved, one copy of the application is retained by the approving official, one copy is sent to the applicant, and the third is forwarded to the custodian of the school concerned.

All school custodians are furnished with forms printed on addressed post cards. It is their duty to report on these, after each "occasional" use, the attendance, the amount and kind of any damage which may have been caused, and whether or not any money was taken in, through admission fees or collections. As has already been stated, organizations enjoying "continuous" use, that is, those whose permits cover a series of dates, are obliged to make their own reports upon these matters, reports which are supplemented by other officials in the case of damage or other difficulty.

Through the operation of this system the office of the director of extension activities gradually accumulates a vast amount of knowledge concerning the organizations which make use of school buildings. It learns which groups can be trusted to use facilities properly, which ones must be watched, which are required to put up indemnifying deposits, and which should be denied the use of the school buildings. Since the demand for privileges in certain schools has become greater than can be met, there is a premium upon good standing in the extension office.

#### ADAPTING THE SCHOOL BUILDING TO COMMUNITY USE

In the report of the Extension Bureau for the year 1918 from which we have already quoted<sup>1</sup> considerable emphasis was placed on the necessity of designing the future school building so as to fit it for community use, especially if income-producing activities

<sup>1</sup> See p. 28.

were to be carried on within it. Pointing out that the community center had thus far suffered because of the lack of attractiveness and adaptability of the school plant, the director of the Bureau said that "brilliant light, polished floors and comfortable seats are the inducements that enable commerce to fatten on the petty savings of the wage-earners," and "we must learn from our commercial competitors in readjusting old buildings and erecting new ones for community use. The philosophy and program of city planning must vouchsafe the qualities of hospitality, cheeriness, comfort and serviceability in public structures to give us the means of financial self-maintenance."

In the dozen and more years since this was written, the wider use of the school plant, by the community at large, has become such an established fact that school buildings are now planned with facilities just as definitely designed for their community-center functioning as for their primary educational or day-school purpose.

The New York Board of Education's Bureau of Construction and Maintenance has designed an elementary school building, called its M type, in which adequate provision is made for extension activities. On the ground floor are two large playrooms and an auditorium, and on the third floor is a gymnasium for boys, with a shower-room and dressing-room. The fourth floor provides a similar gymnasium for girls, with a dressing-room but no shower baths, the latter not being provided for girls in the elementary schools.

The city's high school buildings, in constant use for community purposes, are well designed for rendering a variety of services to the public. Gymnasiums, swimming-pools, and imposing auditoriums with stage and setting adequate for the proper presentation of plays, are among their outstanding features. The foyers are frequently most attractive, and are used for exhibits of various kinds—that of the Washington Irving High School being known as a Municipal Art Gallery, where loan exhibits by artists of repute are often on view, as well as work by the pupils themselves.

#### OUTSIDE ORGANIZATIONS MAKING REGULAR USE OF SCHOOLS

One of the unique results of New York's schoolhouse hospitality is the aid it has given to voluntary agencies devoted to social improvement through the organization of leisure. When it became possible to arrange for a whole season's use of specific accommoda-

tions—without even in some cases custodial and maintenance expense—the work of character-forming associations was given a great impetus. They had the personnel required for organizing recreational and social activities. All they needed was a plant in which to operate. The Board of Education had unused facilities; it was committed to a community-center program; the logical thing was to co-operate with such groups. Since all the work of the voluntary associations would be carried on in full view of school officials there was little chance that it would be irresponsible or bring criticism upon the school authorities. In case of abuse, the arrangement could be terminated immediately. We will now glance at the methods of two such organizations, each of which draws its support from its members and philanthropic friends rather than from the patrons of the school centers they manage or help to run.

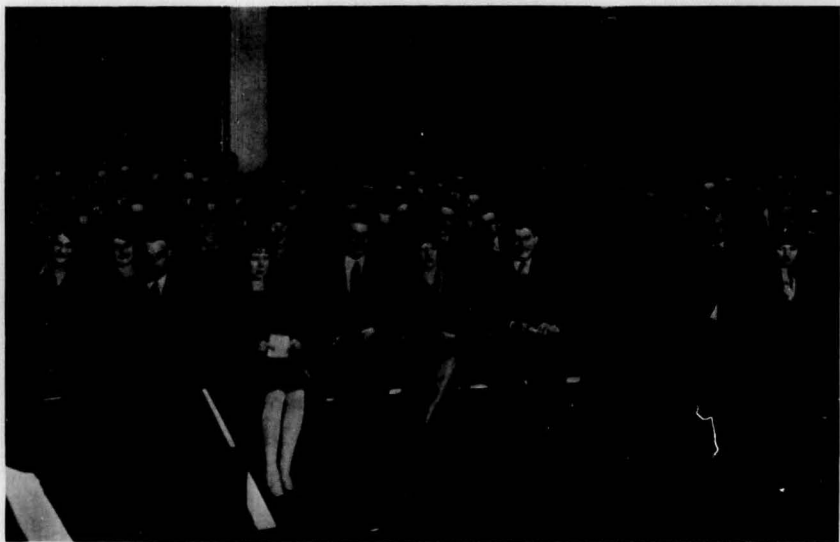
#### CENTERS PROMOTED BY THE PEOPLE'S INSTITUTE OF BROOKLYN

This organization, of which the United Neighborhood Guild, Inc., has become a part, began its community service in connection with the public schools eighteen years ago and is now making use of 25 school buildings in the borough of Brooklyn for evening-center activities. By organizing neighborhood committees of volunteers it reduces the cost of paid supervision to a minimum. To give an idea of what it is accomplishing by this use of school property, we quote from a report of this branch of its work.

Every week 5,000 working boys out of the drab miles of tenements from Highland Park to Fort Hamilton race up and down the gymnasium floors of 25 public school buildings, in hard-played games of basket ball under our auspices. They have their match games and their championship series, their social clubs and their dances, much as do their more fortunate contemporaries who can go to college. Recently some of these clubs—of shipping clerks, office boys, and mechanics' helpers—have wanted to study. They have asked us to send them college professors to come and talk to them about politics and economics. . . .

Large as it is, this boys' work is only a single phase of our school activities, which vary with the needs of the neighborhood served. Moreover, in ten or more districts, local groups of responsible adult volunteers are helping our staff workers, also a large number of individuals. Many of the young people who came to us solely to get the use of a school gymnasium have developed into valuable helpers, participating in directing important parts of the work.





AN ASSEMBLY GROUP OF NATURALIZATION AND ENGLISH CLASSES, PEOPLE'S INSTITUTE COMMUNITY CENTER,  
P. S. 169, BROOKLYN

Two hundred and twenty clubs of young working boys and men, 20 clubs of young working women, and 60 clubs of older people are on our roster, making regular use of the school buildings for a wide variety of activities.

Among the cultural features of the People's Institute community-center work are the following: an evening school in English of 400 young people of Scandinavian descent; a women's forum on elementary education; a literary forum; group discussions for young men; parent councils; an art committee of representative teachers and artists who furnish traveling art exhibits to schools and libraries; group excursions to points of interest in the city; singing societies and choral contests; a speakers' service; and instruction in home economics.

In this phase of its work the People's Institute is making a valuable contribution to the adult education movement, in demonstrating how the masses of the people may best be led to take advantage of the cultural opportunities presented to them. The success of the Institute's community-center classes reveals that the older adult is more inclined to join neighborhood groups than to avail himself of similar opportunities in the larger educational centers. This is not merely because of the greater convenience, but because in the more homogeneous local group he feels more at ease than in the larger institutions with their huge classes and more varied clientele.

The opportunities of a social and recreational nature which these centers further afford include neighborhood socials attended by all ages; dances for young people; holiday observances; and an athletic and a swimming club for women. Finally, considerable work has been accomplished in their neighborhoods in the field of civic welfare through the activity of the local center groups, who arrange meetings on vital local problems, and so stir up a public opinion which brings about improved conditions.

The method of organization employed by the People's Institute of Brooklyn has in many cases been the reverse of that adopted by the People's Institute of New York (that famous parent of all institutes so named) when it undertook its pioneer community-center work in P. S. 63. As we have already noted, it had considered as the desirable starting-point the formation of a local community-center association, through the intensive organization work of a paid secretary in a selected locality. The Brooklyn organization, on the contrary, when unable to follow this more

elaborate and expensive method, often begins with a single activity in a school, and gradually rallies around it interested residents until a local group is formed, upon whose efforts the Institute can usually rely for taking up and carrying on the work so started. In this way there develops a series of activities which respond to local needs. A general supervision is maintained by the parent body through its staff supervisor; and each club as formed in these centers selects or is placed under an adult volunteer worker who is satisfactory to this Institute representative.

For purposes of closer co-operation between these various local groups there was organized the Brooklyn Federation of Community Centers, affiliated with the parent organization and composed of the latter's board of directors and five delegates from each group. Another federation of the Institute centers is the Inter-Community Basket Ball Association, which runs tryouts during the season and tournaments in March. About 16 of these clubs continue in the summer as an inter-community-center baseball league. This summer work could be greatly extended were there sufficient public baseball diamonds.

#### COMMUNITY COUNCIL CENTERS

During the World War, partly as a result of local initiative and partly under the impetus of the National Council of Defense, neighborhood groups known as community councils came into existence with the aim of mobilizing various local resources needed for the prosecution of the war. This movement found vigorous expression in the school districts throughout Greater New York; many such groups were formed and found natural meeting-places in schoolhouses. In time these grew into a central body, which is now known as the Community Councils of the City of New York, Inc., and to what is called the "Parliament" delegates are sent from the local councils. The central office is located in the Municipal Building, has a permanent staff working on a substantial budget, and is backed by an imposing list of prominent citizens.

From the outset the organization has been interested in leisure-time activities and wholesome play opportunities, both indoor and outdoor, for the children of New York City. Shortly after the war, its executive secretary was Eugene C. Gibney, who held this position in addition to his work in the public schools. At that time the movement to organize school centers with the help of neighborhood associations, already described in Part II, was still in progress,

and Mr. Gibney encouraged local community councils to engage in this attempt. When the Board of Education later came to make up its list of organizations which should enjoy free use of school facilities, it was therefore natural to include the Community Councils among them. Since they enjoyed the continuous-permit privilege, each school used by a local community council as a meeting-place became thereby an unofficial center unless, as in some cases, the building happened also to be assigned and utilized as an official center.

The unofficial centers, run by the Community Councils, consist of two classes: (a) one in which the activities consist merely of the meetings of the council and its incidental occasions and entertainments, and (b) another class in which there are definite arrangements, under a chairman or a director of a local council, for the conduct of a regular public program, mainly of such activities as basket ball, handball and indoor baseball, and, in some centers, skating and swimming.

The organization's Special Committee to Open Recreation Centers assumed all the expenses of supervision, custodial services and equipment of 23 centers for the period November 15 to December 24, 1929. Beginning with January, 1930, these centers were continued by the Board of Education as official centers, still making use of the assistance of local community councils, for a period of thirty weeks. This extension, which included 27 other new centers, making 50 in all, was made possible through an addition of \$66,625 to the school-center appropriation, which was obtained largely through the appeals made by the Community Councils and the pressure of public sentiment which they had marshaled. It was this budget increase which accounts for the rise in the number of official centers from 68 in 1929 to 118 in 1930.

The programs promoted or conducted by the Brooklyn People's Institute and the New York Community Councils are for the benefit of the public at large. In addition, there are many organizations which conduct activities arranged for their own members. The names of these groups, the nature of their occasions, and the nights they meet are all indicated in the Directory of Unofficial Centers presented on page 56. All this leisure-time opportunity has been either created or greatly helped by the liberal and hospitable schoolhouse letting policy of the New York Board of Education.

### POLITICAL USE OF SCHOOLHOUSES

The 1928-1929 annual report (unpublished) of the Division of Extension Activities to the Board of Education contains this statement about another outgrowth of the school's community movement:

An interesting development that does not show in the statistics is the use of the school for voting and registration. Over 60 per cent of the citizens of the city visited the schools to register and to vote. The use of the school for this purpose will increase. The use of the school during election time for the submission of the issues is constantly increasing, and it is but a matter of a short time when practically all the political meetings will be held in the schoolhouse.

### COMPARISON OF OFFICIAL AND UNOFFICIAL CENTER ACTIVITIES

Any consideration of these two classes of New York school centers on the basis of relative value or efficiency would be improper. Each has its peculiar role and each a special environment to which it is best suited. We can, however, see a little more clearly the strong points of each system by bringing their attendance results into juxtaposition. In Table 7 we present a tabulation of attendance at the two types of centers according to kind of use. This analysis was made in the year 1927 for the single month of March, a time of year when the school-center season is at its height. Even though the study was made several years ago, it is probable that the relative differences in use—which are what interest us here—have not greatly changed.

For the purpose of exhibiting more graphically the distribution of attendance in the two classes of centers, the diagram on page 46 is presented. Each bar indicates for its type of activity the percentage of the total attendance of the indicated class of center, the percentages in each column totaling 100. But this 100 per cent stands, in the case of official centers, for a total attendance of 552,802, while in the case of the unofficial centers it signifies a total of only 113,476.

By reference to the diagram we see that in the official centers the greatest activity—over one-half of the total—is in the field of athletics and other active physical exercises. Club and group-work come second, and the use of games and reading rooms third. The other types of activity shrink to quite small proportions.

At the unofficial centers, one-third of the total attendance arises

from meeting-places afforded to Boy and Girl Scouts. Civic occasions and public meetings produce over one-fifth of the attendance, while the club or group activity ranks third in bulk. Meetings of adult societies, and athletics and games, follow closely in fourth and fifth places.

The official centers show 93 per cent of their attendance in three lines of activity, while in the unofficial centers the same proportion of attendance is spread over six types of activity. The reasons for the difference in emphasis can be readily understood when one considers the kinds of personnel available in the two classes of centers.

TABLE 7.—ATTENDANCE AT OFFICIAL AND UNOFFICIAL COMMUNITY CENTERS DURING MARCH, 1927, BY TYPES OF ACTIVITY

Borough	No. of centers	Total attendance	Lecture*	Entertainments, concerts	Society meetings (adult)	Civic occasions, mass meetings	Athletics	Clubs or groups	Quiet games, reading and study	Dancing (social)	Boy and Girl Scouts
OFFICIAL CENTERS											
Manhattan	17	132,740	0	7,755	2,577	305	72,791	27,372	19,776	1,372	792
Bronx	17	185,400	0	2,790	816	1,070	105,120	46,244	26,288	2,352	720
Brooklyn	24	178,817	0	3,977	4,155	333	107,094	25,426	35,038	420	2,374
Queens	7	51,660	0	2,431	1,334	1,106	30,237	8,799	5,881	1,629	243
Richmond	1	4,185	0	190	0	0	2,610	510	0	875	0
Total	66	552,802	0	17,143	8,882	2,814	317,852	108,351	86,983	6,648	4,129
UNOFFICIAL CENTERS											
Manhattan	43	51,063	3,709 <sup>b</sup>	2,800	7,605	19,199	4,121	4,684	0	350	8,595
Bronx	40	15,666	65 <sup>b</sup>	700	2,075	1,929	2,648	714	0	621	6,854
Brooklyn	71	32,813	0	508	1,146	2,151	1,498	10,178	1,668	2,056	13,608
Queens	61	12,450	0	0	624	1,599	1,255	1,064	0	0	7,908
Richmond	10	1,544	0	0	0	0	280	132	56	0	1,076
Total	225	113,476	3,774	4,008	11,450	24,878	9,802	16,772	1,724	3,027	38,041

\* The Board of Education maintained a separate Department of Public Lectures until 1920. Their statistics of attendance are not included in this table, which is devoted only to the work of the Bureau of Extension Activities.

<sup>b</sup> These lectures were under the auspices of miscellaneous groups.

COMPARISON OF ATTENDANCE AT OFFICIAL AND UNOFFICIAL COMMUNITY CENTERS DURING MARCH, 1927, WITH RESPECT TO TYPES OF ACTIVITY

Type of activity	Per cent of total attendance	
	Official centers	Unofficial centers
Athletics, gymnastics, bathing, active games, folk dancing	57.5	6.6
Clubs or groups	18.6	16.8
Quiet games, reading, study	15.7	1.6
Entertainments, concerts	3.2	3.5
Society meetings (adult)	1.6	10.1
Dancing (social)	1.2	2.6
Boy and Girl Scouts	.7	38.6
Civic occasions, mass meetings, public discussions	.5	22.0
Lectures	0	3.3

The official centers tend to favor the active physical exercises because they meet probably the greatest popular need in the sections where they are located, and because the trained Board of Education staffs, using the class method in the large school gymnasiums, can handle many people at a time. The running of rooms for such activities as checkers, dominoes, or reading is mainly a service job, and is not the type of thing that lends itself to volunteer administration. Again, the club-work carried on in the official centers requires technical skill in group formation. The young people enter the centers individually as strangers; their molding into an organization takes place largely within the center, and it takes trained leadership to bring this about.

The unofficial centers naturally devote themselves to those activities which require a minimum of organization skill. Groups come to them, largely already formed. Administering the center means simply letting them into the school building and keeping it lighted, heated, and in order. In the case of the centers run by the Brooklyn People's Institute, that organization itself supplies a trained leadership; but even here there is a tendency to work with natural groups and to favor the kinds of activities which such bodies can manage with a minimum of outside help. Of course, the Boy and Girl Scouts come into the centers already organized and with a program provided by their central agency.

### SUMMARY OF LETTINGS FOR ONE SCHOOL YEAR

In order to obtain a comprehensive view of the total use of the New York school plant by non-school organizations, a study was made four years ago of all the permits issued in one year. The data then collected are included in this study because it is believed that they still retain their essential significance. The figures pertain to both classes of permits, those which create the "unofficial centers" as well as those which come under the head of "occasional use."

During the last few years, about 3,000 permits a year have been issued by the Bureau of Extension Activities to groups, societies, and other bodies making use of school facilities. Many of these permits cover a continuous or recurrent use. The total number of occasions held under such permits during the school year ending June 30, 1927, was 30,395. This number does not include over 9,000 occasions held by school officials, such as conferences and teachers' meetings. The buildings used numbered 446, which was exactly two-thirds of the total number of the city's school buildings, including high schools and all other classes. The most frequently used edifice was that of the Washington Irving High School, in which 1,086 occasions other than school affairs were held.

The distribution of these occasions among the five boroughs which make up Greater New York followed rather closely the population distribution. The boroughs of Queens and Richmond, which are still of a suburban character, each had a meeting-place use that was somewhat in excess of its share of the population. This may perhaps be accounted for by the fact that they are sections in which the early settlements and real estate developments with their influence upon local community life are still most obvious.

TABLE 8.—BOROUGH DISTRIBUTION OF NON-SCHOOL USES OF SCHOOLS FOR THE YEAR ENDING JUNE 30, 1927, AS COMPARED WITH BOROUGH POPULATIONS (CENSUS OF 1925)

Borough	Non-school occasions held in schools		Population	
	Number	Per cent	Number	Per cent
Manhattan	9,409	31	1,945,029	33
Bronx	3,888	13	872,168	15
Brooklyn	10,490	34	2,203,991	38
Queens	5,760	19	713,891	12
Richmond	848	3	138,277	2
Total	30,395	100	5,873,356	100



#### CLASSIFICATION OF OCCASIONS ACCORDING TO SOCIAL SIGNIFICANCE

The Board of Education which lends its edifices for the use of outside groups is encouraging in one way or another the activities which such bodies are carrying on. If it charges no fee, it does the group a favor which is tantamount to a donation to its cause. If it charges only a cost fee, it is nevertheless giving the group and its activity public moral support. Only in case the Board's fee actually yielded a profit to the city could the lending of the school premises be regarded as of disinterested assistance to the group. It becomes, therefore, a matter of public interest to learn something about the social implications of the various group activities.

The classification of voluntary organizations with respect to their functional significance to society is not an easy task. It must be based upon purpose or accomplishment and yet avoid subjective phraseology. Such a characteristic as "giving satisfaction to members" would apply to a wide range of organizations. Any useful description of a class must have an objective reference and at the same time indicate a purpose which is so characteristic that it would exclude unlike organizations and cover those exhibiting similarity. An attempt at this kind of classification was made by the Committee on Community Relations of the National Education Association, and was included in its report to that body made at Philadelphia in July, 1926. While it was regarded as tentative and experimental, it seems to be useful and has been taken as the basis for Table 9.

The purpose of the table is merely to reveal something about the character and social significance of those organizations which are taking greatest advantage of New York's generous schoolhouse hospitality. The rank of the various classes of organizations in the table is determined by the relative frequency of occasions held by each class in the city as a whole.

Of the 30,395 occasions therein reported, two-fifths were the meetings of groups, such as Boy and Girl Scouts, musical or literary societies, radio and other clubs, devoted to personal culture or self-improvement. Of course, it is difficult to distinguish between culture and recreation; some persons might consider that Boy Scout activities would come more properly under the recreation class. In all boroughs of the city, except Brooklyn, this group of occasions was largest.

The next class of occasions constituted over one-fifth of the total number. They included voluntary associations organized for the

TABLE 9.—OCCASIONS HELD BY OUTSIDE ORGANIZATIONS IN NEW YORK SCHOOLS FOR THE YEAR ENDING JUNE 30, 1927, CLASSIFIED ACCORDING TO CHARACTER OF ORGANIZATION

Character of organization	All boroughs		Per cent of total in each borough				
	Number	Per cent	Manhattan	Bronx	Brooklyn	Queens	Richmond
1. Groups devoted to personal culture or self-improvement	12,585	41.4	46.8	45.5	32.6	44.8	50.0
2. Voluntary associations providing recreational, social or cultural opportunities for other than their own members	6,941	22.9	17.0	10.3	40.9	10.6	4.9
3. Groups organized for recreational or social enjoyment	5,161	17.0	19.0	23.2	9.5	24.4	7.9
4. Public welfare organizations devoted to ends beyond the individual advantage of members	3,102	10.2	6.5	14.0	6.0	17.8	35.6
5. Private schools	1,660	5.5	6.0	5.4	7.5	1.7	.4
6. Partisan political groups	258	.8	1.6	.6	.4	.4	.6
7. Propagandistic groups, organizations working for or against changes in laws, institutions or customs	189	.6	1.0	.0	.8	.0	.0
8. Secret societies	47	.1	.3	.1	.1	.0	.2
9. Economic groups	27	.1	.3	.0	.0	.0	.0
10. Miscellaneous groups	425	1.4	1.5	.9	2.2	.3	.4
Total	30,395	100.0	100.0	100.0	100.0	100.0	100.0

purpose of providing recreative, social, and cultural opportunities for other than their own members. In this class come such groups as the People's Institute of Brooklyn, the New York Community Councils, Bureau of Jewish Education, Railroad Young Men's Christian Association, and branches of the Public Library. In other words, this is the typical community group interested primarily in affording a wholesome recreational and social environment for young people. Brooklyn's high standing in this class—

41 per cent of the total figures for the borough—is to be attributed to the activity of the People's Institute, which makes use of 25 schools, as has been described in a previous section.

The occasions ranking third in importance, forming a little over one-sixth of the total, consisted of those held by groups organized especially for some form of recreational or social enjoyment. This class differs from the foregoing one in form of organization rather than in character of activity. In the former group an overhead organization constitutes the auspices and the holder of the permit. In this case each group seeks its permit directly from the Bureau of Extension Activities. Typical examples are basket-ball teams, athletic clubs, school-alumni associations, and American Legion posts.

The fourth class of occasions, forming one-tenth of the total number, consisted of meetings held by public-welfare organizations, such as taxpayers' associations, community councils, parent-teacher organizations, and local civic associations. As might be expected, this type was more numerous in the boroughs of Queens and Richmond, where local community boundaries are still fairly distinct.

The above four classes aggregated over 90 per cent of all the occasions. Of the remaining, one-half were under the auspices of private schools or private educational undertakings. They included elocution contests, piano recitals, and the commencement exercises of private schools.

The other types of occasions included 258 meetings of political parties, 189 meetings of propagandistic groups, 47 secret society occasions, 27 meetings of labor union and other economic groups, and 425 miscellaneous uses, such as civil service examinations, newspaper oratorical contests, taking of a motion picture, and meetings held by the borough president to consider petitions for public improvement.

It is impossible to estimate the total value to society of the occasions we have discussed. It is safe to say, however, that these group activities which the New York Board of Education is encouraging are mediums by which not only our folkways are being gradually changed and molded, but by which also our institutions and laws are gradually evolving. Thus, in its encouragement of associational life, the New York Board of Education is performing, in addition to its principal educational function, a social service of fundamental importance.

## APPENDIX

**DIRECTORY OF OFFICIAL COMMUNITY CENTERS, MARCH, 1930**  
**SHOWING NIGHTS AND HOURS OPEN**

**MANHATTAN**

<i>Center</i>	<i>Location</i>	<i>Nights open</i>	<i>Time of session</i>
P.S. 11	21st St. W. of 8th Av.	Mon.-Th.	7:30-10
12	Madison & Jackson St.	Mon.-Fri.	" "
17	47th St. W. of 8th Av.	" "	" "
43	129th St. & Amsterdam Av.	Mon. Th.	" "
63	3d St. E. of 1st Av.	Mon.-Fri.	" "
66	88th St. E. of 1st Av.	Wed. Th. Fri.	7:30-11
89	Lenox Av. & 134th St.	Mon. Wed.	7:30-10
90	147th St. W. of 7th Av.	Th. Fri.	" "
98	211th St. nr. Broadway	Mon. Wed. Fri.	8-10:30
99	100th St. and 1st Av.	Mon. Wed. Fri.	7:30-10
101	111th St. W. of Lex. Av.	Wed. Th.	" "
115	176th St. & St. Nich. Av.	Mon.-Fri.	" "
136	136th St. & Edgecombe Av.	Mon. Th. Fri.	" "
139	140th St. E. of 7th Av.	Mon.-Fri.	" "
152	Nagle and Hillside Aves.	Mon. Wed.	" "
171	103d St. E. of 5th Av.	Mon.-Fri.	" "
179	101st St. E. of Amsterdam Av.	Mon.-Wed.	" "
188	Manhattan & E. Houston St.	Tu. Th. Fri.	" "
H. S. of Commerce	65th St. W. of Broadway	Mon. Fri.	7-9:30

**THE BRONX**

P.S. 4	173d St. & Fulton Av.	Mon. Tu. Th. Fri.	7:30-10
36	E. 177 St. & Castle Hill Av., Unionport	Mon.-Th.	" "
37	145th St. & Willis Av.	Tu. Th. Fri.	" "
42	Wash. Av. & Claremont Pkway.	Th. Fri.	" "
45	189th St. & Lorillard Pl.	Tu. Th. Fri.	" "
46	196th St. & Bainbridge Av.	Mon. Th.	" "
51	158th St. & Jackson Av.	Wed. Fri.	" "
52	Kelly St. nr. Av. St. John	Mon.-Fri.	" "
54	Intervale Av. & Freeman St.	{ Tu. Wed. Fri. Th.	8:30-11
55	St. Paul's Pl. & Park Av.	Mon. Wed. Fri.	7:30-10
58	176th St. & Washington Av.	Mon.-Fri.	" "
63	Franklin Av. no. of 168th St.	Mon.-Fri.	" "
64	Walton Av. & E. 171st St.	Tu. Wed. Fri.	" "
65	Cypress Av. & E. 141st St.	Mon.-Fri.	" "
66	Longfellow Av. & Jennings St.	{ Mon.-Th. Fri.	8-10:30
67	179th St. nr. Mohegan Av.	Mon. Tu. Th. Fri.	7:30-10
70	E. 173d St. nr. Weeks Av.	{ Mon.-Th. Fri.	8-10:30
74	E. 189th St. & Crotona Av.	Mon. Wed.	7:30-10
75	Whitlock & Bryant Aves.	{ Mon.-Th. Fri.	" "
79	Creston Av. & E. 181st St.	Mon.-Fri.	7:30-10

**THE BRONX—Continued**

<i>Center</i>	<i>Location</i>	<i>Nights open</i>	<i>Time of session</i>
P. S. 80	E. Van Cortlandt & Mosholu Pkway.	Mon. Wed.	7:30-10
82	Macomb's Rd. & W. 176th St.	Tu.-Fri.	" "
83	Rhineland & Bogart Aves.	Mon. Wed.	" "
86	W. 195th St. & Reservoir Av.	Tu.-Fri.	" "
90	167th St. & Sheridan Av.	Tu.-Fri.	" "
Ev. Childs	184th St. & Creston Av.	Mon. Fri.	" "
J. Monroe		{ Mon. Wed. Fri.	8-10.30
H. S.	172d St. & Boynton Av.	{ Tu. Th.	7:30-10.15

**BROOKLYN**

P. S. 6	Baltic St. nr. Smith St.	Mon. Wed. Fri.	7:30-10
28	Herkimer St. nr. Ralph Av.	" " "	" "
45	Lafayette Av. nr. Clason Av.	Th. Fri.	" "
66	Osborn & Watkins Sts.	Mon. Wed. Fri.	" "
67	St. Edwards & Tillary Sts.	" " "	" "
96	Av. P and 11th St.	" " "	" "
100	W. 3d St. & Park Pl.	Tu.-Fri.	" "
104	92d St. & 5th Av.	Mon. Wed. Fri.	" "
114	Remsen Av. nr. Av. F	Mon.-Th.	" "
120	So. Flatlands, Bklyn.	Mon.-Th. Sun.	6.30-9
128	21st Av. and 83d St.	Tu. Th.	7:30-10
146	18th St. bet. 6th & 7th Aves.	Mon. Wed. Fri.	" "
147	Bushwick Av. & Seigel St.	Tu.-Fri.	" "
163	Benson & 17th Aves.	Wed. Fri.	" "
164	14th Av. and 42d St.	Tu.-Fri.	" "
166	So. 8th St. nr. Driggs Av.	Mon.-Fri.	" "
177	Av. P and W. 1st St.	Tu.-Fri.	" "
180	16th Av. and 57th St.	Mon. Wed. Fri.	" "
182	Dumont Av. & Vt. St.	Mon.-Fri.	" "
183	Riverdale Av. & Douglass St.	Tu. Th. Fri.	" "
184	Newport & Stone Aves.	Tu. Wed. Fri.	" "
185	Ridge Blvd. & 87th St.	Tu. Wed.	" "
187	12th Av. and 64th St.	Mon. Wed.	" "
188	Neptune Av. & W. 33d St.	Mon. Tu. Th.	8-10.30
189	E. New York Av. & E. 96th St.	Mon. Tu. Th. Fri.	" "
192	18th Av. & 47th St.	{ Tu. Th.	7:30-10
202	Hegeman St. & Atkins Av.	{ Fri.	8-10.30
206	Neck Rd. & E. 22d St.	Tu.-Fri.	7:30-10
220	48th St. nr. 9th Av.	Mon. Wed. Fri.	" "
225	Oceanview Av. & Ripple St., Brighton Beach	Mon. Tu. Th. Fri.	" "
N. Utrecht			
H. S.	79th St. nr. 17th Av.	Mon. Tu. Th. Fri.	" "
J. Madison		{ Mon. Tu. Th.	" "
H. S.	Bedford Av. & E. 25th St.	{ Wed. Fri.	" "



A TYPICAL SCENE IN AN OFFICIAL COMMUNITY CENTER—RICHMOND HILL HIGH SCHOOL

# QUEENS

<i>Center</i>	<i>Location</i>	<i>Nights open</i>	<i>Time of session</i>
P. S. 1	9th St. & Van Alst Av., L. I. City	Th. Fri.	7:30-10
14	Van Doren & Otis Aves., Corona Hts.	Mon. Wed. Fri.	" "
40	Union Hall & Pacific Sts., Jamaica	Tu. Th. Fri.	" "
50	101st Av. & Liverpool St., Jamaica	Tu. Wed.	" "
63	110th Av. & 91st St., Ozone Park	Tu.-Fri.	" "
70	12th & So. Grand Aves., L. I. City	Tu.-Fri.	" "
72	Maspeth Av. nr. Clermont Av., Maspeth	Tu.	" "
73	54th Av. & 71st St., Maspeth	Mon. Wed. Th. Fri.	" "
83	Vernon Av. nr. Pierce Av., L. I. City	Th. Fri.	" "
84	11th Av. nr. Ditmars Av., L. I. City	Tu. Th.	" "
87	80th St. & 68th Av., Middle Village	Tu. Th.	" "
93	Forest Av. & Madison St., Ridgewood Hts.	{ Tu. Fri. Th.	7:30-11 7:30-10
107	45th Av. & 167th St., Flushing	Mon.-Wed.	" "
108	109th Av. & 108th St., Richmond Hill	Mon.-Fri.	" "
109	213th St. & 93d Av., Bellaire	Tu. Wed. Fri.	8-10:30
121	127th St. & 109th Av., Ozone Park	Mon. Wed. Th.	7:30-10
122	Ditmas Av. & Hallett St., Astoria	Mon.-Fri.	" "
123	119th Av. & 145th St., So. Jamaica	Mon. Th. Fri.	" "
125	47th St. & 47th Av., Woodside	Mon.-Fri.	8-10:30
127	25th Av. & 98th St., E. Elmhurst	Mon. Wed. Fri.	7:30-10
Jamaica	168th St. & Gothic Drive, Jamaica	Tu. Wed. Th.	" "

# RICHMOND

P. S. 1	Summit Av., Tottenville	Th. Fri.	7:30-10
8	Lindenwood Av., Great Kills	Wed. Fri.	" "
14	Broad & Wright Sts., Stapleton	{ Wed. Th.	" "
26	Richmond Turnpike & Wild Av., Linoleumville	Fri.	" "
40	Henderson & Lafayette Aves., New Brighton	Mon. Wed.	" "
Port Rich.	Innis St. & St. Joseph Av., Port Richmond	Tu. Th.	" "



**DIRECTORY OF UNOFFICIAL COMMUNITY CENTERS, MARCH, 1930**  
**SHOWING NIGHTS OPEN, ORGANIZATIONS USING CENTERS, AND TYPES OF ACTIVITY**

**MANHATTAN**

<i>Center</i>	<i>Location</i>	<i>Nights open</i>	<i>Organization</i>	<i>Activity</i>
P. S. 3	Hudson & Grove Sts.	Fri.	Girl Scouts	Troop program
5	122 Edgecombe Av.	Wed.	Boy " "	" "
6	39 E. 85th St.	{ Mon. Fri.	" "	" "
		{ Tu.	305th Infantry Cadets	Military drill
9	West End Av. & 82d St.	Fri.	Boy Scouts	Troop program
10	St. Nicholas Av. & 117th St.	Th. Fri.	" "	" "
14	225 E. 27th St.	Fri.	" "	" "
21	216 Mott St.	Th.	Mulberry Com'ty House	Athletics
		{ Mon.	Blue Birds (Camp Fire Girls)	Group program
		{ 2d Tu.	Women's Upholsterers Ass'n	Meetings
27	215 E. 41st St.	{ Sat.	Custodian-Engineers Ass'n	"
		{ Fri.	Elec'l Research Prod.	Basket ball
37	Park Av. & 87th St.	Fri.	Boy Scouts	Troop program
40	320 E. 20th St.	{ Th.	Gas. Co. Athletic Ass'n	Basket ball
		{ Fri.	Boy Scouts	Troop program
		{ Mon.	Manhattanville Com'ty Council	Civic meetings
43	509 W. 129th St.	{ Wed.	Boy Scouts	Troop program
		{ 3d Th. Fri.	Parents' Ass'n & Alumni	Meetings
		{ Fri.	Girl Scouts	Troop program
44	Hubert & Colster Sts.	Tu.	Theatrical Stage Employees Local	Meetings
		{ Mon. Wed.	Boy Scouts	Troop program
		{ Tu.	Wash. Hts. Welfare League & Tenant Ass'n	Meetings
46	917 St. Nicholas Av.	{ Th.	Girl Scouts	Troop program
		{ Fri.	Jr. Naval Reserve	Drill

**MANHATTAN—Continued**

<i>Center</i>	<i>Location</i>	<i>Nights open</i>	<i>Organization</i>	<i>Activity</i>
P. S. 48	124 W. 28th St.	{ Mon.-Th. & Sat.	2d Unity Center	Welfare mtgs.
52	Academy St. nr. B'way	{ Tu. Fri.	Parents' Ass'n Girl Scouts	Meetings Troop program
53	3d Av. & 79th St.	Mon.	Boy "	" "
54	905 Amsterdam Av.	{ Th. Fri.	Girl " Boy "	" "
59	228 E. 57th St.	Mon. Th.	Oratorio Soc. of N. Y.	Chorus singing
60	Av. A & E. 12th St.	Fri. Sat.	Boys' Club of N. Y.	Track practice
61	Av. B & E. 12th St.	Wed.	Girl Scouts	Troop program
64	605 E. 9th St.	Th.	Boy "	" "
69	125 W. 54th St.	Fri.	Ladies' Tailors & Custom Dressmakers Union	Shop meeting
70	215 E. 75th St.	Wed.	Steuben Soc. of America	German singing class
74	220 E. 63d St.	Fri.	Boy Scouts	Troop program
81	7th Av. & 119th St.	" "	" "	" "
82	1st Av. & 70th St.	Tu.	" "	" "
87	361 Amsterdam Av.	{ Mon. Tu. Th. & Fri. Wed.	Boy Scouts Girl " Riverside Ath. League	" " " " Basket ball
89	Lenox Av. & 134th St.	{ Sun. Mon.-Fri. Tu.	Imperial Elk Band Lenox Com'ty Center Harlem Com'ty Center	Free band concerts Clubs, gym., bands, societies Com'ty center program
90	225 W. 147th St.	Wed.	Boy Scouts	Troop program
93	203 W. 93d St.	Fri.	University Forum of America	Student council
95	10 Clarkson St.	Mon.-Wed.	School for Printers' Apprentices	Basket ball
96	York Av. & 81st St.	Wed.	Parent-Teacher Ass'n	Meetings

**MANHATTAN—Continued**

<i>Center</i>	<i>Location</i>	<i>Nights open</i>	<i>Organization</i>	<i>Activity</i>
P. S. 116	2d Av. & 33d St.	Mon.-Fri.	Greek-Amer. Progressive Ass'n	Gk. lang., hist., math.
		Mon.	Girl Scouts	Troop program
132	Wadsworth Av. & 182d St.	Mon.-Fri.	Greek-Amer. Ed. Soc.	Classes in Greek
		Tu.	Northwest Dental Soc.	Meetings
		Fri.	Boy Scouts	Troop program
136	Edgecombe Av. & 135th St.	Sun.	Monarch Band	Rehearsals
139	7th Av. & 140th St.	Fri.	Golden League of N.Y.C. Mission Soc.	Athletics
		Sun.	Harlem Mothers' Club	Band concert
		Tu.	Tillcrest Boys' Club	Athletics & lectures
		" Fri.	Dramatic Soc., Church of Our Lady	
152	Nagle Av. & Elwood St.	Queen of Martyrs		Rehearsals
		Wed. Sat.	Ft. Wash. Senators	Social club, basket ball
		Th. Fri.	Boy Scouts	Troop program
157	St. Nich. Av. & 127th St.	Wed.	" "	" "
		Sun.-Sat.	" "	" " & exams.
165	225 W. 108th St.	Mon.	Parents' Ass'n	Meetings
		Tu.	Academy Tenants Ass'n	"
		Fri.	Cathedral Com'ty Council	Civics & welfare mtgs.
		Sat.	Our America Dancing Club	Social meetings
166	132 W. 89th St.	Tu. Th. Fri.	Boy Scouts	Troop program
169	Audubon Av. & 168th St.	Mon. Fri.	" "	" "
171	19 E. 103d St.	Fri.	" "	" "
173	Ft. Wash. Av. & 173d St.	Tu. Th. Fri.	" "	" "
177	46 Monroe St.	Wed.	Hamilton House	Games
		Sun.	Sun. Morn. Tennis Club	Tennis
179	155 W. 101st St.	Th.	Corpus Christi Cardinals	Basket ball
		Fri.	N. Y. Edison Co.	" "
		Th. Fri.	Boy Scouts	Troop program
186	Amsterdam Av. & 145th St.	Wed. Fri.	" "	" "
		"	Girl "	" "

## MANHATTAN—Continued

Center	Location	Nights open	Organization	Activity
P. S. 189	Amsterdam Av. & 188th St.	Tu. Fri.	Boy Scouts	Troop program
		Th.	Olin Athletic Club	Basket ball
		"	Jr. League Armenian Benev. Union	" "
		"	Girl Scouts	Troop program
Geo. Wash'n H. S.	Audubon Av. & 191st St.	Sat.	Wash. Boys' Club	Basket ball, games
		Tu.	Boy Scouts	Swimming classes
		Mon. Tu. Fri.	N. Y. Coll. of Pharmacy	Basket ball
		"	Mechanics Institute Alum. Ass'n	" "
H. S. of Com- merce	155 W. 65th St.	" Th.	People's Chorus of N. Y. C.	Singing classes
		" Fri.	Pub. Nat. Bank & Tr. Co.	Basket ball
		Tu.	Ind. Nat. Bank of N. Y.	" "
		" Th.	N. Y. Trust Co.	" "
		"	Amer. Union Bank	" "
		"	Fox Film Ath. Club	" "
		"	Chase Bank Club	" "
		Wed.	Atlantic Ath. Ass'n	" "
		"	Millerites, Inc.	" "
		Th.	Guaranty Transfer Tellers Team	" "
		Sat.	Bu. of Ed. B.B. Team	" "
Manhattan Trade H. S.	129 E. 22d St.	Tu. Fri.	English Folk Dance Soc.	Folk dancing
		"	Schola Cantorum	Choral rehearsals
		Wed.	Urban Club	Music classes
		"	Clover Club	Basket ball
		Fri. Sat.	Workers' Ed. Institute	Polit. econ., jurispr.
		"	Disabled Amer. Veterans of W. W.	Meetings
Wadleigh H. S.	7th Av. & 114th St.	Sat.	Fellowship of Nature	"
		Th.	Seascope Ship Steph. Decatur, B.S.A.	Instr. games
		Fri.	U. S. Jr. Naval Guards	Drill
		Mon.-Fri.	Warren-Nash Ath. Club	Athletics
N. Y. Trg. School	Convent Av. & 135th St.	Tu. Th.	C. C. N. Y. Eve. Session, Hyg. Dept.	Rec. class
		" " " " "		
N. Y. Model School	" " " " "	Fri.	Boy Scouts	Troop program

**MANHATTAN—Continued**

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<i>Center</i>	<i>Location</i>	<i>Nights open</i>	<i>Organization</i>	<i>Activity</i>
Stuyvesant H. S.	1st Av. & 15th St.	3d Sun.	N. Y. Typogr'l Union No. 6	Meeting
		"	Cooper Un. Nt. Ath. Club	Basket ball
		Mon.	Chase Bank Club	" "
		"	G. A. Seligman Ath. Ass'n	" "
		Wed.	Johnson & Faulkner Ath. Ass'n	" "
		"	Newburger, Henderson & Loeb	" "
		Th.	United Elec. Lt. & Power Co.	" "
		"	Empire Trust Co.	" "
		"	Goody B.B. Teams	" "
		Fri.	N. Y. Times B.B. Teams	" "
		Sat.	Amalgamated Bank of N. Y. Ath. Ass'n	" "
		"	N. Y. U. Eve. Inst. of Aeronautics Sports Club	" " & ath.
		2d Sun.	Intercollegiate Dem. Soc.	Debates, etc.
		"	N. Y. School of Music	Rehearsals & concerts
Wash. Irving H. S.	40 Irving Pl.	Mon.	Western Un. Tel. Co. B.B. Team	Basket ball
		"	N. Y. Edison Co.	" " & ath.
		Tu.	Ind. Nat. Bank of N. Y.	" "
		"	U. S. Power Squadrons, Inc.	Lect. & instr. classes
		"	Charity Org. Soc. B.B. Team	Basket ball
		" Fri.	Girls' Social Music Club	Rehearsals
		Wed.	Trg. Sch. of Mutual Life Ins. Co. B.B. Team	Basket ball
		"	Swedish Gym. Soc.	Athletics
		Th.	United Elec. Lt. & Pwr. Co.	Basket ball
		" Fri.	Falcons Polish Ath. Ass'n	Ec. & phys. exercise
		Fri.	Polish-Amer. Ath. Club	Basket ball
		2 Fri. a mo.	People's Symphony Concerts	Concerts
		Sat.	Institute of Aeronautics Sports Club	Basket ball & ath.
		"	Irving Trust Co.	" "
		"	Young Circle League	Gym. class
		"	Autostrop Club	" "
		"	Polish Ed. Council	Classes for children
		"	W. I. E. H. S. Gen'l Org.	Dance
		1 Sat. a mo.	Elevator Operators Ass'n, Bd. of Ed.	Social
		Sat. Sun.	Young Circle League	Athletics

## THE BRONX

<i>Center</i>	<i>Location</i>	<i>Nights open</i>	<i>Organization</i>	<i>Activity</i>
P. S. 2	3d Av. & 169th St.	Th.	Boy Scouts	Troop program
3	Courtlandt Av. & 157th St.	Wed.	" "	" "
6	Tremont & Vyse Aves.	{ Mon.	Belmont Cadets	Drill
7	Kingsbridge Av. & 232d St.	2d Mon.	Spuyten Duyvil Prop. Own. Ass'n	Org. pub. & civic improvements
8	Mosholu Pkwy. & Bainbridge Av.	Fri.	N. Y. Naval Cadets	Drill
9	481 E. 138th St.	"	Boy Scouts	Troop program
10	Eagle Av. & 163d St.	Sat.	" "	" "
14	Crosby Av. & Baisley St.	{ Tu. Fri. 3d Tu.	Falcon Ath. Club Logan " " Throggs Neck Prop. Own. & Welfare Ass'n	Basket ball " " Civic mtgs.
16	Carpenter Av. & 240th St.	{ 1st Wed. Mon. Wed. Tu. Th. 1st Fri.	No. East Bronx Civic League Falcon Ath. Club Wakefield Dem. Club " Parents' Ass'n	Basket ball " " Meetings
19	Katonah Av.	{ Tu. Th. 2d Tu.	Woodlawn Annex ECHS B.B. Team " Hts. Taxpayers & Com'ty Ass'n	Basket ball Civic mtgs.
21	White Plains Av. & 225th St.	{ Wed. Fri.	Boy Scouts N. Y. Naval Cadets	Troop program Drill
28	Tremont & Anthony Aves.	Fri.	Boy Scouts	Troop program
32	Beaumont Av. & 183d St.	{ Th. Fri. Fri.	" " Girl " "	" " " "
35	Morris Av. & 163d St.	"	" "	" "
36	1030 Castle Inn Av.	{ " "	" " Jr. Naval Reserve	" " Drill

**THE BRONX—Continued**

<i>Center</i>	<i>Location</i>	<i>Nights open</i>	<i>Organization</i>	<i>Activity</i>
P. S. 39	Kelly & Beck Sts.	{ Th. Fri.	Girl Scouts Boy "	Troop program " "
40	Prospect Av. & Ritter Pl.	{ Fri. "	Girl " Boy "	" " " "
42	Wash. Av. & Claremont Pkwy.	{ Th. 2d Mon.	" " Parents' Ass'n	" " Meetings
44	Prospect Av. & 176th St.	Fri. Sat.	Boy Scouts	Troop program
45	Hoffman & 189th Sts.	Wed.	Emanon Club	Basket ball
46	Bainbridge Av. & 196th St.	{ Mon. Th. Tu. Fri.	Fordham-Bedford Pk. Com'ty Coun. Girl Scouts Boy "	" " Troop program
47	St. Lawrence & Beach Avs.	{ Wed. Fri. Fri.	Our Lady of Solace B.B. Teams N. Y. Boys' Naval Brigade	Basket ball Drill
53An'x	Sheridan Av. & Marcy Pl.	Th. Fri.	Boy Scouts	Troop program
54	Intervale Av. & Freeman St.	"	Cathedral Club	Basket ball
55	St. Paul's Pl. & Wash. Av.	Fri.	Basket Ball Club of P. S. 2	" "
56	207th St. nr. Hull Av.	3d Th.	Bedford Pk. Taxpayers' Ass'n	Meetings
57	Crotona Av. & 180th St.	{ Mon. Fri. Tu. Wed.	Boy Scouts Crotona Com'ty Club Young Circle League	Troop program Athletics Basket ball
59	Bathgate Av. & 182d St.	Th.	Christ Evang'l League	" "
60	Stebbins Av. & 163d St.	Fri.	Boy Scouts	Troop program
61	Crotona Pk. E. & Charlotte St.	"	Jr. Naval Reserve	Drill
63	Franklin & E. 168th St.	Sat.	Boy Scouts	Troop program
67	Mohegan Av. & E. 179th St.	{ Wed. Sat.	Young Circle League Intermed. Young Israel of Tremont	Basket ball " "
68	Monticello & Strong Avs.	{ Fri. "	Boy Scouts Parents Ass'n of P. S. 68	Troop program Meetings

**THE BRONX—Continued**

<i>Center</i>	<i>Location</i>	<i>Nights open</i>	<i>Organization</i>	<i>Activity</i>
P. S. 70	Weeks Av. & 173d St.	{ 2d Mon. 1st Fri.	Parents Ass'n of P. S. 70 Alumni " " " "	Meetings " "
71	Roberts & Hobart Aves.	{ Tu. 2d Wed. Fri. Sat.	Mayflower A.S. Club Pelham Bay Taxpayers' Ass'n Happy Bachelor Ath. Club P. S. 71 Fife & Drum Corps	Athletics Meetings Basket ball Rehearsals
72	Edison & Dewey Aves.	3d Fri.	Morris Estate Taxpayers' Ass'n	Meetings
73	Anderson & Jerome Aves.	Tu.	Wyanoke B.B. Club	Basket ball
74	Prospect Av. & E. 189th St.	{ Wed. Sat. Th.	Holy Name Soc. Jr. & Sr. Divs. Salfras Club	" "
77	Ward Av. & E. 172d St.	Fri.	Boy Scouts	Troop program
78	Fish Av. & Hick St.	"	N. Y. Boys' Naval Brigade	Drill
79	Morris Av. & E. 181st St.	Wed.	Jr. Naval Brigade	"
80	Mosholu Pkwy. & Van Cortlandt Av.	{ Th. Fri. 2d Fri.	Bachelor Boys of Fordham Boy Scouts Alumni Ass'n of P. S. 56 & 80	Basket ball Troop program Meetings
81	Riverdale Av. & 255th St.	{ 2d Mon. 2d Th. Fri.	Riverdale Parents' Ass'n " Taxpayers' Ass'n Boy Scouts	" " Troop program
82	Macomb's Rd. & W. 176th St.	{ Mon. Fri. "	Girl " Boy " " "	" " " " " "
83	Rhineland & Radcliff Aves.	{ Mon. Th. Wed.	Our Lady of Solace B.B. Teams Cavaliers Ath. & Soc'l Club	Basket ball " "
86	Reservoir Av. & W. 195th St.	Fri.	Girl Scouts	Troop program
89	Mace Av. & Paulding St.	{ " Tu.	Boy " Pelham Pkwy. Civic League	" " Meetings
91	Aqueduct Av.	{ Tu. Wed. Fri. "	Intra-Mural Ath. Br. of N. Y. U. Boy Scouts Girl "	Athletics Troop program " "



# THE BRONX—Continued

Center	Location	Nights open	Organization	Activity
P. S. 94	Kings College Pl.	Th.	Dancing & Elocution Club	Dancing, elocution
DeWitt Clinton H. S.	Mosholu Pkwy. & Sedgwick Av.	2d & 4th Tu.	Parents' Ass'n	Meetings
Evander Childs H. S.	Creston Av. & 184th St.	Fri.	Girl Scouts	Troop program
Jas. Monroe H. S.	Boynnton Av. & E. 172d St.	Sat.	Geo. J. Krapp & Friends B.B. Club	Basket ball
Morris H. S.	Boston Rd. & 166th St.	"	Boy Scouts	Troop program
Theo. Roosevelt H. S.	Wash. Av. & Fordham Rd.	2d Tu.	United Parents' Ass'ns	Meetings

# BROOKLYN

64	P. S. 2	47th St. nr. 3d Av.	Mon. Fri.	People's Institute	Cooking, sewing classes
	15	3d Av. & State St.	Fri.	Urban Club	Music
	17	Driggs Av. & N. 5th St.	Mon. Fri.	People's Institute	Basket ball, com'ty program
	29	Henry St.	Tu. Wed. Fri.	Boy Scouts	Scout program
	30	Conover & Wolcott Sts.	Th.	" "	" "
	32	317 Hoyt St.	Fri.	" "	" "
	35	Decatur St. & Lewis Av.	{ Th. Fri.	Alumni Club of P. S. 35 Boy Scouts	Meetings Scout program
	41	New York Av. & Dean St.	{ Mon.-Fri. " 2d & 4th Tu.	Greek Com'ty Club Parents' Ass'n Community Council	Teaching Gk. language Meetings
	42	St. Mark's & Classon Aves.	1st Wed.	Anct. Order Hibernians	"
	45	371 Lafayette Av.	Wed.	DeKalb Com'ty Council	Music, dram., lect.
	47	480 Pacific St.	Fri.	Boy Scouts	Scout program
	48	18th Av. & 60th St.	"	" "	" "



WINTER OPPORTUNITIES FOR TENNIS AT ONE OF THE PEOPLE'S  
INSTITUTE COMMUNITY CENTERS



BRANCH PUBLIC LIBRARY, PEOPLE'S INSTITUTE COMMUNITY  
CENTER, P. S. 172, BROOKLYN

**BROOKLYN—Continued**

<i>Center</i>	<i>Location</i>	<i>Nights open</i>	<i>Organization</i>	<i>Activity</i>
P. S. 50	Driggs Av. & S. 3d St.	Mon.	Epiphany Ath. Ass'n	Basket ball
53	176 Troutman St.	Th.	Boy Scouts	Scout program
54	Sanford St. & Willoughby Av.	Fri.	" "	" "
56	Bushwick Av. & Madison St.	"	" "	" "
70	Patchen Av. & Macon St.	Tu. Th. Fri.	Stuyvesant Com'ty Center	Basket ball, gym., dram.
72	651 New Lots Rd.	Mon.	Boy Scouts	Scout program
73	MacDougal St. & R'ck'way Av.	{ Tu. Th. Fri.	Stuyvesant Com'ty Center P. S. 73 Alumni Org.	Meetings "
80	80 W. 17th St.	{ Tu. Wed. Fri.	People's Institute Girl Scouts Boy Scouts	Dramatic club Troop program "
83	1630 Dean St.	Fri.	" "	Athletics
85	635 Evergreen Av.	"	" "	"
89	Newkirk Av. & E. 32d St.	{ Tu. Th. Tu. Fri. "	People's Institute P. S. 89 Scout Club Girl Scouts Camp Fire Girls	" Meetings Troop program Group "
91	East N. Y. & Albany Avs.	Tu. Th. Fri.	People's Institute	Athletics
92	Rogers & Parkside Avs.	4th Sat.	Comm. John Barry Club	"
93	N. Y. Av. & Herkimer St.	2d Th.	Parents' Ass'n	Meetings
94	5010 Sixth Av.	{ Mon. Fri. Tu.-Th.	Boy Scouts People's Institute	Troop program Athletics, boys' metal work club, parents' ass'n
97	Stillwell Av. & Av. S	Mon.	Boy Scouts	Troop program
100	W. 3d St. nr. Roberge Pl.	Th.	" "	" "
102	71st St. & 2d Av.	Mon.-Fri.	St. Constantine Gk. Orth. Church	Greek language
103	14th Av. & 53d St.	Wed.	Boy Scouts	Troop program
104	150 Gelston Av.	Mon.	League of Women Voters	Meetings

**BROOKLYN—Continued**

<i>Center</i>	<i>Location</i>	<i>Nights open</i>	<i>Organization</i>	<i>Activity</i>
P. S. 105	10th Av. & 59th St.	{ Tu. Mon.-Fri. Fri.	Basket Ball Club People's Institute Boy Scouts	Basket ball Athletics Troop program
108	200 Linwood St.	Wed. Th.	" "	" "
111	Sterling Pl. & Vanderbilt Av.	2d Th.	Prospect Hill Parents' Ass'n	Meetings
112	15th Av. & 71st St.	2d Th.	Modern Woodmen of America	"
113	Evergreen Av. & Moffat St.	1st Fri.	Moffat St. Neighborhood Ass'n	"
115	E. 92d St. & Av. M	Wed.	Hoey & Elbson Co. B.B. Team	Basket ball
118	4th Av. & 59th St.	Mon.-Fri.	Ganochorian	Greek lang. & hist., Bible study
119	Av. K & E. 38th St.	Fri.	Boy Scouts	Troop program
121	20th Av. nr. 53d St.	1st & 3d Wed.	West Midwood Com'ty League	Meetings
126	73 Meserole Av.	{ Tu. Wed.	Y.W.C.A. Boy Scouts	Athletics Troop program
128	8305 21st Av.	{ Tu. Wed. Fri. Fri.	Girl " Boy " Mothers' Club of P. S. 128	" " " " Meetings
130	Ocean Av. & E. 5th St.	{ Tu. Wed. Fri.	Girl Scouts Boy "	Troop program "
135	Church Av. & E. 48th St.	{ Wed. Fri.	St. Catherine's Jr. Holy Name Soc. Boy Scouts	Basket ball Troop program
136	4th Av. & 40th St.	{ Tu. Th. Fri.	Norw. Hosp. Trg. School for Nurses Boy Scouts	Cookery Troop program
137	Saratoga Av. & Chauncey St.	Tu. Th. Fri.	Stuyvesant Com'ty Center	Com'ty activities
142	Henry & Rapelye Sts.	" Wed. Fri.	Boy Scouts	Troop program
145	100 Knoll St.	Th.	Alpha School Org.	Meetings
146	18th St. & 6th Av.	{ Wed. Fri. Th. Sat.	United Polish Soc. Danish Ath. Club Jr. Boro. League	Reading & writing Polish Athletics "

## BROOKLYN—Continued

<i>Center</i>	<i>Location</i>	<i>Nights open</i>	<i>Organization</i>	<i>Activity</i>
P. S. 148	185 Ellery St.	{ Tu. Fri.	Young Israel of W'msburg Boy Scouts	Basket ball Troop program
152	Av. G & Delamere Pl.	{ " 3d Mon.	" " So. Midwood Residents' Ass'n	" " Civic meetings
153	Av. T & E. 12th St.	{ Fri. "	Girl Scouts Boy "	Troop program "
154	11th Av. & Windsor Pl.	"	" "	" "
159	Pitkin Av. & Hemlock St.	{ Wed. 2d & 4th Tu.	" " East End Com'ty League	" " Civic meetings
160	5105 Ft. Hamilton Pkwy.	Th. Fri.	People's Institute	Athletics
161	330 Crown St.	{ Tu. Th. Fri. "	" " Boy Scouts Jr. Naval Reserve	" " Troop program Drill
164	14th Av. & 42d St.	{ Mon. 2d & 4th Wed.	Boy Scouts United Israel-Zion Hospital	Troop program Health lectures
166	143 S. 8th St.	Fri.	Haydn Musical Soc.	Orch. rehearsals
167	1025 Eastern Pkwy.	{ Mon. Th. Fri.	Park Ath. Club Boy Scouts	Athletics Troop program
169	7th Av. & 43d St.	{ Mon.-Fri. Fri.	People's Institute Girl Scouts	Com'ty program—English, citizenship, cooking, stu- dio craft Troop program
170	7109 6th Av.	{ Mon. Th. Wed. "	People's Institute Boy Scouts	Com'ty program Troop "
171	Rdgwd. & Lincoln Aves.	{ Fri. Mon. Tu.	" " People's Institute	" " Com'ty "
172	4th Av. nr. 29th St.	{ " Fri. Wed.	" " Boy Scouts	" " boys' club Troop program

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## BROOKLYN—Continued

<i>Center</i>	<i>Location</i>	<i>Nights open</i>	<i>Organization</i>	<i>Activity</i>
P. S. 173	Penn. Av. nr. Liberty Av.	{ Th. Fri. " " Fri.	Boy Scouts St. Malachy's Young Peop. A. A. Girl Scouts	Troop program Basket ball Troop program
179	Av. C & E. 2d St.	{ " Mon.-Fri.	Boy " People's Institute	" " Athletics
180	16th Av. & 57th St.	{ 2d Wed. Wed. Fri.	Parents' Ass'n of P. S. 180 Boro. Park Aces Dux Ath. Club	Meetings Basket ball Athletics
181	N. Y. & Snyder Aves.	{ Tu. Th. Fri. Fri.	People's Institute Boy Scouts	Com'ty program Troop
185	86th St. & Ridge Blvd.	{ Wed. Fri. "	" " Ft. Hamilton Com'ty Coun.	" " Meetings
186	19th Av. & 76th St.	{ Th. Fri. Fri.	Boy Scouts Bensonhurst Naval Cadets	Troop program Drills
187	12th Av. & 65th St.	{ Th. Fri.	Brooklyn Cadet Corps Boy Scouts	" Troop program
189	E. N. Y. Av. & E. 96th St.	{ Wed. Fri. 2d Mon.	" " Parents' Ass'n	" " Meetings
193	Kings Highway	{ Tu. Wed. Fri.	People's Institute Boy Scouts	Com'ty program Troop program
194	Whitney Av. & Brigham St.	{ 2d & 4th Mon.	Gerritsen Pk. Protective Ass'n	Meetings
196	207 Bushwick Av.	{ Tu. Th. "	Ev. Luth. St. Mark's Yng. Peop. Soc. East End Boys' Club Boy Scouts	Athletics " Troop program
197	Kings Highway	{ Mon. Tu. Th. & Fri.	People's Institute	Com'ty program
198	Glenwood Rd. & E. 38th St.	{ 1st Fri.	Flatlands Civic Ass'n	Civic meetings
201	12th Av. & 81st St.	{ Mon.-Th. Fri.	People's Institute Boy Scouts	Com'ty program Troop

**BROOKLYN—Continued**

<i>Center</i>	<i>Location</i>	<i>Nights open</i>	<i>Organization</i>	<i>Activity</i>
P. S. 203	Av. M & E. 51st St.	{ 1 Mon. a mo. 4th Wed.	Endocardium Com'ty Ass'n Flatbush Sq. Civic Ass'n	Meetings "
205	20th Av. & 67th St.	{ Fri. "	Boy Scouts Girl "	Troop program "
207	Fillmore Av.	{ Tu. Th. Fri.	People's Institute Marine Park Civic Ass'n	Com'ty " , monthly dance, child-study group Meetings
208	Av. D & E. 48th St.	3d Tu.	Parent-Teacher Ass'n	"
210	Rochester Av. & Park Pl.	Tu.	Girl Scouts	Troop program
214	Pitkin & Drew Aves.	Wed.-Fri.	People's Institute	Com'ty "
216	Av. X & E. 1st St.	Mon.	Iroquois A. & S. Club	Basket ball
217	Newkirk Av. & Westminster Rd.	{ 3d Mon. Th. Fri. "	Mansfield Com'ty League Wellington Ath. Club Newkirk Ath. Club Boy Scouts	Meetings Basket ball " " Troop program
219	E. 93d St. & Clarkson Av.	Wed.	P. S. 219 Bridge Club	Bridge
225	Oceanview Av.	{ Mon. 1st & 3d Wed.	C. Ludwig Baumann Empl. Ass'n Child Study Group of Brighton Beach	Athletics Child study
Alex. Hamilton H. S.	150 Albany Av.	Mon.-Fri.	People's Institute	Athletics
Bay Ridge H. S.	4th Av. & 67th St.	3d Fri. Sat.	" "	"
Bushwick H. S.	400 Irving Av.	{ Mon. Sat. Mon. " -Fri. Tu.-Fri. " Th. Fri.	Girl Scouts Holy Trinity B. B. Club Baptist Church of Redeemer S. S. People's Institute Flatbush Br. Y. M. C. A. N. Y. Tel. Co. (L. 1. Acctg.) Non-Partisan Assembly Dist. Clubs Order of DeMolay N. Y. Tel. Co. (Flatbush Acctg.)	Troop program Basket ball " " Athletics " Basket ball Civic mtgs. Boys' club mtg. Basket ball
Eras. Hall H. S.	911 Flatbush Av.			

## BROOKLYN—Continued

<i>Center</i>	<i>Location</i>	<i>Nights open</i>	<i>Organization</i>	<i>Activity</i>
Fdk. Lane H. S.	635 Evergreen Av.	Fri.	Lane Symphonic Ensemble	Concerts
Girls' Com'l H. S.	883 Classon Av.	{ Mon. Tu. " Wed.	Girls' B. B. Team, Namm's Store Boy Scouts Girl " People's Institute	Basket ball Troop program Athletics
Jas. Madison H. S.	3787 Bedford Av.	{ Mon. Tu. Wed. Th. Fri.	Ocean Ath. Club Inner Circle Men's Club of Flatbush Young People's Org'n Swago Ath. Club Pilgrim Ath. Club	Basket ball, swmg. Athletics " , b.b., swmg. Basket ball "
Man'l Trg. H. S.	237 7th Av.	{ Mon.-Fri. Fri.	People's Institute Boy Scouts	Athletics Troop program
New Utrecht H. S.	1601 80th St.	{ Tu. Th.	Men's B. B. Team, Namm's Store Utrecht Ath. Club	Basket ball Athletics

## QUEENS

P. S. 3	Colonial Av., Forest Hills	3d Tu.	For. Hills Mothers' Club	Meetings
4	Prospect St.	Fri.	Boy Scouts	Troop program
11	Woodside Av., Woodside	"	Jr. Naval Reserve	Drill
13	Irving Pl., Elmhurst	3d Th.	Mothers' Club	Meetings
14	Fairview Av., Corona Hts.	{ Wed. Th. Th. Fri.	Boy Scouts Girl " Boy "	Troop program " "
16	Sycamore Av., " "	{ 1st & 3d Mon. 2d Tu. 2d Wed.	Corona Com'ty Council Roosevelt Av. Prop. Own. Ass'n E. Corona " " "	Civic mtgs. " "
19	Roosevelt Av., " "	{ Th. Fri.	N. Y. Jr. Naval Militia Boy Scouts	Drill & band practice Troop program



**QUEENS—Continued**

<i>Center</i>	<i>Location</i>	<i>Nights open</i>	<i>Organization</i>	<i>Activity</i>
P. S. 20	Sanford Av. & Union St., Flushing	{ Fri.	Boy Scouts	Troop program
		2 a mo.	Colonial Men's Club	Ath. & basket ball
22	Sanford Av. & Murray St., Flushing	Fri.	Boy Scouts	Troop program
27	1st Av. & 13th St.	Mon. Wed. Fri.	St. Agnes B. B. Team	Basket ball
31	Bell Av., Bayside	Tu.	Mothers' Club of Bayside	Meetings
32	35th Av.	{ Th.	Girl Scouts	Troop program
		Fri.	Boy "	" "
		Mon.	Men's Club, 1st Un. Presb'n Ch.	Gym. work
		2d Mon.	Creedmore Civic Ass'n	Civic mtgs.
		Tu.	Queens Lightning B. B. Club	Basket ball
33	92d Av. & 222d St.	{ 1st Tu. 3d Fri.	" Village Com'ty League	Civic mtgs.
		Wed.	" Flashes	Basket ball
		Th.	" Baptist Church Team	" "
		Fri.	Boy Scouts	Troop program
34	Springfield Rd., Queens	2d Tu.	Queenlawn Pk. Civic Ass'n	Exec. mtgs.
35	Platina & Prospect Av.	{ 2d Mon. & 4th Tu.	Hollis Civic Ass'n	Civic mtgs.
36	Everett & Central Av.	{ 2d Tu.	St. Albans Impvt. Ass'n	" "
		3d "	Parent-Teacher Ass'n	Meetings
37	Springfield Gardens	Th.	Grey Football Club	Basket ball
39	State St., Far Rockaway	Fri.	Boy Scouts	Troop program
41	Crocheron Av.	{ "	Girl "	" "
43	Wash. Av., Rockaway Pk.	Mon.-Fri	America-Hellenic Com'ty of Rockaways	Greek lang., hist., Bible
44	Boulevard, " Bch.	{ Tu.	N. Y. Jr. Naval Militia	Drill
		Th.	Boy Scouts	Troop program
45	3-Mile Mill Rd.	Fri.	" "	" "
50	Jerome Av.	Mon. Fri.	" "	" "

## QUEENS—Continued

<i>Center</i>	<i>Location</i>	<i>Nights open</i>	<i>Organization</i>	<i>Activity</i>
P. S. 51	Johnson Av.	Fri.	Boy Scouts	Troop program
54	Hillside Av.	3d Tu.	Mothers' Club	Meetings
56	86th Av. & 114th St.	Mon.	Union Choral Club	Singing
57	124th St., Morris Pk.	Wed. Fri.	Boy Scouts	Troop program
62	Chester Pk., Woodhaven	2d Mon.	Clarenceville Bd. of Tr. & Civ. Ass'n	Civic mtgs.
63	Sutter Av.	{ Mon. 1st Tu. Wed.	Sioux Indians Parent-Teacher Ass'n Liberty Hts. Civic Ass'n	Basket ball Meetings Civic mtgs.
64	B'way & Spruce St., Woodhaven	Mon.	Our Neighbors Com'ty Council	" "
69	Jackson Hts.	{ 4th Mon. Fri.	Parent-Teacher Ass'n Jr. Naval Militia	Meetings Drill
70	12th Av., L. I. C.	Fri.	Boy Scouts	Troop program
71	Forest Av., E. Wmsbg.	{ Th. Fri.	" " Red Wing Ath. Club	" " Athletics
77	Seneca Av. & Centre St., Ridgewood	"	Boy Scouts	Troop program
79	7th Av. & 14th St., Whitestone	{ " " 3d Th.	" " Whitestone Mothers' Club	" " Meetings
81	Cypress Av. & Ralph St., Evergreen	Tu.	N. Y. Jr. Naval Militia	Drill
82	Kaplan Av.	{ 3d Wed. 1st Th.	Parent-Teacher Ass'n Jamaica-Richmond Hill Civic League	Meetings "
84	Albert St. nr. Ditmars Av., L. I. C.	{ 3d Fri. "	Steinway Com'ty Council Boy Scouts	Civic mtgs. Troop program
85	Debevoise Av. nr. Woolsey, L. I. C.	{ Mon-Fri. Fri.	Hellenic Orth. Com'ty of Astoria Boy Scouts	Greek classes Troop program
86	Creek St.	Wed.	" "	" "

QUEENS—Continued

Center	Location	Nights open	Organization	Activity
P. S. 87	Wash. Av., Middle Village	Th.	Com'ty Center	Scouts, ath., boys' club
89	Orchard & Hampton Sts., Elmhurst	{ Wed. 2d Th. Fri.	Parents' Club Boy Scouts	Bus. & soc'l, cards Troop program
90	Wash. Av., Rich. Hill	"	" "	" "
91	Central Av., Glendale	{ 2d Mon. Fri.	Glendale Taxpayers' Ass'n Boy Scouts	Meetings Troop program
93	Forest Av., Ridgewood Hts.	{ Mon. Wed. "	" " Social Ath. Club Calvary P. E. Men's Club	" " Athletics Basket ball
94	250th St., Little Neck	{ 1st Mon. 1st Wed. Th. Fri. "	Civic League Ltl. Neck Westmoreland Ass'n Mothers' Club Girl Scouts Boy "	Meetings " Troop program "
95	Larremore & Yale Aves.	{ 1st & 3d Mon. Wed. Fri. "	Hillside Hollis Civic Ass'n Home Owners " Girl Scouts Boy "	Meetings " Troop program "
96	Rockaway Blvd. & Lincoln Av.	1st Wed. Fri.	" "	" "
97	85th St. & 85th Dr., Woodhaven	{ Tu. " 2d Tu. Fri.	St. John's B. B. Org. Aeolian Com'ty Cho. & Orch. Woodhaven Civic Ass'n Boy Scouts	Basket ball Rehearsals Meetings Troop program
101	Russell Pl., Forest Hills	Tu. Th.	For. Hills Coun., K. of C.	Basket ball
102	Nassau Hts.	{ 1st Tu. 2d " 3d Wed. Fri.	S. Glenhurst Civic & Taxpyrs. Ass'n Kindergarten Mothers' Club Nassau Hts. Civic Ass'n Boy Scouts	Meetings " Troop program
106	Beach 34th St., Edgemere	1st Wed.	Kindergarten Mothers' Club	Meetings

QUEENS—Continued

Center	Location	Nights open	Organization	Activity
P. S. 107	45th Av. & 167th St., Flushing	Wed.	N. Y. & Qns. Elec. Lt. & Pwr. Co. Employees	Basket ball
		Th.	Flushing Yellow Jackets	" "
		"	" Jewish Center	" "
		"	Thunderbolt Ath. Club	" "
		"	N. Y. Jr. Naval Militia	Drill
		2d Th.	B'way Flushing-East Civic Ass'n	Meetings
		Fri.	1st Presby'n Church	Basket ball
		"	N. Y. Boys' Naval Brigade	Drill
		"	Girl Scouts	Troop program
		"	Boy " "	" "
108	Sutter Av. & 108th St.	"	N. Y. Jr. Naval Militia	Drill
		1st & 3d Mon.	Oxford Civic Ass'n	Meetings
109	92d Av. & 213th St.	1st Wed.	Bellaire Gdns. Taxpayers Ass'n	"
		Fri.	Girl Scouts	Troop program
		"	Boy " "	" "
113	79th Av. & 87th St.	2d Fri.	Forest Pk. View Civ. Ass'n	Meetings
114	Cronston Av. & 134th St.	2d Tu. 1st, 3d & 4th Th.	Parent-Teacher Ass'n	Gym. class
		2d Th.	Alumni of P. S. 114	Social
		Fri.	Boy Scouts	Troop program
116	Polhemus Av. & Wren Pl.	Mon. Th.	So. Side Dept., Cent. Queens Y.M.C.A.	Rec'n center
117	84th Dr. & 143d St.	2d Wed.	Briarhill Ass'n	Civic mtgs.
118	190th Pl.	1st Mon.	Hollis Homes Civ. & Com'ty Ass'n	" "
		Tu.	Mothers' Club	Meetings
		Mon.	St. Pancras Dram. Soc'y	Basket ball
119	78th Av. & 74th St., Glendale	"	Girls B. B. Club, Y. P. Soc., Luth. Ch. of Redeemer	" "
		Tu.	Pine Tree Council of Ridgewood	" "
		Th.	Sacred Heart Ath. Club	" "
		Fri.	K. of C.	" "

**QUEENS—Continued**

<i>Center</i>	<i>Location</i>	<i>Nights open</i>	<i>Organization</i>	<i>Activity</i>
P. S. 120	58th Av. & 136th St.	1st Fri.	Queensboro Hill Taxpayers Ass'n	Meetings
		Mon.	Rich. Hill Eagles	Basket ball
		Tu.	Lido Ath. & S. Club	" "
		Th.	Jesters	" "
121	Suwanee Av.	1st & 3d Th.	Phoenix Civic Ass'n	Meetings
		Fri.	Sigma Phi Delta Frat.	Basket ball, dances
		"	Boy Scouts	Troop program
122	Ditmas Av., Astoria	Mon.- Fri.	Hellenic Orth. Com'ty of Astoria	Greek classes
		Wed. "	Astoria Armenian Women's Ed. Soc.	Armenian lang.
123	119th & Inwood Sts.	Mon.	Baisley Pk. Post 314, Amer. Legion	Fife & drum corps practice
		"	Sutphen Blvd. Civic Ass'n	Gym. work
125	Nelson Av., Woodside	Mon.	Girl Scouts	Troop program
		" Th.	Gas Co.'s Ath. Ass'n	Basket ball
		Tu. Sat.	Rotary Boys' League	" " & games
		Sat.	Nichols Copper Co. Staff	" "
126	Van Alst & Lincoln Aves.	Wed.	Clan Bruce Ass'n	Gym. work
127	25th Av. & 98th St.	Tu.	Order of DeMolay	Drill
		Th.	Emanuel Ath. Club	Basket ball, gym.
		1st Fri.	Bayview Com'ty Center	Com'ty mtgs.
130	42d Av.	" "	Auburndale Impvt. Ass'n	Civic "
		" "	Boy Scouts	Troop program
131	83d Av. & 172d St.	3d Mon.	Jamaica Estates Ass'n	Meetings
132	132d Rd. & 218th St.	" "	Parent-Teacher Ass'n	"
		2d Mon.	Colfax Gdns. Civic Ass'n	"
		"	N. Y. Jr. Naval Militia	Drill
134	109th Av. & 203d St.	2d & 4th Th.	Hollis Hts. Civic Ass'n	Meetings
		3d Th.	" Av. Un. Subway Ass'n	"
		Fri.	St. Gerard's B. B. Team	Basket ball
136	115th Av. & 201st St.	Wed.	St. Anne's Coun., K. of C.	" " & dances
137	Clifford Av. & 224th St.	2d Tu.	Mothers' Club	Meetings

## QUEENS—Continued

Center	Location	Nights open	Organization	Activity
P. S. 139	63d Dr. & Wetherole St., Forest Hills	{ 1st Mon.	Thorntonridge Civ. Ass'n of F. H.	Meetings
		Mon.	Sr. Walther League of Our Saviour Luth. Ch.	Basket ball
140	116th Av. & 166th St.	{ Fri.	Rego Pk. Ath. & Soc'l Club	Athletics
		2d & 4th Wed.	Locust Manor Civic Ass'n	Meetings
Bryant H. S.	Wilbur Av., L. I. City	Tu.	Maj. J. A. McKenna Post Field Band & Brigade	Basket ball
		{ Sun.	Queens Symphony Soc.	Musical ed'n
Flushing H. S.	Northern Blvd., Flushing	Mon.	Gridiron Club of Flushing	Basket ball
		Tu.	N. Y. & Qns. Elec. Lt. & Pwr. Co.	" "
		Wed.	Arrow Jr. A. C.	" "
		"	Com'ty Symphonic Orch'l Soc. of L. I.	Rehearsals
		Th.	Flushing Oaks Ath. Ass'n	Basket ball
Jamaica H. S.	Gothic Dr. & 168th St. " Model Parsons & Gilman Aves.	{ Fri.	Boy Scouts	Troop program
		Wed.	" "	" "
" Trg.	Flushing Av.	1st Mon.	Hillcrest-North Civic Ass'n	Meetings
		{ Mon. Fri.	St. Mary's Alumni Ass'n	Basket ball
		Tu. Th.	Queens Boro. Teachers' Ass'n	Folk & rhythmic dancing
		4th Tu.	Boy Scouts	Troop program
Newtown H. S.	Chicago Av., Elmhurst	{ Sun.	Queens Symphony Soc.	Musical ed'n
		4th Wed.	Italian Alumni Club	Meetings
		"	Order of DeMolay	Basket ball & games
Richmond Hill H. S.	89th Av. & 114th St.	{ Fri.	Endracht Club	" "
		1st & 3d Mon.	Boy Scouts	Troop program

## RICHMOND

P. S. 1	Summit Av., Tottenville	{ Mon.	Tottenville Woodcraft Club	Nature study
		Wed.	Aquehonga Cadets	Drill

**RICHMOND—Continued**

<i>Center</i>	<i>Location</i>	<i>Nights open</i>	<i>Organization</i>	<i>Activity</i>
P. S. 3	Latourette St., Pleasant Plains	Tu.	Alpha Phi Gamma	Basket ball
		Th.	Girl Scouts	Troop program
		Fri.	Boy "	" "
9	Beach & 8th Sts., New Dorp	"	" "	" "
11	50 Jefferson St., Dongan Hills	Mon.	Catholic Boys Brigade of U. S.	Recreational
13	161 Hylan Blvd., Rosebank	Wed. Fri.	P. S. 13 Graduates	Athletics
14	75 Broad St., Stapleton	{ Mon.	Boy Scouts	Troop program
		{ 2d & 4th Tu.	Stapleton Com'ty Council	Mtg., dancing, cards
16	Dan'l Low Terrace, Tompkinsville	{ Fri.	Boy Scouts	Troop program
		{ "	Utopian Club	Basket ball
17	Prospect & Far View Aves., New Brighton	Wed.	Boy Scouts	Troop program
19	33 Greenleaf Av., W. New Brighton	Fri.	" "	" "
		"	" "	" "
20	Heberton Av., Pt. Richmond	{ Mon.	S. I. Choral Club	Rehearsals
		{ Tu.		
21	168 Hooker Pl., " "	Fri.	Boy Scouts	Troop program
26	Richmond T'npike, Linoleumville	2d Th.	Mothers' Club	Meetings
29	Victory Blvd., W. New Brighton	{ Th.	" "	"
		{ Fri.	Boy Scouts	Troop program
		{ Mon.	St. John's Walther League	Basket ball
30	Fisk Av. & Blvd., W. New Brighton	{ Tu.	Red Men Ath. Club	" "
		{ 3d Wed.	Mothers' Club	Meetings
		{ Th.	Immanuel Bible School B. B. Team	Basket ball, socials
		{ 1st & 3d Fri.	Jr. Clan Campbell No. 16, O. S. C.	Phys. training
39	Sand Lane & MacFarland Avs., So. Beach	Th.	Boy Scouts	Troop program
40	Henderson & Lafayette Aves., New Brighton	Tu.	Girls' Soc'l Club	Basket ball

**RICHMOND—Continued**

<i>Center</i>	<i>Location</i>	<i>Nights open</i>	<i>Organization</i>	<i>Activity</i>
P. S. 41	Clawson & Locust Av., New Dorp	{ Mon. Tu.	Girl Scouts Jr. Holy Name Soc.	Troop program Basket ball
45	Morrison Av., West Brighton	Th.	Boy Scouts	Troop program
Curtis H. S.	Hamilton Av. & St. Mark's Pl., New Brighton	{ Wed.	S. I. Savings Bank Team	Basket ball
		{ Fri.	St. Peter's H. S. A. A.	" "
		{ "	Boy Scouts	Troop program
		{ Sat.	Albion Ath. Ass'n	Basket ball
Port Richmond H. S.	St. Jos. Av. & Innis St., Port Richmond	{ "	Curtis H. S. B. B. Team	" "
		{ 1st & 3d Mon.	Sahara Patrol Fife, Drum & Bugle Corps	Practice, drill
		{ Fri.	Boy Scouts	Troop program
		{ "	Altarian Ath. Club	Basket ball