



5-1-1950

Degree of Existing Cooperation Between the Schools and Community Recreational Groups in North Dakota

Leonard Joseph Olson

Follow this and additional works at: <https://commons.und.edu/theses>

Recommended Citation

Olson, Leonard Joseph, "Degree of Existing Cooperation Between the Schools and Community Recreational Groups in North Dakota" (1950). *Theses and Dissertations*. 559.
<https://commons.und.edu/theses/559>

This Thesis is brought to you for free and open access by the Theses, Dissertations, and Senior Projects at UND Scholarly Commons. It has been accepted for inclusion in Theses and Dissertations by an authorized administrator of UND Scholarly Commons. For more information, please contact zeinebyousif@library.und.edu.

DEGREE OF EXISTING COOPERATION
BETWEEN
THE SCHOOLS AND COMMUNITY RECREATIONAL GROUPS
IN NORTH DAKOTA

A Thesis
Submitted to the Graduate Faculty
of the
University of North Dakota

By
Leonard Joseph Olson
In Partial Fulfillment of the Requirements
for the Degree of
Master of Science in Education

May 1950

50
222
of 2

This thesis, presented by Leonard Joseph Olson,
in partial fulfillment of the requirements for the degree
of Master of Science in Education, is hereby approved by
the Committee on Instruction in charge of his work.

Committee on Instruction

L. B. Marti Chairman
A. J. B. [unclear]
M. F. [unclear]

A. V. Quern.
Director of the Graduate Division

ACKNOWLEDGMENTS

The writer gratefully acknowledges his indebtedness to Mr. Leonard R. Marti, Assistant Professor of Physical Education and Head of the Department of Physical Education for Men at the University of North Dakota, for his understanding advice and guidance in the preparation of this thesis.

He further wishes to extend his gratitude to all those who so kindly cooperated in providing the statistics and information used in this thesis.

Grateful appreciation is also due his wife, whose inspiration and assistance have made the completion of this thesis possible.

CONTENTS

CHAPTER		PAGE
I.	INTRODUCTION	1
	Need for the Study	3
	Purpose of the Study	5
	Delimitation	6
II.	RECREATION IN NORTH DAKOTA COMMUNITIES	9
	Recreational Authority	11
	Length of Existing Recreational Programs	13
III.	RECREATIONAL LEADERSHIP	15
	Length of Employment of Recreation Director	16
	Director a Member of School Faculty	18
	Teachers Used in Recreation	19
	Activities Directed by Teachers	21
IV.	FACILITIES	26
	Facilities Within the Community	26
	School Facilities	28
	Supervision of Community Facilities and Equipment When Used by the School	30
	Supervision of School Facilities When Used for Public Recreation	32
	Rules and Regulations for Community Facilities When Used by the Schools	33
	Rules and Regulations for School Facilities When Used by the Community	34

CHAPTER	PAGE
Opening the Community Building	
When Used by the School	36
Opening the School Building When	
Used for Public Recreation	38
V. FINANCING RECREATION	40
Source of Pay for the Recreational	
Director	43
Payment of Teachers Used in Recreation	44
Financing Community Services	
When Used by the School	46
Financing School Services When Used	
for Community Recreation	48
VI. SUMMARY AND RECOMMENDATIONS	50
Recommendations	57
BIBLIOGRAPHY	59
APPENDIX	60
APPENDIX A	61
APPENDIX B	65
APPENDIX C	67

LIST OF TABLES

TABLE	PAGE
I. STATUS OF RECREATIONAL PROGRAM AS INDICATED BY 183 NORTH DAKOTA SCHOOLS	10
II. THE RECREATIONAL AUTHORITY IN 143 NORTH DAKOTA COMMUNITIES	11
III. LENGTH OF RECREATIONAL PROGRAMS IN 123 NORTH DAKOTA COMMUNITIES	13
IV. LENGTH OF EMPLOYMENT OF THE RECREATIONAL DIRECTOR IN 48 NORTH DAKOTA COMMUNITIES . .	17
V. TEACHING LOAD OF THE RECREATIONAL DIRECTOR IN 33 NORTH DAKOTA COMMUNITIES	18
VI. NUMBER OF TEACHERS USED IN RECREATIONAL PROGRAM DURING THE SCHOOL YEAR AS INDICATED BY 42 SCHOOLS	20
VII. INFORMATION PERTAINING TO TEACHERS USED IN THE RECREATIONAL PROGRAM	20
VIII. TYPES OF ACTIVITIES TEACHERS DIRECT OUTSIDE OF SCHOOL HOURS	22
IX. THE FACILITIES OF 159 NORTH DAKOTA COMMUNITIES AND THE NUMBER OF SCHOOLS USING THEM .	27
X. THE FACILITIES OF 170 NORTH DAKOTA SCHOOLS AND THE NUMBER USED BY THE PUBLIC	29
XI. THE SUPERVISOR OF COMMUNITY FACILITIES AND EQUIPMENT WHEN USED BY THE SCHOOL	31
XII. THE SUPERVISOR OF SCHOOL FACILITIES AND EQUIPMENT WHEN USED FOR PUBLIC RECREATION .	33
XIII. WHO SETS UP THE RULES AND REGULATIONS WHEN THE SCHOOL USES COMMUNITY FACILITIES AND EQUIPMENT	34
XIV. WHO SETS UP THE RULES AND REGULATIONS WHEN THE COMMUNITY USES SCHOOL FACILITIES AND EQUIPMENT	35

TABLE	PAGE
XV. PEOPLE WHO OPEN THE COMMUNITY BUILDING WHEN USED BY THE SCHOOL	37
XVI. PEOPLE WHO OPEN THE SCHOOL BUILDING WHEN USED FOR PUBLIC RECREATION	38
XVII. GROUP FINANCING THE RECREATIONAL PROGRAM IN 126 NORTH DAKOTA COMMUNITIES	42
XVIII. SOURCE OF PAYMENT FOR THE RECREATIONAL DIRECTOR WHO IS A FACULTY MEMBER IN 32 NORTH DAKOTA COMMUNITIES	44
XIX. SOURCE OF PAYMENT FOR TEACHERS FOR RECRE- ATION WORK IN 14 NORTH DAKOTA COMMUNITIES	45
XX. FINANCING COMMUNITY SERVICES WHEN USED BY SCHOOL	46
XXI. FINANCING SCHOOL SERVICES WHEN USED FOR COMMUNITY RECREATION	48

MADE IN U.S.A.
BOND
HAWKINS

LIST OF FIGURES

FIGURE	PAGE
1. RECREATIONAL ACTIVITIES TEACHERS DIRECT OUTSIDE OF SCHOOL HOURS	24
2. PERCENT PAID BY THREE POSSIBILITIES IN FINANC- ING COMMUNITY SERVICES WHEN USED BY THE SCHOOL	47
3. PERCENT PAID BY THREE POSSIBILITIES IN FINANC- ING SCHOOL SERVICES WHEN USED FOR PUBLIC RECREATION	49

CHAPTER I

INTRODUCTION

In this modern world of industry and high specialization, leisure time is very prominent. Our working week has shortened to five days and that does not appear to be the ultimate goal for all our workers. Only recently a three day week has been put into practice. True, it was to alleviate a strike. Yet, this does give an insight into the free time our American people have to themselves.

In some newspaper articles the idea of a six hour work day has been contemplated. Should this become a reality and a three day week become an actuality, it would take only eighteen hours a week to earn a living. It is evident that this is a serious enough suggestion to warrant public consideration.

The conception of fewer working hours is only one contributor to more leisure time. Consider the many gadgets and conveniences in the modern home. The automatic furnace, with its stored energy, has replaced wood that had to be chopped, piled, carried and then hand fed into the furnace. Little time is now spent there. Another example is the automatic washer for dishes and clothing. Similar timesavers may be found throughout the home. There are few chores for old or young, leaving them with

much free time.

What are the citizens going to do with their leisure time? Vice, crime and juvenile delinquency have taken place during leisure hours of those concerned. Others have undertaken activities for advancement during their leisure. Possibly, the majority of the people do things that they enjoy for wholesome satisfaction.

All free time is classed as leisure; but those wholesome leisure time activities, in which people engage from choice, because of the enjoyment and satisfaction which they bring directly to them, are thought of as recreation.

Butler, in discussing recreation, states: "Recreation is so essential that it is a matter of public concern that recreation opportunities should be available for all people."¹ "Recreation has become a common need of the total population,"² Recreation is the concern of everyone from farmer to banker, from worker to tourist, from child to adult. As a fundamental human need it contributes to human happiness.³ It is necessary for

¹ G. D. Butler, Introduction to Community Recreation, p. 9.

² G. B. Fitzgerald, Community Organization for Recreation, p. 39.

³ Butler, op. cit., pp. 10-11.

balancing life in relation to our work, our monotonous everyday routine. In our swift, anxious and jumbled atomic age we must have relaxation, enjoyment and satisfaction to withstand the tensions that are constantly pressing us. Recreation belongs with "religion, education, industry, social work, health movements, prevention-of-crime movements, character building, citizenship movements--yet it belongs exclusively to no one of these, for it is in itself one side of life."¹

Recreation is essential for many reasons closely related, yet the happiness of the individual in his social living is one of the main contributions that it makes. This contribution fulfills a major human need. Recreation cannot hope to fill this need independent of other social factors, but it is "a major force in social well-being."²

Need for the Study

As a result of World War II the state governments were awakened to the need and necessity of helping communities in the organization, administration, financing and means of securing trained leaders for recreation. In some states recreation enabling acts have been passed to

¹ Ibid, p. 9.

² H. D. Meyer and C. K. Brightbill, Community Recreation, p. 7.

4

enable a community to establish, maintain and operate recreational areas and centers, and to levy taxes for their support. North Dakota has such an act. These acts place the community in a position to provide recreation; but they leave the methods of organization and planning to be worked out locally. Many plans have been used in rendering recreation services to the community, yet many of the smaller communities lack various forms of recreation, and some have no organized department. The state of North Dakota has many of these small communities which have facilities that could be utilized to good advantage for recreational programs. The schools may have a partial program, as may the park board, city council or any of the various civic groups.

Each of these agents has facilities and equipment that are used only part of the time. Such capital investments serve no purpose while idle, but could readily support forms of recreation which are desirable.

Our need is to establish, in the best possible way, cooperative use of these assets, while idle, to provide organized recreation to the community as a whole.

Purpose of the Study

"Both the public and private agencies should have a cooperative function in relation to each other."¹

One approach, the cooperative, is shared by both types of agencies. . . . The cooperative approach recognizes that:

1. Public facilities are necessary to private agencies for the conduct of many of their activities.
2. Community-wide projects demand the resources of all agencies.

. . . .

A factor of major concern today calling for cooperative endeavor by the public and the private agency relates to location and use of large-type recreation facilities such as gymnasiums, swimming pools and other extensive developments for recreation opportunities for physical activities. This consideration is especially important to agencies like the Y.M.C.A. and the Y.W.C.A. which operate programs for young people as differentiated from other voluntary groups such as the P.T.A., veterans' organizations, and service clubs which are primarily interested in stimulation of recreation rather than operation of an activity program. Rather than plan the erection of such facilities as part of its plant the private agency should lend its support to plans and efforts of the public agency to supply the needed areas and facilities in every neighborhood of the community. The public agency in turn should recognize the right of the private agency in the community to a share in the use of public facilities. An important means of public and private cooperation, not to be overlooked, is full inclusion of and participation by private agencies as well as voluntary groups in the community recreation advisory council or committee. . . .²

The purpose of this study is to determine the degree

¹ Fitzgerald, op. cit., p. 86.

² Ibid., pp. 87-88.

of cooperation that exists between the schools and community recreational groups in North Dakota in regard to:

1. Leadership for recreation
2. Recreational authority
3. Facilities and equipment used and their care
4. Financing all aspects of recreation

Delimitation

Recreation is comparatively new in its present status in our social living. It is within the memory span of our elder citizens when play and recreational activities were unheard of, or considered evil, in daily living. At present many people lack any organized form of recreation.

This study has not previously been approached in this state as far as the writer can establish. Because of this it can be expected that the first attempt may lead to some questions that will be unanswered.

It must be taken into consideration that many of the communities studied lack adequate means to provide maximum educational opportunities, and cannot be expected to have organized recreation. In these communities the cooperation may exist in sustentation of incidental or unorganized recreation.

The data was gathered from only one source within

each community, namely, the public school. Inquiries were addressed to the superintendents of the schools in communities surveyed because the public school touches the major portion of the community.

Another factor to be considered is the method of securing data. It was important to obtain a fair sampling from the various sized communities within the state of North Dakota. The use of the questionnaire was essential for economy of time and money. The data collected is accurate only so far as this method can be relied upon.

Check lists¹ were sent out to 235² of the possible 240 fully and minor accredited public high schools in North Dakota. Of the 235 schools, 149 were fully accredited and 86 were minor accredited.

Returns were received from 78 percent³ of these schools.

It is hoped that communities having an accredited school give a fair sampling of school-community cooperation in recreational activities of this state. The

¹ See Appendix A

² State Teachers College High Schools and Agricultural Schools were not included. Bathgate indicated that it was not accredited and is not included in this report.

³ All percentages in this report are rounded out to the nearest whole number.

writer will use the terms fully accredited and minor accredited schools in preparing the tables of this survey, as an indication of existing conditions.

CHAPTER II

RECREATION IN NORTH DAKOTA COMMUNITIES

This survey revealed that recreation is carried on outside of school hours in 131 of the 183 schools returning the questionnaire.¹ Of this number, 66 percent were from communities with fully accredited schools and 34 percent were from communities with minor accredited schools. The enrollment in grades nine to twelve, of the fully accredited schools, ranges from 42 at Fort Totten to as many as 1170 in the Fargo schools. In the minor accredited schools, the enrollment in these four grades ranges from 17 at Klotten to 83 at Wyndmere. The basis of these figures is the 1949-50 North Dakota Educational Directory.

The returns showed that 71 communities have an organized program under recognized authority. Of this number, 56 were from communities with a fully accredited school and 15 were from communities with minor accredited schools. The returns indicated that the programs ranged from a well organized recreation department, representing the entire community, to a small program including only those school children who could play basketball or one of the other major sports.

¹ Appendix B gives the list of schools returning the questionnaire.

TABLE I shows the number of communities, with unorganized programs, supporting recreation in some form, as compared to those communities providing organized programs.

TABLE I

STATUS OF RECREATIONAL PROGRAM
AS INDICATED BY 183 NORTH DAKOTA SCHOOLS

Type of program	Number of accredited schools indicating		
	Fully	Minor	Total
Organized program under recognized authority . . .	56	15	71
Unorganized, run by private groups	45	27	72
Not indicated	19	21	40

A total of 143 communities indicated that some form of recreation was provided by its citizens. There is an indication here of a definite interest in recreational activities that are provided. The possibility of a greater interest is probable if the school and the community cooperate to the fullest in providing a varied program for all age groups, utilizing all means within the community.

Recreational Authority

TABLE II denotes the recreational authority in 143 communities.

The recreational authority by private groups was indicated in 40 percent of the communities with recreational programs. The school board was the authority in 19 percent of the cases. These two groups represent the authority in 59 percent of the communities. The remaining groups are park board, 13 percent; city council, 10 percent; jointly by these, 9 percent and the recreational board with authority in 9 percent of the communities.

TABLE II
THE RECREATIONAL AUTHORITY
IN 143 NORTH DAKOTA COMMUNITIES

Recreational authority	Number of accredited schools indicating		
	Fully	Minor	Total
Recreational Board	13	0	13
Park Board	15	3	18
School Board	14	13	27
City Council	12	3	15
Jointly by those above . . .	11	2	13
Private and all other . . .	37	20	57

The large percentage with private groups in authority indicates that no one program for the community exists, but that various activities sponsored by different organizations provide some spontaneous recreation. Without a central authority these communities may have overlapping activities with many recreational possibilities completely omitted. The cost of such unorganized planning may be higher than centrally planned activities due to the duplication of services and expenses.

The joint or cooperative authority of the park board, school board and city council was shown to be only applying in 13 communities. Of this number listed, some also included private groups as sharing in this authority. It would be interesting here to know the set-up of the authority. Is it centered in one person or is it group representation? An ideal set-up would have, as deciding authority, a board composed of a member from each group.

This joint or cooperative authority suggests that some communities are at least attempting to make the authority democratic by representing all interests within the community. This should be an ideal organization for small communities that are not able to finance a large program.

Length of Existing Recreational Programs

TABLE III suggests six possible lengths of existing programs. One hundred eleven communities established some form of recreation during the summer months. Of this number, 10 were partial programs all year, 27 had a full summer program with a partial program the remainder of the year, 38 indicated a full program the entire year and 36 signified a program during the summer only.

TABLE III

LENGTH OF RECREATIONAL PROGRAMS
IN 123 NORTH DAKOTA COMMUNITIES

Length of program	Number of accredited schools		
	Fully	Minor	Total
Year round	25	13	38
Summer only	29	7	36
Full summer program with partial program rest of year	19	8	27
Partial program during entire year	9	1	10
Winter only	6	2	8
School year only	4	0	4

Eight specified a program during the winter months only. This was for activities such as skating, skiing

and tobogganing.

Four schools reported recreation only during the school year. This referred to extra-curricular activities carried on by the school for school children only.

Only 75 communities presented evidence of some recreational programs the entire year. Those maintaining a full program the year around were only 38 in number. Of the remaining communities, 27 specified a full summer program with a partial program the rest of the year and 10 had only a partial program over the entire year.

As is suggested by these figures, a good many communities have no recreation outside the home except for commercial possibilities. This reveals a possible lack of understanding of the values of wholesome recreation in some North Dakota communities, or it may be indicative of an indifference to the recreational welfare of the community.

CHAPTER III

RECREATIONAL LEADERSHIP

Who directs the recreational activities that are conducted in the various communities? Communities employing a recreational director or supervisor numbered only 48. That number represents only 37 percent of the communities sponsoring some form of recreational activities. It is apparent from this small number that, of the programs existing, the majority must either depend on volunteer help in directing the program or various sponsors are responsible for different aspects of the program. Without one man or board as coordinator, it is unlikely that complete cooperation is attained in promoting recreation. Some activities will be unnecessarily duplicated and gaps will appear in other program areas. Lack of cooperation in these respects will fail to utilize the recreational facilities, equipment and activity possibilities to the extent possible in the community.

Here is an aspect of recreation that could greatly enhance the cooperation between the public and private agencies within a community. Leadership is essential to any progressing activity. Any program must have direction, organization and supervision to be

efficient and accomplish desirable results. Without these, losses and inadequacies are a certainty.

Length of Employment of Recreation Director

Of the 48 schools that noted the length of employment of the director of recreation only two communities employed him on a yearly basis. This discloses that the communities in North Dakota are not utilizing recreation potentialities to the fullest extent. During the long winter months when the agricultural people of the state have many hours of leisure time, the communities in which they live, in many cases, offer only limited opportunities for them to pass these hours in wholesome recreational activity. Some communities, undoubtedly, do offer a wholesome program. In the other communities people do get some wholesome recreation through private organizations, but this does not include possibilities for all people. Commercial recreation is the only other answer and some of this cannot be considered as wholesome, character building activity. The writer feels it would be a profitable study to survey the activities of individuals in their leisure time, in the various communities in North Dakota. What do the people of various age groups do in their leisure time in this state?

The other possibilities as to the length of the employment of directors are shown in TABLE IV.

TABLE IV

LENGTH OF EMPLOYMENT OF THE RECREATIONAL DIRECTOR
IN 48 NORTH DAKOTA COMMUNITIES

Length of Employment	Number of accredited schools		
	Fully	Minor	Total
Full time, year round	2	0	2
Full time, summer only	22	0	22
Part time, summer only	12	1	13
Part time during school year	8	2	10
Full time summer, part time rest of year	1	0	1

Twenty-two communities employed a director full time during the summer only, while 13 financed a director only part time during the summer. Thus, 35 out of the 48 communities employed a recreational director during the summer only, about one-fourth of the year.

Ten schools indicated that a director of recreation was employed only during the school year and in 1 community a director was hired full time during the summer months and only part time during the remainder of the year.

Director a Member of School Faculty

Of the recreational directors employed, 94 percent were members of the school faculty. This was expected. The majority of the communities have a good source of summer leadership in the school faculty. During summer vacation it seems desirable to provide employment to teachers. The work should be a diversion from school work and be relaxing as well as stimulating. The teacher is an excellent possibility for summer leadership. It might also be desirable to utilize teachers for some evening and weekend recreation work, if the teaching load is not too great. TABLE V shows the comparisons of the teaching loads of the recreational directors that are members of the local school faculty.

TABLE V

TEACHING LOAD OF THE RECREATIONAL DIRECTOR
IN 33 NORTH DAKOTA COMMUNITIES

Teaching load	Number of accredited schools		
	Fully	Minor	Total
Full time teaching duties . . .	24	7	31
Part time teaching duties . . .	2	0	2

Only 2 directors have part time teaching duties. The other 31 carry a full teaching load. This, however,

is not as it appears at a first glance. As was suggested earlier, 35 of the 48 directors of recreation were employed in the summer only. Refer to TABLE IV. Although only 45 replied that the director was a member of the school faculty, the greatest possible number carrying a full teaching load while serving as a recreational director could be only 13. Two had only part time teaching duties. This leaves only 11 directors with a possible full teaching load during the time they are helping in recreation work.

Teachers Used in Recreation

Seventy-one communities indicated that teachers were being used in the recreational program. The number of teachers employed ranked from one to thirty-six.¹ Most communities used from 1 to 3 teachers in their recreational activities. These teachers were used during the school year. Sixteen communities also employed teachers in recreation during the summer.

¹ Riverdale indicated that their teachers are civil service employees and 20 teachers work with recreation. Wilton wrote in the 36 as the number of teachers used in recreation during the school year. This seems surprising considering the fact that they have only 5 teachers in grades nine to twelve and 7 elementary teachers. There was no indication that it meant from 3 to 6 teachers.

TABLE VI

NUMBER OF TEACHERS USED IN RECREATIONAL PROGRAM
DURING THE SCHOOL YEAR AS INDICATED BY 42 SCHOOLS

Number of teachers used	Number of schools
1	11
2	19
3	7
4	2
7	1
20	1
36	1

Of those teachers used in recreation work during the school year, only 6 had their teaching load reduced and only 15 were given extra pay. This seems to support the writer's opinion that the teachers were used in extra-curricular recreational activities for school children.

TABLE VII

INFORMATION PERTAINING TO TEACHERS
USED IN THE RECREATIONAL PROGRAM

Status of teachers	Number of accredited schools		
	Fully	Minor	Total
Employed during school year	40	31	71
Teaching load reduced	5	1	6
Extra pay given	8	7	15
Employed during the summer	15	1	16

Activities Directed by Teachers

The recreational activities that teachers directed outside of school hours are grouped into ten categories, as enumerated in TABLE VIII, and include arts and crafts, active games and sports, dramatics, dancing, music, nature and outing, mental and linguistic, collecting, social and service activities. A few examples of each will be given.

Arts and crafts include such activities as woodwork, weaving, metalwork, leatherwork, ceramics and finger painting.

Active games and sports include basketball, golf, horseshoe, volleyball, archery, shuffle-board and skating.

Dramatics are represented by carnivals, puppetry, plays, operettas and pantomime.

Dancing activities include tap dancing, square dancing, social and barn dancing.

Music suggests harmonica bands, choirs, orchestras, glee clubs, community sings and solos.

Camping, fishing, nature study and hiking are representative of nature and outing activities.

Mental and linguistic activities include book clubs, discussion clubs, crossword puzzles and radio quiz programs.

Collecting includes collecting antiques, autographs, stamps, lamps and match covers.

Social activities most commonly sponsored are banquets, suppers, card games and parties.

Service activities include group leadership, committeemen, scoutmaster, etc.

These are only a very few examples of the possibilities in each classification.

TABLE VIII

TYPES OF ACTIVITIES TEACHERS DIRECT
OUTSIDE OF SCHOOL HOURS

Activities	Number of accredited schools		
	Fully	Minor	Total
Active games and sports	72	43	115
Dramatics	62	41	103
Social	42	30	72
Music	42	26	68
Service	44	22	66
Dancing	24	8	32
Nature and outing	15	7	22
Arts and crafts	8	5	13
Mental and linguistic	3	2	5
Collecting	3	1	4

The activity which teachers direct most often is active games and sports. This is not surprising as many people think of recreation in the light of active games and sports leaving out the several other means of enjoying recreational activities. Only in recent years have the other recreational activities gained recognition in the average layman's thinking. This is partly due to the over-emphasis on games and sports, especially of the extremely competitive types. This generally narrows recreation down to two or three team sports with little carry over for general participation after high school.

Teachers direct active games and sports in 115 of the North Dakota communities participating in this survey. This includes summer baseball, fall football, winter hockey and basketball in the majority of the cases. These are the sports of major interest to the public and receive the most publicity.

The comparison of the ten activity categories is shown in Figure 1. This denotes the abundance of active games and sports, with dramatics ranking second in frequency. One hundred three communities have some dramatic activities. These include class plays and operettas for the most part, with a few communities having community plays, puppetry, and carnivals.

Social activities rank next. These seem to be of

various sorts, such as parties, banquets, suppers and get togethers, usually of school nature.

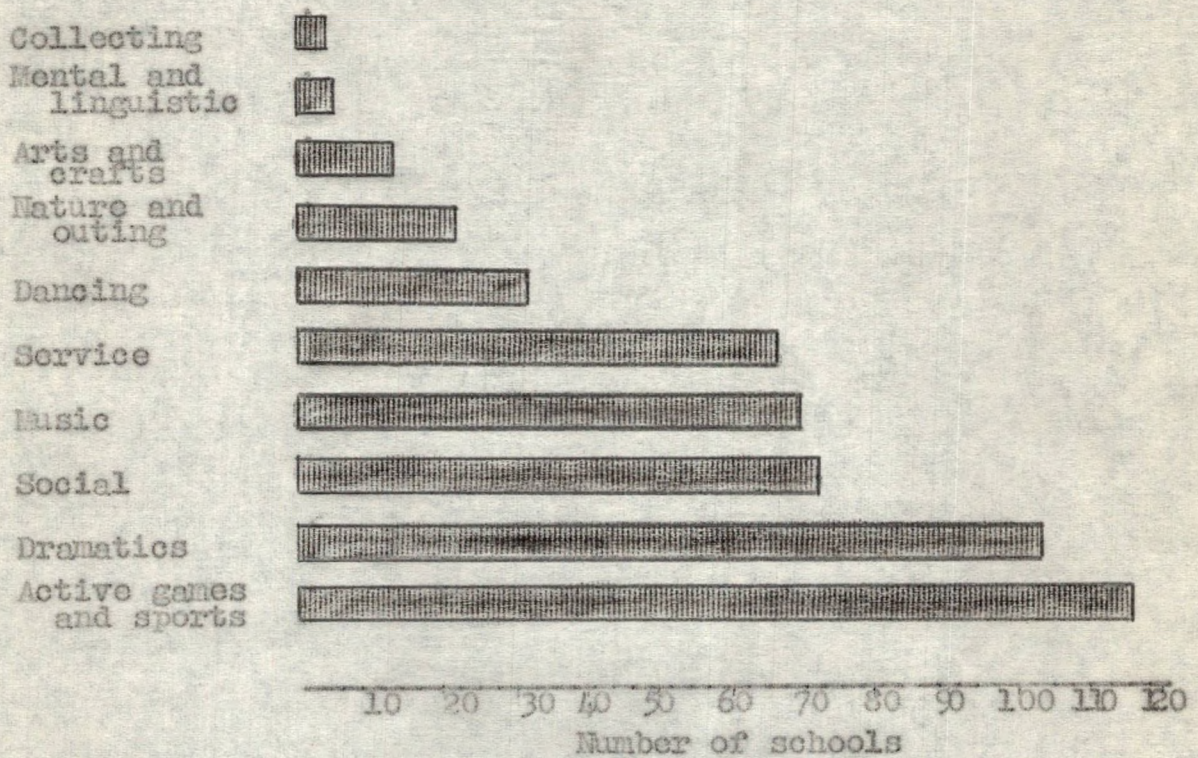


FIGURE 1. RECREATIONAL ACTIVITIES TEACHERS DIRECT OUTSIDE OF SCHOOL HOURS

Musical activities, including town bands, choirs, operettas and a few community sings, were followed very closely by service activities. The type of service provided by teachers, as underlined most frequently on the check-lists, was community leadership in scout work.

Dancing occupies sixth place, while next in order are nature and outing, arts and crafts, mental and linguistic and collecting.

The activities included in the recreational programs of North Dakota communities are not complete here. Those activities that were either underlined or written in have been generally mentioned. The survey only attempted to find what general activities teachers conducted in the recreational program.

CHAPTER IV

FACILITIES

The school has a great investment in its buildings and equipment. These, in order to give a good return for money invested, should be utilized to their maximum possibilities. The same applies to any community or private building. In order to understand these possibilities in the light of the probability of cooperative recreational use of them, the check list attempted to find what facilities existed and whether they were used for recreational activities.

Facilities Within the Community

The facilities that exist within the community, whether private or public, are potential recreational possibilities. The school as part of the community might desire to use these facilities for part of its educational or extra-curricular programs. Cooperation between the school and private or public groups may increase the use of these facilities for school and recreational purposes. TABLE IX shows the number of communities possessing certain facilities. It also shows what facilities are used by the school. It might be well to point out that certain facilities exist more generally than others.

TABLE IX

THE FACILITIES OF 159 NORTH DAKOTA COMMUNITIES
AND THE NUMBER OF SCHOOLS USING THEM

Community facilities	Number that exist			Number used by school		
	Major	Minor	Total	Major	Minor	Total
Baseball parks	76	40	116	54	33	87
Church Rooms	74	41	115	28	21	49
Dance halls	61	30	91	15	15	30
Softball diamonds	56	20	76	42	17	59
Theater	56	19	75	22	8	30
Auditorium	41	31	72	32	22	54
Skating rinks	60	11	71	45	8	53
Athletic field	52	17	69	45	17	62
Lodge halls	45	16	61	11	4	15
Playgrounds	42	15	57	28	10	38
Club halls	46	11	57	15	5	20
Neighbor parks	34	15	49	20	11	31
Library, public	43	5	48	33	5	38
Fields, vacant	35	13	48	21	10	31
Airfield	40	3	43	2	0	2
Roller skating a.	31	11	42	19	9	28
Golf course	31	1	32	15	1	16
Bowling alleys	31	1	32	7	1	8
Tennis courts	28	3	31	22	2	24
Camp areas	26	3	29	14	2	16
Large parks	23	5	28	14	5	19
Trapshooting range	20	3	23	7	0	7
Horseshoe courts	13	4	17	9	3	12
Swimming pool	14	2	16	8	1	9
Volleyball courts	12	3	15	9	3	12
Rifle ranges	13	1	14	3	0	3
Beach	9	2	11	5	2	7
Skiing areas	7	1	8	5	1	6
Public showers	5	2	7	4	2	6
Parkways	6	1	7	2	1	3
Toboggan slides	5	1	6	4	0	4
Boating centers	5	1	6	2	1	3
Youth center	5	0	5	3	0	3
Outdoor stage	4	0	4	2	0	2
Government res.	4	0	4	2	0	2
Museum	3	0	3	3	0	3
Archery range	2	1	3	1	1	2
YWCA & YMCA bldg.	3	0	3	2	0	2
Bridle paths	3	0	3	0	0	0
Zoo	2	0	2	1	0	1

Baseball parks and church rooms are most prominent in the communities. A few other facilities existing quite frequently are dance halls, softball diamonds, theaters, auditoriums, skating rinks, athletic fields, club rooms, playgrounds and neighborhood parks.

The returns revealed that many communities do not have facilities available for an extensive recreational program. Many schools do not have the facilities to offer much more than the basic educational subjects. It is evident that recreational opportunities will be fewer in these communities. Here is a need for full cooperation of all interests within the community to utilize all the possible recreational opportunities for the welfare of the public.

School Facilities

The facilities available within a community for recreational purposes determine the extent to which a program can be carried on. Knowing that the small communities must depend on existing facilities for the most part, it is appropriate that facilities which lie idle part of the time should be used. Part of the taxpayers' money supports the school with its facilities. These facilities are idle many hours during the year. These facilities could be used for community recreational purposes in and out of school hours. The survey attempted

TABLE X

THE FACILITIES OF 170 NORTH DAKOTA SCHOOLS
AND THE NUMBER USED BY THE PUBLIC

School facilities	Number that exist			Number used by public		
	Fully	Minor	Total	Fully	Minor	Total
Athletic equipment	101	57	158	35	22	57
Class rooms	95	49	144	67	28	95
Playground	89	45	134	62	27	89
Gymnasium	90	42	132	75	33	108
Auditorium	89	37	126	77	32	109
Dressing rooms	82	41	123	61	27	88
Showers	86	34	120	50	21	71
Library	75	45	120	14	12	26
Athletic field	85	34	119	51	22	73
Science lab.	77	37	114	5	2	7
Science equipment	73	39	112	4	2	6
Office	63	36	99	5	3	8
Lockers	66	26	92	14	9	23
Home ec. room	67	17	84	42	13	55
Home ec. equipment	67	17	84	39	11	50
Music room	59	18	77	23	9	32
Shop	46	12	58	17	4	21
Shop equipment	44	13	57	14	3	17
Cafeteria	37	16	53	21	14	35
Play rooms	21	13	34	7	8	15
Art room	11	1	12	3	1	4
Lounge	10	2	12	0	0	0
Swimming pool	4	0	4	2	0	2

to establish what school facilities did exist and also those that were used for purposes of recreation. A number of schools failed to complete this part of the check list. Some checked only the facilities that were obviously used for recreation but none of the other facilities. TABLE X gives the number of cases that were checked on the questionnaires returned. An interesting observation may be made that 158 schools indicated that they had athletic equipment while only 144 indicated that they had class rooms.

The returns prove that school facilities are used by the public for recreational activities, but they do not show for what activities the facilities are used.

Supervision of Community Facilities
and Equipment When Used by the School

The school in small communities sometimes lacks facilities and equipment necessary for a well-rounded curriculum. To carry on school activities, the cooperative use of available community buildings, with their facilities and equipment, is provided. Here, too, it is appropriate that some individual be responsible for proper supervision. The superintendent of schools as the administrative head should delegate this responsibility. The findings indicate that this responsibility goes to the leader of the activity in 34 percent of the

cases reported. This seems to be the logical person. With his duties, as leader of the activity, should go the responsibility for caring for the facilities and equipment used in the recreational activity. The other possibilities, not being leaders of the activity, should be considered only as "in line of authority" with secondary responsibility.

The superintendent assumed the responsibility in 30 percent of the schools. The teachers had 26 percent of the supervisory duties. The janitor of the building was responsible in 9 percent of the cases, with the recreational director in authority 7 percent of the time. In a few cases the duty went to more than one individual which causes the percentage to be more than 100. TABLE XI shows the number of cases reported for each person.

TABLE XI
THE SUPERVISOR OF COMMUNITY FACILITIES
AND EQUIPMENT WHEN USED BY THE SCHOOL

Supervisor	Number of schools		
	Fully	Minor	Total
Activity leader	46	16	62
Superintendent	21	34	55
Teacher	27	19	46
Janitor	9	8	17
Recreational director	9	3	12

Supervision of School Facilities
When Used for Public Recreation

It is imperative that someone must be responsible for the supervision of the school facilities and equipment when they are used for recreational purposes. This means that the responsibility should be placed in the hands of one individual who sees that the rules and regulations set up are followed. The logical possibilities include, superintendent or principal, teacher, activity leader, recreational director and janitor. The returns disclosed that in most schools more than one person may be responsible at different times. TABLE XII lists the number of times each individual assumed the responsibility. The superintendent took the supervisory duty in 44 percent of the schools, while in 37 percent of the schools the activity leader was responsible. These two persons supervised activities nearly twice as often as all the other persons combined. The janitor, who is the building caretaker, supervised in 18 percent of the schools. Other percentages were the teacher, 20 percent and the recreational director, 8 percent. In one case the "cop" supervised these facilities and equipment. The total percent is over 100 because of the previously mentioned fact that at some schools more than one individual did the supervising.

TABLE XII

THE SUPERVISOR OF SCHOOL FACILITIES AND
EQUIPMENT WHEN USED FOR PUBLIC RECREATION

Supervisor	Number of schools		
	Fully	Minor	Total
Superintendent	42	39	81
Activity leader	49	18	67
Teacher	31	6	37
Janitor	21	12	33
Recreational director	12	3	15

Rules and Regulations for Community Facilities
When Used by the Schools

The rules and regulations for the use of any community building by the school were set up by one of the following groups: the superintendent; the teacher; community group involved; the superintendent and community group; the teacher and community group or the superintendent, teacher and community group involved. TABLE XIII shows that the superintendent of schools and the community group involved established the rules in 84 of the communities. Only in 5 cases did the community alone make the rules. This in itself shows considerable cooperation on the part of community groups. The superintendent set up the rules alone in 29 communities. In 23 cases

TABLE XIII

WHO SETS UP THE RULES AND REGULATIONS WHEN THE SCHOOL USES COMMUNITY FACILITIES AND EQUIPMENT

Authority	Number of schools		
	Fully	Minor	Total
Superintendent and community group	57	27	84
Superintendent	14	15	29
Superintendent, teacher and community group	13	5	23
Teacher involved	2	3	5
Community group involved	2	3	5
Teacher and community group	0	1	1
Other	1	0	1

the superintendent, teacher and community group involved cooperatively set up the rules and regulations. The superintendent had a part in establishing the rules for the school use of community facilities and equipment in 90 percent of the communities providing this information.

Rules and Regulations for School Facilities
When Used by the Community

Whenever the school facilities and equipment are used by the community for recreational purposes, there must be some rules regarding their treatment. Nine

possibilities were provided on the check list. The superintendent of schools could make the rules for all occasions. This is rather autocratic as it does not enlist the cooperation of the individuals involved. Nevertheless, the superintendent alone established the rules in 57 percent of the cases. The same might be true if the

TABLE XIV

WHO SETS UP THE RULES AND REGULATIONS WHEN THE
COMMUNITY USES SCHOOL FACILITIES AND EQUIPMENT

Authority*	Number of schools		
	Fully	Minor	Total
Superintendent	62	38	100
Superintendent and community group	15	6	21
Superintendent and teacher . . .	14	5	19
All jointly consider	9	6	15
Superintendent and recreation director	5	1	6
Teacher involved	2	1	3
Community leader in charge . . .	1	1	2
Recreation director	1	1	2
Other	2	4	6

* The school board is the ultimate authority in regard to the school.

teacher, community leader in charge or the recreational director alone made the rules.

The other possibilities showed more cooperation. They included the superintendent and teacher, the superintendent and community leader, the superintendent and recreational director or a joint consideration by all.

The school board is the final authority in all decisions of the school. This must be kept in mind when considering these possibilities.

The superintendent had a part in setting up the rules and regulations in 93 percent of the cases. As the school administrator, this is a very normal responsibility for the superintendent. All parties involved jointly considered the regulations in only 9 percent of the communities. The other possibilities were less than 5 percent each. TABLE XIV shows who sets up the rules and regulations when the community uses the school facilities and equipment.

Opening the Community Building
When Used by the School

There are many buildings within a community that a school might have occasion to use for school purposes, such as the municipal auditorium, town hall, church rooms, club rooms, skating arenas and baseball parks. Who opens these when the school sees fit to use them? The possibilities listed were the janitor, superintendent, teacher, activity leader, recreational director or others.

Less than half of the schools do not take advantage of these community buildings. Of those indicating, 40 percent have the janitor of the building open it, while the superintendent of schools opens it in 27 percent of the communities. In order of rank after these two, were activity leader, 15 percent; teacher, 14 percent; recreational director, 3 percent and others opened the building

TABLE XV

PEOPLE WHO OPEN THE COMMUNITY BUILDING
WHEN USED BY THE SCHOOL

Person responsible	Number of schools		
	Fully	Minor	Total
Janitor	43	23	71
Superintendent	22	26	48
Activity leader	17	10	27
Teacher	17	8	25
Recreational director	5	1	6
Other	2	1	3

in 1 percent of the communities. One school specified that other referred to the village "cop". TABLE XV lists the number of times each person opened the community buildings for the school's use. In some cases one or more of the persons listed were indicated. This means that the responsibility varied according to the particular situation.

Opening the School Building
When Used for Public Recreation

An indication of who is responsible for admitting the public into the school building when it is used for recreation is shown in TABLE XVI. Six possibilities were listed, including the janitor, superintendent, activity leader, teacher, recreational director and other. Of the 183 schools returning the questionnaire, 64 percent

TABLE XVI

PEOPLE WHO OPEN THE SCHOOL BUILDING
WHEN USED FOR PUBLIC RECREATION

Person responsible	Number of schools		
	Fully	Minor	Total
Janitor	73	45	118
Superintendent	50	36	86
Teacher	21	6	27
Activity leader	20	6	26
Recreational director	8	0	8
Other	1	0	1

indicated that the janitor opened the school building. The individual who ranked next to the janitor, in frequency for opening the building, was the superintendent, who was checked on 47 percent of the returns. The teacher, followed very closely by the activity leader, was

responsible for admitting the public in 14 percent of the schools. In some schools this duty was delegated to more than one person, depending on the situation.

Whether it is the school building or the community building that is used, the janitor of the building is the person who opens it in the majority of the cases with the superintendent of schools having the second largest amount of responsibility for seeing that the building is open and ready for use.

HAMMERMILL
BOND
MADE IN U.S.A.

CHAPTER V

FINANCING RECREATION

There are several possible means of supporting recreation within a community. These include the school board from school taxes, the park board from taxes it receives, allotments from city government revenues, by a combination of these, by a recreational tax as authorized in the North Dakota Recreation Enabling Act¹ if voted on and approved by the community, and by private contributions, which for convenience, here includes all other possibilities.

Before the passing of the Recreation Enabling Act in 1947, by the state, the possibility of having a firm basis for a long range recreation program was very small. Before the passing of this act, a recreation program based on the other possibilities was not stable, because in case of a depression or other cutting of finance, recreation was the first to get a cut in appropriations when probably it should have been near the last to get reduced funds. The enabling act allows communities to vote a tax levy for the sole purpose of recreation. This is a sound foundation for a long range recreational program.

¹ See Appendix C

North Dakota has one of the most liberal enabling acts in existence. If it had included the county in its provisions this writer believes it would be an example for other states in providing progressive, long range planning for recreation.

Eleven communities in North Dakota finance their recreational program through a recreational tax earmarked for the single purpose of supporting recreation. This indicates a beginning of sound, long range programs of recreation in some communities in North Dakota. Since the tax is from all the community taxpayers, it is evident that eventually all people will be given an opportunity to participate in the community recreational program, and that interest will be greater in recreational activities. This would be an ideal situation.

The school board supports the recreational activities in 22 communities. It is apparent that these schools are interested in using their services to further recreation. All schools have a great investment in buildings and facilities, that, if used only for school purposes, lie idle during a large part of the school day and are idle all day on Saturday, Sunday and vacations, including three months of the summer. Surely, to use school services during these idle hours for community recreation would be extremely desirable.

Here is an opportunity for the school to cooperate with the community. To what extent the school facilities and equipment are used, refer to the previous chapter.

The park board supports recreation in 18 communities and 19 communities support recreation through the city council. These two agencies, along with the school board, were the first to do anything about recreation for the public. They are the traditional sources for maintaining recreation. Their legal requirements allowed for support of recreation for the public; but as previously mentioned, recreation suffered whenever the budget had to be reduced.

TABLE XVII

GROUP FINANCING THE RECREATIONAL PROGRAM
IN 126 NORTH DAKOTA COMMUNITIES

Group financing	Number of schools		
	Fully	Minor	Total
School board	15	7	22
City council	15	4	19
Park board	18	0	18
Jointly by those above	6	6	12
Recreational tax	11	0	11
Private contributions and others	58	32	90

Private contributions and other means do not form a sound basis for budgeting a recreational program of any constant proportions. Of the communities surveyed, some recreation was supported by private contributions and other means in 71 percent of the cases. This is a composite figure as a few check lists listed one of the previously mentioned means in addition to private contributions.

TABLE XVII shows who finances the existing program as broken down into fully accredited schools and minor accredited schools.

The school board, park board and city council cooperatively financed the recreational program in 10 percent of the communities furnishing this information. This shows a joint endeavor to provide recreational opportunities for the community.

Source of Pay for the Recreational Director

The figures given apply only to those recreational directors who are members of the school faculty. Other directors or supervisors were not included in this study. Although a total of 45 recreational directors were members of the school faculty, only 32 received extra pay for serving as director of recreation.

TABLE XVIII tabulates the five sources supplying

the salary for the recreational director. The school board furnished this salary in 28 percent of the cases, followed by private funds and the recreational board, each providing 25 percent of the salaries. The park

TABLE XVIII

SOURCE OF PAYMENT FOR THE RECREATIONAL DIRECTOR WHO IS A FACULTY MEMBER IN 32 NORTH DAKOTA COMMUNITIES

Source of payment	Number of schools		
	Fully	Minor	Total
School board	4	5	9
Recreational board	8	0	8
Private funds	8	0	8
Park board	5	0	5
City board	2	0	2

board supplied the money for 16 percent of the directors and the remaining 6 percent were financed by the city board. It seems noteworthy that the school board was the greatest single contributor for financing the employment of a recreational director.

Payment of Teachers Used in Recreation

As presented in TABLE VII, there were 71 communities that used teachers in their recreational programs during the school year. TABLE XIX establishes the source

of payment for the teachers who receive extra pay for these services. Although 15 communities replied that extra pay was given to these teachers, only 14 disclosed the source of income. The school board provided the additional salary for 71 percent of these teachers. Other sources of payment were private funds, the recreational board and the city board.

TABLE XIX

SOURCE OF PAYMENT FOR TEACHERS FOR RECREATION
WORK IN 14 NORTH DAKOTA COMMUNITIES

Source of payment	Number of schools		
	Fully	Minor	Total
School board	5	5	10
Private funds	2	0	2
Recreational board	1	0	1
City board	1	0	1
Park board	0	0	0

The returns indicate that teachers are asked to help with recreation without compensation. It is possible that their teaching contracts call for this assistance, especially in extra-curricular recreational activities. Another possibility is that a sense of service prompts teachers to give this service voluntarily.

While volunteer workers are essential to the

recreational program in the small community, a small compensation for added work on the part of a teacher may make a happier, more industrious worker of that teacher and the result might be a better program of recreation.

Financing Community Services
When Used by the School

It has been said by some educators that the school should make use of all educational and teaching aids in the community. The studies should be as realistic as is possible. The writer believes this would equally fit the objective of preparing students for wholesome leisure time activities. If the community has some aids in teaching, in any area, the school should be allowed to utilize them for better instruction.

TABLE XX

FINANCING COMMUNITY SERVICES WHEN USED BY SCHOOL

Service	Number of fully accredited school replies			Number of minor accredited school replies		
	School	Com.*	Jointly	School	Com.*	Jointly
Heat	47	22	7	26	9	8
Light	43	21	7	25	9	8
Upkeep	38	25	6	19	14	5
Damage	43	19	6	22	8	8
Janitorial	43	21	7	23	9	7
Water	39	22	5	21	10	2
Gas	22	13	4	13	7	1
Other	7					

* Community

The returns disclosed that some schools do take advantage of community buildings and facilities. In paying for the services of heat, light, etc., the school stands for the cost in a majority of the cases. TABLE XX shows that the school met the cost for using the community service of heat in 73 cases out of 119; light, 68 out of 113; upkeep, 57 out of 107; damage, 65 out of 106; janitorial, 66 out of 110; water, 60 out of 99; and gas, 35 out of 60. Seven schools paid a flat rent for these services. For comparison, the returns from communities with fully accredited schools were separated from the communities with minor accredited schools in TABLE XX, while the above numbers refer to the total number of schools.

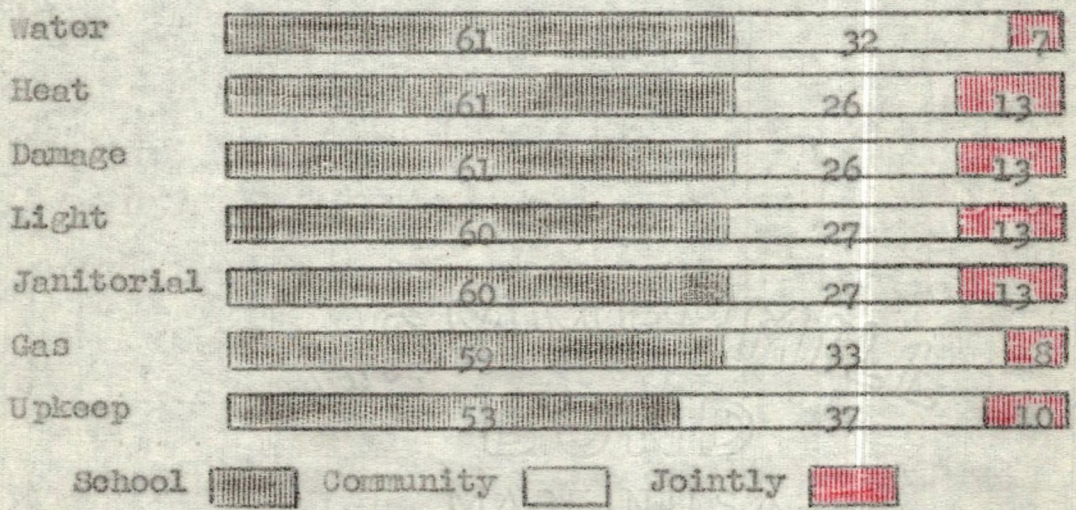


FIGURE 2. PERCENT PAID BY THREE POSSIBILITIES IN FINANCING COMMUNITY SERVICES WHEN USED BY THE SCHOOL

Figure 2 shows these numbers compared in percentages. The school paid for each service in more than 50 percent of the communities. Joint payment by the school and the community did not affect more than 13 percent of the communities for any of the services enumerated.

These figures are only indicative of the real picture. They show the general trend in standing the cost of the services listed, but in most communities it is not easy to separate one service from another, and a general fee is probably charged to cover all or a few of these items.

Financing School Services When
Used for Community Recreation

TABLE XXI lists seven possible school services that might be considered when used by the public for recreation

TABLE XXI

FINANCING SCHOOL SERVICES WHEN USED FOR COMMUNITY RECREATION

Service	Number of fully ac-credited school replies			Number of minor ac-credited school replies		
	School	Com.*	Jointly	School	Com.*	Jointly
Heat	65	10	23	45	2	9
Light	61	11	24	41	5	9
Upkeep	68	8	15	46	3	4
Damage	41	26	21	31	11	8
Janitorial	56	18	23	43	5	7
Water	68	5	17	50	1	3
Gas	40	5	10	27	1	1
Flat rent		3			2	

* Community

purposes. Not included, but added by five superintendents, was the payment of a rental fee for the use of all services.

As will be evident, when the community used the school facilities, the services were, in the majority of the cases, paid for by the school. In those communities where the school did not furnish the services without charge, the majority were paid jointly by the school and community group. These figures indicate that the schools cooperate with the community quite generously in allowing the use of its plant and equipment.

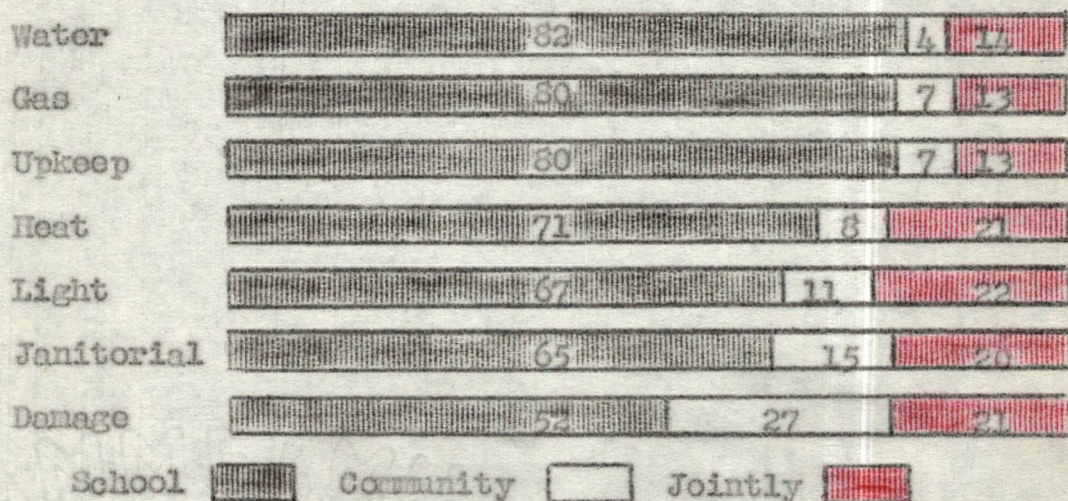


FIGURE 3. PERCENT PAID BY THREE POSSIBILITIES IN FINANCING SCHOOL SERVICES WHEN USED FOR PUBLIC RECREATION

CHAPTER VI

SUMMARY AND RECOMMENDATIONS

A summary of various aspects of existing conditions affecting recreation in North Dakota shows that a coordinating leader in the form of a recreational director was hired in only 37 percent of the communities sponsoring recreation. This is only 26 percent of the communities in the survey. Less than 2 percent of these communities hired the director of recreation on a yearly basis. Of the number of directors employed, 94 percent were members of the local school faculty.

Private groups were indicated as the recreational authority in 40 percent of the communities sponsoring recreational activities. The school board was the authority in 19 percent of the communities. These two groups were responsible for the recreational programs in 59 percent of the communities. The park board, city council and recreational board each represented the authority in less than 15 percent of the cases. Joint authority by the above groups, excluding private groups, was operative in only 9 percent of the communities.

Ninety percent of the communities have a program during the summer, while only 61 percent of the communities conduct some type of recreational activities the year

around. These vary from full programs to partial programs. They include 31 percent with a full year around program, 29 percent with a summer only program, 22 percent with full summer programs and partial programs the rest of the year, and 8 percent with partial programs all year.

Teachers were assisting in the recreational program, during the school year, in 39 percent of the communities. Only 8 percent of the teachers had their teaching load reduced and 21 percent received extra pay. Teachers directed active games and sports in 63 percent of the communities. Dramatics were next, in 56 percent of the schools. All other activities were included in each case in less than one-half of the schools.

The school utilized the following community facilities in more than 50 percent of the cases; that is, of the communities having these facilities: auditorium, vacant fields, horseshoe courts, public library, large parks, neighborhood parks, playgrounds, athletic fields, skating rinks, softball diamonds, baseball parks, tennis courts, archery range, toboggan slides, public showers, skiing areas, beach, camp areas, volleyball courts, swimming pools, museums and Y.M.C.A. and Y.W.C.A. buildings. Other community facilities were utilized by the school in 50 percent or less of the communities.

The community used the following existing school

facilities in more than 50 percent of the communities: athletic field, auditorium, cafeteria, class rooms, home economics room, home economics equipment, dressing rooms, gymnasium, playground and showers. All other school facilities were used by the community in 50 percent or less of the communities.

Rules and regulations for the use of facilities directly involved the superintendent of schools in the majority of the communities studied. The superintendent and the community group involved set up the rules and regulations for the use of community facilities and equipment in more than 56 percent of the cases when the schools used them. When the community used school facilities and equipment, the superintendent alone made the rules and regulations in 57 percent of the schools. This shows a lack of cooperation among individuals concerned.

The survey revealed that the janitor of the building is the one most likely to open the building for recreation. The superintendent of schools is the second most responsible person for the opening of either the school or community building.

According to the data compiled, the school is the greatest source of financial support for all aspects of recreation.

In a general survey of all aspects of recreation,

cooperation between the school and community exists in varying degrees in many communities of North Dakota.

This cooperation, although it does exist in many communities, could be greatly increased to provide better recreational opportunities for the people of the state.

Some interesting statements were sent back on a few questionnaires which indicate a complete lack of cooperation on the part of the school or the community in some cases, and varying amounts of cooperation in other instances.

Valley City wrote on the check list after question 12, which asked the method of financing school services when used for community recreation, "our only [only] community recreation concerns only our own students." After the list of facilities on the last page, was written, "Ath. field equipment owned by city school is shared by college, college H.S., and parochial school at Janitorial cost. Our school has a very extensive intramural program (9 months).

Plaza wrote after the same question, "The Independent Basketball Team is the only one that pays us for the use of the building." In reply to question 13, which asked the method of financing community services when used by the school, was written, "We do not use anything except ball diamond and one of them is on school property."

Kulm wrote after question 13, "School does not use community services."

The Milner return had at the top of the first page, "Only recreational act. in summer is Jr. Baseball financed by community coached by a member of the community." After question 12, was, "School not used regularly."

Another return had these words at the top of the first page, "Mohall has no organized community recreation. They did employ the coach last summer. It wasn't too satisfactory according to reports. Sorry we can not fill in the questionnaire."

Langdon wrote on the first page, "Your questionnaire applies very little to our community. We have the usual school facilities, but they are used by school groups only. We have no city recreational program as yet."

"Some recreational work done by school. None other done," was reported by Hazen.

Ellendale sent in the following notation. "During the school year here at Ellendale the State College and High School each sponsor their own activities, athletics, boy and girl [girl] scout work, band, Jr. Hi basketball, Ph. Ed. classes.

The only thing done by the community is maintaining a public swimming pool for 2½ months during the summer."

Bowman wrote, "We had a Teen Age Canteen but it has

been discontinued."

Berthold wrote, "Only recreational activity carried on during summer months is band. Commercial club hires band director for 2 months during summer. June & July."

Belfield made this notation, "No school facilities except for group singing. Town Hall for athletics, run by city council."

The following quotation was received from Wishek.

In reference to No. 12 about the only building used by the community is the auditorium. This building is actually owned by the city but is built on the school grounds and the Supt. is designated chairman of the auditorium board. Although city owned the school has authority to use it at all times for phy. ed., band practise [practice], plays, etc. If the school is not using it during an evening, Saturdays or Sundays then local groups may rent it and such rent goes to the school district to help maintain the building.

Noonan wrote, "School finances school activities, city activities sponsored by them."

Minot wrote, concerning setting up rules for use of facilities and equipment, "Supt. sets up as far as facilities are concerned. Rec. Director is in charge of his activities." About community facilities used by school, was added, "These facilities are used by school pupils but not under school supervision. That is, we have enough to do to look out for our own facilities."

Lisbon indicated use of community facilities by writing in, "All summer activities." This indicates use

only in the summer.

The statements just quoted were from communities with fully accredited schools.

The following quotations are from minor accredited schools.

Zeeland wrote, "Have no organized city recreation center. The school does whatever it can on its own."

For question 12 Munich stated, "When it is held in the school the school board bears the expense. When held in the Community Hall the Com. Club."

Lansford wrote, "Recreation program carried on only in the school--athletic program."

On a separate sheet of paper, Hampden wrote,

. . . . There exists [exists] in Hampden a Community Hall where pictures are shown fall and spring only. School uses this for Basketball, plays, carnival and other activities as school building is inadequate. Use of hall is paid by school on monthly rental durring [during] Basketball season for practice durring [during] P.E. periods only. All games and other activities are paid from School Activity Fund as follows: Basketball games \$5 per eve plus State & Fed taxes, All other activities \$10 per eve plus State and Federal Taxes. The School is inadequate for community activities as several Lodge rooms exist [exist] for small groups. . . .

In reply to questions 12 and 13 regarding financing of services, several check lists had "not used" written in. This indicated definite lack of cooperation.

Recommendations

In the light of the evidence presented in the foregoing chapters, the writer offers these suggestions which might be of assistance in promoting better cooperation between the schools and communities in North Dakota.

1. A central authority for recreation.
2. Some type of year around program, especially during the off season farming months.
3. A director to coordinate all recreational activities within the community.
4. The use of teachers in recreation during the school year, giving them reduced teaching loads or paying them for this work.
5. Expansion of programs to include various activities besides games and sports and provision for recreation for all.
6. Cooperative use of school and community buildings and facilities, for the greatest possible utilization of all usable existing facilities and buildings for recreation.
7. Cooperative formulation of rules and regulations for use of facilities and equipment.
8. One individual to be responsible for supervising facilities and equipment.
9. A stable source of support for recreation, as

a tax levy suggested in the North Dakota Recreation Enabling Act.

10. That the school should be the center or focal point in the recreational programs.
11. Utilization of publicity to inform the community of all recreational needs, potentialities, ways of cooperating, events, new interests, etc..

HAMMERMILL
BOND
MADE IN U.S.A.

BIBLIOGRAPHY

- Butler, George D., Introduction to Community Recreation. New York: McGraw-Hill Book Co., Inc., 1949.
- Cooperative Principles and Practices. Washington, D. C.: National Education Association, Department of Supervision and Directors of Instruction, Eleventh Yearbook, 1939.
- Fitzgerald, Gerald B., Community Organization for Recreation. New York: A. S. Barnes and Co., 1948.
- Hjelte, George, The Administration of Public Recreation. New York: The Macmillan Company, 1940.
- Loomis, Clarence B., An Experience in Community Development and the Principles of Community Organization. Clayton, Georgia: The Robum Press, 1944.
- Meyer, Harold D., and Charles K. Brightbill, Community Recreation. Boston: D. C. Heath and Co., 1948.
- National Recreation Association, Playgrounds. Edited by George D. Butler, New York: A. S. Barnes and Company, 1936.
- Neumeier, M. H. and E. S. Neumeier, Leisure and Recreation. New York: A. S. Barnes and Company, 1949.
- Rainwater, Clarence E., The Play Movement In the United States. Chicago: University of Chicago Press, 1922.

PERIODICALS AND BULLETINS

- "How Can We Stimulate Cooperation?" Community Coordination, May-June 1941.
- Lee, Joseph, "Leisure." Recreation XXV, May 1931.
- "Recreation of State Agencies." Recreation, September 1947, p. 290.
- Robinson, William G., "Starting Recreation In A Small Community." Recreation, October 1949.
- "Tables of Playground and Community Recreation Statistics for 1946." Recreation, June 1947, p. 137.

APPENDIX

MERIMILL
BOND
MADE IN U.S.A.

APPENDIX A

1125 Reeves Drive
Grand Forks, North Dakota
February 22, 1950

Dear Superintendent:

Enclosed is a set of check questions pertaining to existing cooperation between school and community groups in recreational activities and facilities. This check list is being sent to all fully and minor accredited schools in the state.

This study is an attempt to determine what might be done to provide an answer to the growing problem faced by the schools in providing recreational programs.

In order to have a complete record of all schools assisting in this study, this check list has been so constructed that it takes but a few minutes to check and return. (Approximate time, 8 minutes). A self addressed stamped return envelope is enclosed.

This study is being made under the direction of Leonard R. Marti, Head of the Department of Physical Education for Men at the University of North Dakota.

The writer would greatly appreciate your cooperation in completing and returning the check list at your earliest possible convenience.

A copy of the tabulated results will be sent to you if you so indicate.

Thank you very kindly for the cooperation given.

Sincerely yours,

Leonard J. Olson

CHECK STATEMENTS BELOW WHICH ARE CHARACTERISTIC OF YOUR COMMUNITY

Recreational activities are carried on in the city outside of school hours.
 Yes _____ No _____

Program is an organized program under recognized authority. _____ It is unorganized,
 run by private groups. _____

Recreational authority is the recreational board _____ Park board _____ School
 board _____ City council _____ Jointly by these _____ Other _____

How long is the program? Year round _____ Summer only _____ Full summer program with
 partial program rest of year _____.

Program is financed by School board _____ Park board _____ City council _____ Jointly by
 these _____ Recreational tax _____ Private contributions _____ Other _____

Community employs a recreational director or supervisor. Yes _____ No _____
 If employed full time year round _____ Full time summer only _____ Part time during
 school year _____ Part time summer only _____ Other _____

Recreational director is a member of the school faculty. Yes _____ No _____
 If he has full time teaching duties _____ Part time teaching duties _____ Receives
 additional pay for recreation work. Yes _____ No _____ Additional salary is
 received from School board _____ Park board _____ City board _____ Recreation board _____
 private funds _____ Other _____

Teachers are used in recreation program during school year. Yes _____ No _____ Number _____
 Is teaching load reduced? Yes _____ No _____ Is extra pay given? Yes _____ No _____
 Additional pay is received from school board _____ Park board _____ City board _____
 Recreation board _____ Jointly _____ Private funds _____ Other _____
 Are teachers employed during summer in recreation? Yes _____ No _____ Number _____

Check any recreational activities that teachers direct outside of school hours.

Arts and crafts (example--weaving, woodwork, ropework, etc.) _____

Active games and sports (basketball, horseshoe, etc.) _____

Dramatics (carnivals, puppetry, plays, operettas, etc.) _____

Dancing (tap, square, social, barn, etc.) _____

Music (harmonica bands, choirs, community sings, etc.) _____

Nature and outing (camping, fishing, nature study, etc.) _____

Mental and Linguistic (book clubs, discussion clubs, puzzles) _____

Collecting (antiques, autographs, stamps, lamps, etc.) _____

Social (banquets, suppers, card games, parties, etc.) _____

Service (group leadership, committeemen, scoutmaster, etc.) _____

When community groups use school facilities and equipment who sets up rules
 and regulations for their use? Superintendent _____ Teacher involved _____

Community leader in charge _____ Recreation director _____ Supt. and teacher _____

Supt. and community leader in charge _____ Supt. and rec. director _____ All jointly
 consider _____ Other _____

Do school groups use community facilities and equipment who sets up rules and regulations for their use? Supt. ___ Teacher ___ Community group involved ___ Supt. and community group involved ___ Teacher and community group involved ___ Supt., teacher and community group ___.

Check the method financing the following when used for community recreation.

<u>Tool services</u>	<u>School</u>	<u>Community</u>	<u>Jointly</u>
Heat	()	()	()
Light	()	()	()
Upkeep	()	()	()
Damage	()	()	()
Janitorial	()	()	()
Water	()	()	()
Gas	()	()	()
Other _____	()	()	()

Check the method used to finance the following community services when used in the schools.

<u>Community services</u>	<u>School</u>	<u>Community group</u>	<u>Jointly</u>
Heat	()	()	()
Light	()	()	()
Upkeep	()	()	()
Damage	()	()	()
Janitorial	()	()	()
Water	()	()	()
Gas	()	()	()
Other _____	()	()	()

Who opens the school building when used for public recreation? Janitor ___ Supt. ___ Teacher ___ Activity leader ___ Rec. Director ___ Other _____

Who opens the community building when used by the school? Janitor ___ Supt. ___ Teacher ___ Activity leader ___ Rec. Director ___ Other _____

Who supervises the school facilities and equipment when used for public recreation? Supt. ___ Teacher ___ Activity leader ___ Recreational director ___ Janitor ___

Who supervises the community facilities and equipment when used by the school? Supt. ___ Teacher ___ Activity leader ___ Recreational director ___ Janitor ___

CHECK IN THE APPROPRIATE SPACE THE FACILITIES AVAILABLE IN YOUR SCHOOL AND CITY; AND WHETHER IT IS USED BY THE SCHOOL OR COMMUNITY

<u>FACILITIES</u>	<u>Exist</u>	Used by public in non-school <u>hours</u>	<u>COMMUNITY FACILITIES</u>	<u>Exist</u>	Used by school
ic equipment	()	()	Airfield	()	()
ic field	()	()	Archery ranges	()	()
rium	()	()	Auditorium	()	()
om	()	()	Beach	()	()
ria	()	()	Bowling alleys	()	()
rooms	()	()	Bridle path	()	()
ng rooms	()	()	Camp areas	()	()
economics room	()	()	Church rooms	()	()
ec. equipment	()	()	Club halls	()	()
sium	()	()	Boating centers	()	()
y	()	()	Dance halls	()	()
rs	()	()	Fields, vacant	()	()
e	()	()	Golf courses	()	()
room	()	()	Govt. reservations	()	()
e	()	()	Horseshoe courts	()	()
rooms	()	()	Lodge halls	()	()
round	()	()	Library, public	()	()
ce laboratory	()	()	Museum	()	()
ce equipment	()	()	Large parks, camping	()	()
	()	()	Neighborhood park, play	()	()
equipment	()	()	Playgrounds, apparatus, etc.	()	()
rs	()	()	Athletic fields	()	()
ing pool	()	()	Parkways	()	()
			Outdoor stage	()	()
			Public showers	()	()
			Rifle ranges	()	()
			Roller skating arena	()	()
			Skating rinks	()	()
			Skiing areas	()	()
			Softball diamonds	()	()
			Baseball parks	()	()
			Tennis courts	()	()
			Toboggan slides	()	()
			Trapshooting range	()	()
			Theaters	()	()
			Volley ball courts	()	()
			Youth center	()	()
			YMCA & YWCA buildings	()	()
			Zoo	()	()
			Swimming pool	()	()

Do you wish a copy of tabulated returns? Yes _____ No _____

Name _____ Date _____

Position _____

APPENDIX B

SCHOOLS COOPERATING IN THIS STUDY

Fully Accredited Public Schools

Alamo	Grafton	Mott
Anamoose	Grand Forks	Napoleon
Aneta	Granville	Neché
Ashley	Halliday	New Rockford
Beach	Hankinson	New Salem
Belcourt	Hannaford	Noonan
Belfield	Harvey	Northwood
Berthold	Hatton	Page
Beulah	Havana	Parshall
Bottineau	Hazen	Pembina
Bowbells	Hebron	Plaza
Bowdon	Hettinger	Reeder
Bowman	Hoople	Reynolds
Buxton	Hope	Riverdale
Cando	Hunter	Rolette
Carrington	Jamestown	Rolla
Carson	Kenmare	Rugby
Cogswell	Killdeer	Ryder
Columbus	Kindred	St. John
Cooperstown	Kulm	St. Thomas
Crosby	Lakota	Sentinel Butte
Crystal	LaMoure	Sherwood
Devils Lake	Langdon	Sheyenne
Dickinson	Larimore	Stanley
Drake	Lidgerwood	Starkweather
Drayton	Linton	Strasburg
Dunseith	Lisbon	Streeter
Edgeley	Litchville	Tioga
Elbowoods	McClusky	Turtle Lake
Elgin	Makoti	Underwood
Ellendale	Mandan	Valley City
Fargo	Marion	Velva
Fessenden	Max	Wahpeton
Finley	Mayville	Walhalla
Forman	Medina	Watford City
Fort Yates	Milnor	West Fargo
Gackle	Minnewaukan	Westhope
Garrison	Minot	Willow City
Glenburn	Minto	Wilton
Goodrich	Mohall	Wishek

Minor Accredited Public Schools

Alexander	Gilby	Petersburg
Arnegard	Gladstone	Pettibone
Bucyrus	Golden Valley	Portal
Buffalo	Gwinner	Rhame
Carpio	Hamilton	Rocklake
Christine	Hampden	Sarles
Clifford	Inkster	Sharon
Courtenay	Kensal	Sheldon
Crary	Kloten	Souris
Dahlen	Lansford	Sykeston
Dazoy	Lehr	Taylor
Dodge	Leonard	Tolley
Douglas	Lignite	Tower City
Edinburg	McGregor	Tuttle
Egeland	McHenry	Uphan
Epping	Mapleton	Verona
Fingal	Marmarth	Walcott
Flexton	Munich	White Earth
Fullerton	Osnabrock	Wildrose
Gardar	Palermo	Wing
Gardner	Pekin	Zeeland

HAMMERMILL
BOND
MADE IN U.S.A.

APPENDIX C

North Dakota Law Relative to Recreational Programs

1947 Laws

I-M 168

H. B. No. 42

(Langley and Legislative Research Committee)
(at the request of Minot Recreation Association)

AN ACT Authorizing cities, incorporated towns, villages and townships, park districts, and school districts to establish, maintain and operate systems of public recreation and to acquire, establish, conduct and maintain community centers, playgrounds, recreation centers and other recreational and character building areas, structures, facilities and services; providing these may be established as memorials; to appropriate general municipal, park or school funds therefor; to bond and levy a special tax therefor; defining the powers of such cities, incorporated towns and villages and townships, park districts and school districts in connection with all such matters; providing for the creation of a recreation board or commission, the election and terms of the members thereof, and the powers thereof; and declaring an emergency.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF NORTH DAKOTA

SECTION 1. DEFINITIONS.) The term "governing body" as herein used means city council, board of trustees or commissioners of any city, incorporated town or village, township, the trustees of any school district and the commissioners of any park district in North Dakota. The term "municipality" as used in the Act refers to and means any city, incorporated town or villages, townships, in North Dakota.

SECTION 2. MUNICIPALITY, SCHOOL AND PARK DISTRICT MAY DEDICATE, SET APART, ACQUIRE, LEASE AND MAINTAIN RECREATION CENTERS; APPROPRIATION.) The governing body of any municipality, park district, or school district may dedicate and set apart for use as playgrounds, recreation centers, and other recreation or character building purposes and community centers, lands or buildings, or both, owned or leased by such municipality, school district, or park district, and not dedicated or devoted

to another or inconsistent public use; and such municipality, school district, or park district, in such manner as may now or hereafter be authorized or provided by law for the acquisition of lands or buildings for public purposes by such municipality, school district or park district, may acquire or lease lands or buildings, or both, within or beyond the corporate limits of such municipality, school district, or park district, for community centers, playgrounds, recreation centers or other recreational and character building purposes and when the governing body of such municipality, school district, or park district, so dedicates, sets apart, acquires, or leases lands or buildings for such purposes, on its own initiative, it may provide for their conduct, equipment and maintenance according to the provisions of this Act, by making an appropriation from the general municipal, school district, or park district funds.

SECTION 3. PROVIDING AND MAINTAINING RECREATIONAL FACILITIES MAY BE VESTED IN AN EXISTING BODY; POWERS OF BODY.) The governing body of any municipality, school district, or park district may establish a system of public recreation and it may vest the power to provide, maintain and conduct playgrounds, community centers, recreation centers, and other recreational and character building areas, structures, facilities, and activities in any existing municipal body, in the school district, in the park district, or in a recreation board or commission, as the governing body may determine. Any board, commission or other body so designated shall have the authority to maintain and conduct community centers, playgrounds, recreation centers and other recreational and character building areas, structures, facilities, and activities, and for the purpose of carrying out the provisions of this Act it may employ play leaders, playground and recreational center directors, supervisors, recreation superintendents and such other employees as they deem proper.

SECTION 4. MUNICIPALITIES, SCHOOL OR PARK DISTRICTS MAY PROVIDE AND ESTABLISH JOINT RECREATION CENTERS AND FACILITIES.) Any two or more municipalities, school districts, or park districts, jointly, may provide, establish, maintain and conduct a public recreation system, and acquire property therefor, and establish and maintain community centers, playgrounds, recreation centers and other recreational and character building areas, structures, facilities and activities.

SECTION 5. BONDS MAY BE ISSUED PROVIDING FOR SUCH FACILITIES.) The governing body of any municipality, school district, or park district, pursuant to law, may provide that the bonds of such municipality, school district, or park district may be issued in the manner provided by law for the issuance of bonds for other purposes, for the purpose of acquiring lands or buildings for community centers, playgrounds, recreation centers and other recreational and character building purposes and for the equipment thereof.

SECTION 6. ESTABLISHING RECREATION BOARD OR COMMISSION: MEMBER OF: TERMS: VACANCY: COMPENSATION.) If the governing body of any municipality, school district, or park district determined that the power to provide, establish, conduct and maintain a public recreation system shall be exercised by a recreation board or commission, such governing body shall by resolution or ordinance establish in such municipality a recreation board or commission which shall possess all the powers and be subject to all the responsibilities of the local authorities under this Act. Such recreation board or commission when established shall consist of at least five but not more than nine persons, as the governing body may determine, to be appointed by the mayor or presiding officer of such municipality, with the consent of the governing body. One member of such recreation board or commission shall be chosen from the legal membership of the park district board, or board of park commissioners of the municipality, and one member of the legal membership of the school district board or boards within the corporate limits of such municipality. The term of office of all members of such recreation board or commission shall be for three years except that the members of such recreation board or commission first appointed shall be for staggered terms so that the terms of at least one but not more than three members expire annually. If a vacancy occurs during the term of office of any member, the mayor or presiding officer, with the consent of the governing body, shall appoint a successor to serve for the unexpired term. Membership on such recreation board or commission shall be without compensation or remuneration.

SECTION 7. GOVERNING BODY, BOARD, OR COMMISSION MAY ACCEPT GRANTS OF REAL ESTATE: MONEY: CONDITIONS.) The governing body of a municipality, school district, or park district, recreation board or commission or other authority

in which is vested the power to provide, establish, maintain and conduct such supervised recreation system may accept any grant or devise of real estate or any gift or bequest of money or other personal property or any donation to be applied, principal or income, for either temporary or permanent use for playgrounds or recreation purposes, but if the acceptance thereof for such purposes will subject such municipality, school district or park district, to additional expense for improvement, maintenance or removal, the acceptance of any grant or devise of real estate shall always be subject to the approval of the governing body of such municipality, school district or park district. Money received for such purpose, unless otherwise provided by the terms of the gift or bequest shall be deposited with the treasurer of such municipality to the account of the recreation board or commission or other body having charge of such work, and the same may be withdrawn and paid out by such body in the same manner as money appropriated for recreation purposes.

SECTION 8. ELECTION TO DETERMINE DESIRABILITY OF ESTABLISHING RECREATION SYSTEM: HOW CALLED.) The governing body of any municipality, school district, or park district to which this Act is applicable, may and upon receipt of a petition signed by at least ten qualified voters but not less than five per cent of those citizens who voted at the last general election of the municipality, school district, or park district, shall submit to the electors the question of the establishment, maintenance, and a conduct of a public recreation system, and the levying of an annual tax for the conduct and maintenance thereof not more than two and five-tenths mills on each dollar of assessed valuation of all taxable property within the corporate limits or boundaries of such municipality, school district or park district, to be voted upon at the next general election or special municipal election, provided, however, that such questions shall not be voted upon at the next general election unless such action of the governing body shall be taken, or such petition to submit such question shall be filed thirty days prior to the date of such election.

SECTION 9. FAVORABLE VOTE AT ELECTION; PROCEDURE.) Upon the adoption of such a proposition at an election by a majority of the votes cast upon such proposition, the governing body of such municipality, school district,

or park district, by resolution or ordinance, shall provide for the establishment, maintenance, conduct of a public recreation system, and thereafter levy and collect annually a tax of not more than two and five-tenths mills on each dollar of all taxable property within the corporate limits or boundaries of such municipality, school district or park district, such tax to be in addition to the maximum of taxes permitted to be levied in such municipality, school district, or park district. The governing body of such municipality, school district, or park district, shall continue to levy such tax annually for public recreation purposes until such time as the qualified voters, at a regular or special election, by a majority vote on the proposition, decide to discontinue the levy. The governing body of such municipality, school district, or park district, in its discretion, may appropriate additional funds for the operation of the public recreation system if in the opinion of the governing body additional funds are needed for the efficient operation thereof. Nothing in this Section of this Act shall be construed to limit the power of any municipality, school district, or park district to appropriate on its own initiative general municipal, school district, or park district tax funds for the operation of a public recreation system, a community center, or character building facility.

SECTION 10. PUBLIC RECREATION UNDER THIS ACT DEEMED GOVERNMENTAL SUBDIVISION FUNCTION.) The provision, conduct, operation, and maintenance of a system of public recreation under the provisions of this Act shall be a governmental function of municipalities, school districts, or park districts.

SECTION 11. RECREATION CENTERS OR SYSTEMS MAY BE ESTABLISHED AS MEMORIALS.) The community centers, playgrounds, recreational centers and systems, or any recreational or character building facility provided for herein, may be erected or established as memorials in commemoration of the men and women of the locality who lost their lives in the service of their country during World War II and in gratitude to all who served in the armed forces. In such cases the names of those so remembered shall be preserved in some manner in connection with the memorial.

SECTION 12. EMERGENCY.) This Act is hereby declared an emergency measure and shall be in full force and effect from and after its passage and approval.

Approved March 11, 1947.