

## BOULDER ORAL HISTORIES *by Corrie Williams, PhD Student*

Beginning in Fall 2009 and continuing over the 2010 Spring semester, I worked with undergraduate CYE interns to create an interactive map with photos and annotations to show historical glimpses of Boulder as a place to grow up. Supported by a grant from the CU Boulder Outreach Committee, this project was initiated during the 2009 celebration of Boulder's Sesquicentennial. While adult histories and experiences were prevalent in the celebration, there were no accounts of the history of young people. This project begins to explore just that.

Since the late 1970s, over 1,600 oral histories have been collected from long-term Boulder residents. Starting one year ago with PhD student Shawn Edmonds, the CYE interns sifted through a vast number of them to find segments of Boulder childhood memories, often hidden among greater life stories. Working in collaboration with the University of Colorado Maps Library and the Boulder Carnegie Branch Library for Local History, we used the historical 1922 Sanborn Fire Insurance map. Images obtained from the library depict youth experiences in Boulder dating back to the early 1900s. The oral histories were matched with photos representative of the story being told. Using Flash Media to create the interactive features of the map, the images and oral history texts were uploaded to the Sanborn map image, using place markers representative of each story.

The photos and stories on the interactive map, as they relate to youth experiences, paint a picture of what Boulder has looked like over the past 100 years through young people's eyes. They reveal childhood experiences in the outdoors; adventures along the foothills and Flatirons; explorations along the banks

of Boulder Creek; city streets shut down for snow sledding; and imaginative children who saw the outdoors as their playground. Attempting to make Boulder a more child- and youth-friendly city in the 21st century, the City is seeking input from young people in the revision of its Comprehensive Plan. The historical perspective provided by this project offers suggestions for environments that afford the kind of childhood experiences that remain popular with children growing up in Boulder today.

The map, images, and stories are available on the CYE website (Projects tab: Growing Up in Boulder: Glimpses of Childhood in Local History).

**Boulder 1922** Directory

**Pearl Street Band**  
JODY (JOANN COPELAND) SARBAUGH. Born 1935.

"We had a great time growing up in Boulder. The population was 17,000 at that time, counting the university students. And we walked everywhere, nobody locked their doors, nobody locked their cars. We knew everybody in town, and we kids knew that if we were downtown in Boulder on Pearl Street, everybody knew us, and if we got in any sort of trouble, those merchants would call Mom and Dad. [laughs] So they kept us pretty straight and narrow. We used to play football on the Courthouse Lawn. It was just a different town than Boulder is today, and it was a lovely place in which to grow up."

(Photo: Mickey Mouse Band on Pearl Street, 1930)

A screen shot of the Boulder oral history map as it appears on the CYE website.

## FROM THE DIRECTOR

As CYE completes its sixth year of operations, it is entering a new stage of development. During the first four years of its existence, the Center was supported by start-up money from the College of Architecture and Planning as well as several generous private donations. However, during the last two years we had to manage without college funding, while support from donations dropped significantly as a result of the economic downturn. Fortunately, we continued to receive grants for specific projects and also benefited from a model program award to help pay for administrative costs. Recognizing the services that CYE provides to the college in the area of community engagement, in recent conversations the dean has signaled his willingness to include a line-item for CYE in the college's continuing base budget. This funding would pay for basic operating expenses and a full-time staff who would support community engagement by Environmental Design students and faculty as well as CYE projects. I see this arrangement as creating welcome synergies and believe that it will keep CYE on a path of positive development.

CYE is saying goodbye to Kelly Draper Zuniga and Bambi Yost who were offered appointments to start academic careers elsewhere. After successfully defending her dissertation and receiving her PhD at UC Denver's graduation last spring, Kelly accepted a tenure-track appointment as lecturer in Transport Planning at Queensland University of Technology. There she will be able to extend her dissertation research on safe routes to school and independent mobility.

Bambi Yost will start teaching this fall in a tenure-track assistant professor position in the landscape architecture department at Iowa State University. Bambi will also be completing her PhD with their support, leaving Colorado in August after finishing her comprehensive exams.

While we look forward to future collaboration with Kelly and Bambi and wish them success with their new responsibilities, we also welcome Mary Fran De Rose, who is joining CYE as a PhD student in Design and Planning. Mary Fran has twenty-five years of experience in nonprofit and public management. She is a published author and interdisciplinary researcher who has completed graduate programs in architecture, international affairs and arts policy, urban affairs and labor policy, health care management, and social policy. She is skilled in advanced qualitative and quantitative research methods and plans to pursue a dissertation on intergenerational community development. A future issue of "Growing the Future" will provide more information.

Finally, a video highlighting CYE projects will be online soon. It will be posted on the CYE website, where you will also find more information on current projects.



*A student from Mesa Elementary building a model with Willem. - Photo by Lynn Lickteig*

## INTERNATIONAL RECOGNITION OF THE CYE JOURNAL

In 2008, the CYE Journal published a special issue on "Children and Disasters: understanding Vulnerability, Developing Capacities, and Promoting Resilience." Lori Peek, Assistant Professor of Sociology at Colorado State University, guest edited this issue and wrote an authoritative introduction, reviewing the field and synthesizing the papers which were well received and have been widely cited. The most recent sign of international recognition comes from India, where Lori's essay was translated into Assamese and widely distributed as a booklet in schools and other institutions in an effort to protect children in northeastern India in future disaster situations.

The CYE Journal has readers in more than 160 countries and has been endorsed by UN HABITAT. Recent issues have focused on technological environments, poverty, and nature.



## David Driskell - Research Affiliate



David Driskell is Executive Director of Community Planning and Sustainability for the City of Boulder, Colorado. He joined the city organization in 2009 to oversee integration of the city's planning functions with its sustainability programs. The process has involved the reorganization of staff teams, and has occurred concurrently with the re-framing and re-tooling of the city's climate action program as a community-wide, citizen-engaged initiative. David is also a Research Affiliate and Executive Committee member with the Center for Children, Youth and Environments, and has worked with CYE over the past year organizing and launching the *Growing Up Boulder* initiative to engage young people in city planning and action processes.

David previously served as the UNESCO Chair for 'Growing Up in Cities' at Cornell University, leading an international action research program focused on children, youth and community change. He has served as a planning consultant on comprehensive planning, community participation and neighborhood revitalization projects throughout the US as well as in Canada, Kenya, Lebanon, Jordan, Qatar and India. He is a graduate of Stanford University and MIT. His partner Neema Kudva is an Associate Professor in the Department of City and Regional Planning at Cornell University, and their children Kieran (13) and Mira (9) teach them new things every day.

## Yucel Severcan - PhD Candidate

Yucel Severcan, a Ph.D. candidate in Design and Planning at CU, and his advisor Prof. Fahriye Sancar are currently working on two child-friendly city projects in Turkey titled *Child-Friendly Istanbul* and *Children's Istanbul*. Both projects will provide data for Yucel's dissertation.

Through these projects, Yucel aims to learn more about children's use of public spaces, their suggestions for improvement of their neighborhoods, and whether young people's involvement in city planning and design processes affects their attachment to public spaces. In addition, the long-term goals include increasing young

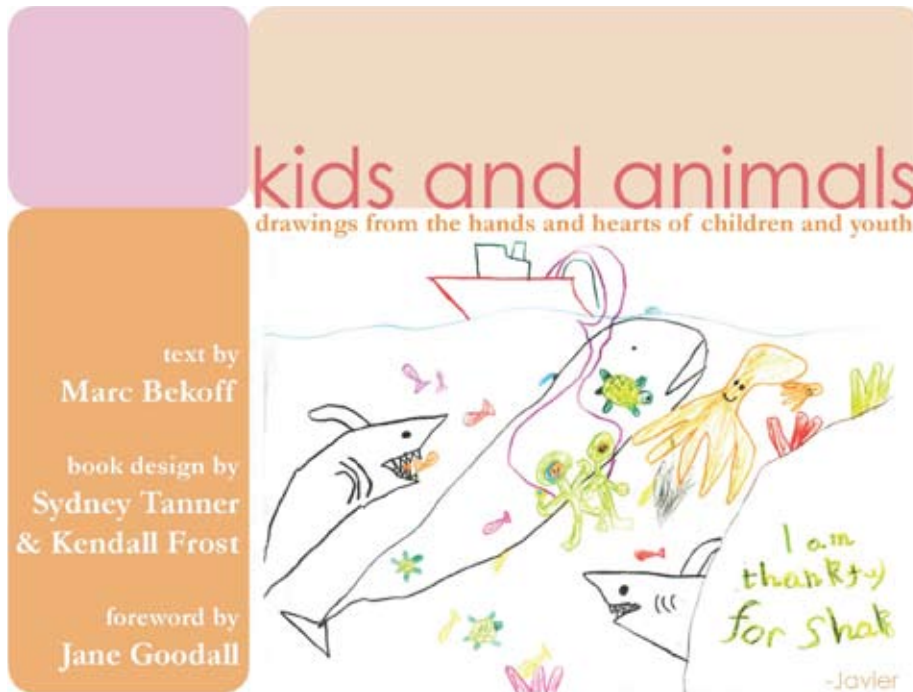
people's use of and preference for public spaces, appreciation for their cities, and their motivation to preserve or enhance the quality of their everyday environments. This information will help local governments redevelop their planning and design guidelines based on children's needs and values.

*Child-Friendly Istanbul* is funded by the Central Finance and Contracts Unit of the Republic of Turkey Prime Ministry Undersecretariat of Treasury. In this one-year project, 240 to 500 nine-to-eleven year-old children from four historical districts of Istanbul, will participate in structured activities, including participatory photography, an activity diary, GPS tracking, observation, mapping, cultural field trips, focus groups and planning and design workshops. Led by Yucel, researchers and planning experts train young people (17 to 27 years), who then involve third, fourth and fifth graders in place-making processes.

The second project, *Children's Istanbul*, is funded by the Republic of Turkey Prime Ministry State Planning Organization, Center for European Union Education and Youth Programs. In this seven-month project, 120 children from the three neighborhoods of Kagithane district participate in an activity diary, participatory photography, mapping, a focus group, and planning and design workshops. Youth members conduct a series of fun place learning activities, such as field trips and landscape film discussions. The project team is collaborating with city planners to replicate the study in different parts of Turkey and to ensure ownership of project recommendations.



## CYE PARTNERS WITH JANE GOODALL'S ROOTS AND SHOOTS *by Louise Chawla, Professor*



*Draft of the book cover designed by Kendall Frost and Sydney Tanner. The image demonstrates one child's complex understanding of underwater ecosystems and the cooperation and coexistence that humans and animals should have.*

The CYE Center is collaborating with the Jane Goodall Institute to produce an online book composed of children's drawings, writings and stories of their actions around the world on behalf of animal protection and peacemaking. Contributions for the book come from Roots and Shoots clubs, which were originated by Jane Goodall and students in Tanzania in 1991 and which now include hundreds of thousands of children and youth in more than



*This is a drawing about the ecosystem, that reads, "I am thankful for nature, the flowers, the animals, the trees, and the planets!"*

100 countries. Entitled *Kids and Animals: Drawings From the Hands and Hearts of Children and Youth*, the book features a foreword by Jane Goodall and Marc Bekoff, Professor Emeritus of Ecology and Evolutionary Biology at the University of Colorado, and text by Marc on different ways that people can work for peace and show appreciation and care for animals. Each chapter includes examples of Roots and Shoots activities, with the intention of encouraging readers to plan what they, too, can do to create a more peaceful and humane world.

Sydney Tanner and Kendall Frost, two interns at CYE who are undergraduate majors in Environmental Design, are designing and producing the book. In April, Sydney and Kendall presented a prototype chapter at a conference, "Animal Matters," that was sponsored by the Institute for Human-Animal Connection at the University of Denver School of Social Work. Inspired by this project, Kendall is taking a course on bookmaking at the Rhode Island School of Design in the summer of 2010. In the fall of 2010, the book will be posted online on the websites of Roots and Shoots and the CYE Center.



*Xavi drew the crocodile, which guides the readers through the last chapter on human interaction and cooperation with animals. The drawings throughout the book are drawn by children from the US, Spain, Israel, and all over the world.*

## BRIDGING THE DIGITAL DIVIDE *by Doug Ragan, PhD Candidate*

As a PhD student with CYE working with UN HABITAT, I have been using digital technologies with youth to map assets in their communities. This brief report describes the potential of these approaches in addressing challenges associated with urban poverty in the developing world.

*One Stop* youth resource centers were established through a partnership between UN-HABITAT, cities, NGOs and youth led agencies to improve the livelihoods of youth through training, recreation and the provision of services. Youth from these centers in Nairobi, Dar es Salaam and Kampala are using digital technologies to bring about social, cultural and economic development. Though there has been much debate on whether the digital divide is a prohibitive barrier to such development, *One Stop* youth are overcoming those barriers.

*"In Nairobi we train youth to use Global Positioning System (GPS) technology combined with photography and video to map and tell the stories of their communities,"* states Jane Bisanju, community mapping trainer. *"We combine these technologies to create resources both for the internet, through websites such as Google Earth, as well as 'youth-friendly guides'. Often many of the communities we map have never been mapped before."*

Digital technologies are increasingly affordable and accessible. *"One GPS unit, with a digital camera, or a video and audio-enabled iPod, can allow a youth group of 30+ people the ability to map their community"* states Bisanu. *"For example, the Mathare Youth Talent Organization has been able to create a map of over 30 community programs and small businesses they support. This interactive and paper-based map is easily shared with community members, local government, funders, and others interested in what their organization is doing."*

As these technologies become cheaper and more integrated, youth will



**Low Tech, Hi Touch - sticky notes are a great asset to mappers.**

have the ability to improve their lives through access to services and information about healthcare, jobs, and government. For example, in Brazil, the Ministry of Cities and the University of British Columbia developed a *Youth Asset Atlas*. Young people from five urban regions created an *Atlas* by mapping strengths and weaknesses in their communities. In many cases, youth did not realize the extent of resources already available to them and their engagement allowed for better articulation of these services. The atlas (<http://tinyurl.com/brazilatlas>) was distributed to youth and local government, with one of the regions winning the Millennium Development Goals Award.

The International Centre for Sustainable Cities has worked with UN-HABITAT to disseminate this information as widely as possible. Research on engaging urban youth was included in the *Youth in Cities: World Urban Forum Dialogue Series*, launched at the World Urban Forum. This series complements the *State of the Urban Youth Report* presented at the World Urban Youth Assembly, and the *Urban Youth Research Network* to be launched later this year. ICSC will also publish a community mapping training manual, written in consultation with youth from the *One Stops*, and part of a larger series on youth issues such as entrepreneurship, peacebuilding and participatory evaluation.

As youth are in the vanguard of bridging the digital divide, all levels of government must support them in the development of new tools to improve their lives and their communities. *Youth want to be positive change agents in their communities. We wish to partner with local and national governments, NGOs and international agencies such as UN-HABITAT to make this happen. It is not only money we are looking for, but acceptance and respect for our capabilities, ingenuity and passion.*



**Doug Ragan (left) doing community mapping with the Mathare Youth Theatre Organization in Nairobi.**

## GROWING UP BOULDER UPDATE *by Debra Flanders Cushing, PhD Candidate*



*Growing Up Boulder* (GUB) is a local child- and youth-friendly city initiative, representing a partnership between the City of Boulder, the Boulder Valley School District, the University of Colorado, CYE and other non-profit organizations such as the YMCA. Now in its second year, the initiative is going strong, receiving a critical boost from

two donations by Cynda Collins Arsenault and grants from the CU Outreach Committee. Following the kick-off celebration last October, we formed three youth action groups focused on: youth-created public art, youth-friendly businesses and jobs for minors, and teen nightlife.

Through the art action group, diverse elementary and middle-school students from I Have a Dream, Manhattan Middle School, and the Boulder Journey School painted canvas banners portraying their current views of Boulder and their vision for the future. These banners have been displayed at the Boulder Museum of Contemporary Art and the Boulder Creek Festival.

A group of high-school students have formed the business action group to create an assessment tool to determine if businesses in Boulder are youth-friendly. The group is also creating an online searchable database list-

ing businesses that are willing to hire minors.

Finally, high-school students with the teen nightlife action group created a questionnaire that was distributed via high schools across Boulder. The questionnaire generated 534 responses, providing information about current and desired nightlife activities as well as potential barriers to opportunities, such as transportation and cost. Later this summer, the results will be distributed widely to youth-serving organizations and GUB partners.

A fourth action group will be created this fall to administer the Child-Friendly City Assessment created by UNICEF and ChildWatch International (available through [www.childfriendlycities.org](http://www.childfriendlycities.org)). This assessment will help us determine if Boulder meets the criteria set forth by the *United Nations Convention on the Rights of the Child* (<http://www.unicef.org/crc/>).

We will also continue bringing together groups of youth to consult with City leaders on initiatives such as the Boulder Valley Comprehensive Plan update and the creation of a children's bill of rights.

This exciting work will be presented at our next annual GUB celebration on October 9, 2010 at the Boulder YMCA. Please email us at [growingupboulder@gmail.com](mailto:growingupboulder@gmail.com) for more information or to get involved.



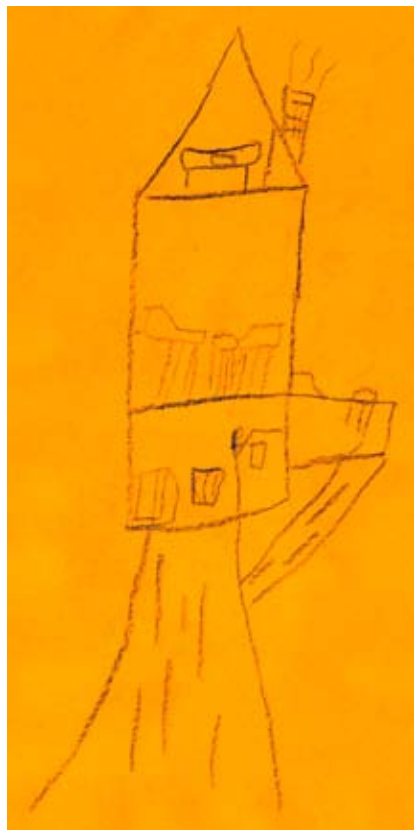
*Two banners painted by students at Manhattan Middle School expressing what they would like about Boulder currently (top) and what they want for the future (bottom).*

## COLLEGE STUDENTS FOR A DAY *by Melissa Surratt, PhD Student*

This spring, CYE hosted a “College Student for a Day” event with Garden Place Elementary students. Fifth graders came up to Boulder on an April morning to meet with CYE Interns from the Environmental Design program in the College of Architecture and Planning, to learn what it means to be an architecture student.

Garden Place Academy is located in the Globeville neighborhood in Denver, Colorado. Globeville is one of Denver’s most disadvantaged neighborhoods, and 97% of Garden Place students are on the free/reduced lunch program. The population of the school is 89% Latino, and many of the children (23%) are English Language Learners ([www.Piton.org](http://www.Piton.org)).

Despite the challenges these fifth graders face, as their teacher Ms. Victoria Hoehn will attest, they are highly motivated to learn about the process of getting to college and finding a subject area that matches their interests. The children who chose to attend the architecture activity asked college students many questions about living on campus, eating at the UMC (the student union on campus), sports, and balancing homework and time with friends.



*One of the tree house designs.*

To give the Garden Place students an idea of what it’s like to design something in architecture school, they were paired up with architecture students and given an assignment to design their dream tree house. Soon, with the help of tasty cupcakes provided by the Architecture and Planning Student Government group (APSG), ideas were flowing about tree house mansions with water slides, hot tubs,



*An undergrad helps one of the fifth graders build his tree house model out of cardboard.*

elevators and even solar panels. Architecture students coached the fifth graders on drawing floor plans, sections, elevations and putting together models, bringing their designs to life.

The Garden Place Elementary students learned a lot about architecture throughout the day. When asked what his favorite part of the activity was, Orlando (fifth grade) said, “*I never had a tree house but I always had ideas in my mind about what one should look like, and before this I didn’t know how to put them onto paper or build a model.*” Martin (fifth grade) said that his favorite part was the construction of the model, even though it was really hard and took much longer than he thought it would. In a thank you note to CYE, Juliet reported that after she went home she “*built the coolest dog house model out of popsicle sticks.*”



*At the end of the day, the students participated in a “pin-up” and presented their tree house designs.*

## **CYE Staff**

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**Willem van Vliet-**  
Director and Professor

**Louise Chawla**  
Professor

**Fahriye Sancar**  
Professor

**Melissa Surratt**  
Administrative Assistant

**Debra Flanders Cushing**  
Newsletter Editor

**Mara Mintzer**  
Research Affiliate

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Please, indicate that your gift is for the CYE Center and if you wish to target a particular project or use. We sincerely appreciate your support of CYE!

If you want to contribute a story or if you have comments, please email us at [cye@colorado.edu](mailto:cye@colorado.edu).

