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**A SUGGESTED ORGANIZATION FOR A
PROGRAM OF RECREATION TO MEET
THE NEEDS OF THE YOUTH OF
WALKER COUNTY**

BRIDGES

1949

A SUGGESTED ORGANIZATION FOR A PROGRAM OF RECREATION TO
MEET THE NEEDS OF THE YOUTH OF WALKER COUNTY

By

Esther Hightower Bridges

A Thesis Submitted in Partial Fulfillment
of the Requirements for the Degree of

Master of Science
in the
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Approved by

Chairman of Student Advisory Committee and
Director of Thesis Research

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[REDACTED]

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37766

Approved by:

Chairman of Student Advisory Committee and
Director of Thesis Research

[REDACTED]

Date

July 15, 1949.

I. PREFACE

II. ADDRESS OF THE AUTHOR

DEDICATED

to

my husband,

Henry Beal Bridges

and

to

my sons

William Henry and Emzie Bridges

III. THE HISTORY OF THE HOUSE AND CHURCH

IV. THE HISTORY OF THE CHURCH

V. THE HISTORY OF THE CHURCH

VI. THE HISTORY OF THE CHURCH

VII. THE HISTORY OF THE CHURCH

Appendix

A. Appendix

B. Appendix

C. Appendix

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CHAPTER I

INTRODUCTION

Walker County is located in the Southeast Texas Timber Region and has an area of 786 square miles. The total population of Walker County is 19,868; the colored population is 8,820; colored school population, 2,130.

Twenty-four churches furnish some form of recreation for the colored youth. The annual Bible Vacation Schools sponsored in fifteen of these churches deserve special recognition.

Bus facilities transfer the children of the county to one high school which has a modern equipped gymnasium, a year-round band instructor, a music instructor, a director of physical education, twenty-nine classroom teachers and a full-time supervisor. The music division and athletic department are making a great contribution to county recreation. We have such organizations as Boy and Girl Scouts, 4-H Clubs, business and professional clubs, and fraternal organizations furnishing desirable forms of recreation. The high school and the above mentioned organizations are helping to discover the problems existing and planning to improve recreation conditions.

In the common school district a full-time supervisor, thirty-six classroom teachers, and their parent-teacher associations furnish recreation in the form of concerts, tournaments, leagues, and picnics.

But, constantly checking our recreational services,

we do not find the majority of the county's children participating in any phase of the program. Our recreational program does not operate twelve months of the year. There is not sufficient variety in our program to meet the diverse needs and interest of the youth of Walker County. The variety of organizations have not combined or pooled their interest and resources. There is an inestimable need for meeting the recreational needs in sparsely settled areas.

For a large percentage of the youth of Walker County recreation means getting into a car and traveling ten to twenty miles away to the nearest movie, the big rodeo, or the nineteenth of June celebration. If one youth fails to get training in worthy use of leisure time the county must face the expense. A county wide recreation program is needed to furnish the lead of precedence and cement forces interested in recreation.

Purpose of the Study

This study proposes to do two things: First, to revitalize community action; second, to promote the high aims and ideals of a total recreation program for the colored youth of Walker County.

Definitions of Terms

Some of the terms used in this study are used in the broader concept of their meaning. Therefore, for a clarification of their meanings as used in this study, their meanings are as follows:

Educational Leader--One who directs cultural activities for richer living.

Recreation worker--A trained leader of recreation activities.

Recreation Park--A beautiful area used as a park and recreation ground.

Recreation Leader--One who directs play activities.

Recreation Commission--A committee or group given authority as a policy forming and controlling body for the guidance of public recreation in a specific community or district.

Recreation Center--A building and grounds serving as a community center devoted to various forms of public recreation under trained leadership and operated as a unit in public recreation.

Community: By the word community we mean a group of people gathered together in any geographical area, whether large or small, united by common interest, and working together as one body to satisfy common needs and ambitions.

Recreation Council: A committee or group given authority as a policy forming and controlling body for the guidance of public recreation in a specific county.

Importance of the Study

This problem is important because of its significance. It is essential to the protection and preservation of our Human Resources and the best interest of Walker

County in general. It offers a mean for utilizing the extended leisure time of Walker County's youth constructively.

Source of Data

Steps in assembling materials for this study were as follows:

1. An extensive survey of literature in the field of recreation.
2. Conference and interviews with citizens of Walker County.
3. Case studies.
4. Conferences and interviews with recreational sponsors.

Related Studies

Rouner,¹ in a study of the Activity Programs, used in summer programs, finds that each age group has its favorite activities that the programs offered by the various cities do not differ greatly except in the amount of emphasis placed on a particular type of activity.

In another study conducted by S. P. Slavson, Recreation and the Total Personality, the writer finds that recreation is an integral part of the total educational experience.

Curtis² studied the Playground Movement and its Significance and found that organized play can do more to

¹Rouner, Ruth. "Study Activity for Boys and Girls Ranging in Age from Two to Fifteen." Master's thesis. p.47.

²Curtis, Henry S. "The Playground Movement and its Significance." Master's thesis. pp. 48-49.

correct the evils of institutional life than any other single agency. He further demonstrated that the providing of adequate facilities for the play of children does not necessarily make the cities more expensive as a place of residence, but may often have the opposite effect and may be the chief cause of the growth of the city.

²Recreation and delinquency by the Chicago Recreation Committee is a research study in Recreation and Delinquency in Chicago. The committee find delinquents do not take part in supervised recreation in as larger proportion as non-delinquents and when they do they prefer non-supervised activities like the game rooms. All children, in the four neighborhoods with high delinquency rates, were particularly fond of radio crime and mystery stories, while in neighborhoods with low delinquency rates, boys and girls preferred comedians and variety hours. Delinquents who did not take part in supervised recreation during the year became repeaters 30 per cent oftener than those who took part in supervised recreation.

Cawthon,³ in a master's thesis Recreational and Leisure Time Interest of Webster High School Seniors, finds that some high school seniors need guidance in the proper use of leisure time; that there is over emphasis on athletics; that they read a great deal, but the quality of

³Cawthon, John Ardis. "Recreation and Leisure Time Interest of Webster Parish High School Seniors." Louisiana State Master's thesis, University Bulletin, Vol. 30. 1937. p. 12.

their reading is poor and that their standards of music and dramatics are low. He offers an idea for equalizing the student's interest so that stress on athletics will not over balance their interest in other recreational activities.

Communities throughout the Nation are accepting the concept that recreation is a basic need for living in a Democratic Society. Leadership in Walker County has shown signs of awareness of the need for a Recreation Program to help ou youth grow up naturally and face problems realistically since the early thirties.

In the summer of 1933, a beautiful park was made available to the colored citizens of Walker County by Mr. Robert Josey of Houston, Texas. Capable volunteer workers assisted in making leadership possible for a week's encampment. Some of the communications are copied in the appendix. The objective of the encampment was to develop better citizens of Negro boys and girls of Walker County. Activities sponsored were: Needlecraft, woodcraft, tennis, story telling, dramatics, and table setting.

Among the other outstanding ideas for meeting the recreational needs of Walker County was an idea conceived in the early forties by the faculty of Sam Houston High School. The receipts of the commencement programs were used to purchase a lot adjoining the school campus. On this space a gymnasium was erected by the school board, Veterans, and other citizens of the community and Walker County in general. It is used for enriching the lives of

CHAPTER II

APPROACH

The Newer Meaning of Recreation

Butler¹ defines recreation as an attitude or spirit which finds expression in various ways and which brings a measure of rich and joyful living to those engaged in it. But, youth can gain this perception only if and when it has been achieved by their elders, their guides, and instructors. It is poisonous to young people to let them grow up under the impression that their lives must be, or safely may be divided between the job and more recreation. Unless the free time of people in their youth is occupied with "work" meaning creative activity and the acquisition and practice of personal skills that will bring happiness and enrichment to their lives, they will enter adult life quite unprepared. It can not be emphasized too strongly and can hardly be repeated too often, skills in playing the piano, skills in playing baseball, skills in writing, poetry, or skills in gardening are never acquired without "work"--that is long-continued persistent effort. Something to our purpose was once said in a blunt offhand way by an American writer "Time is money."²

¹Butler, George W. Introduction to Community Recreation. P. 9.

²Ibid.

The changed attitude in recreation is a concrete expression of the modern view that education must serve and aid the individual child in problems of knowledge, adjustment, control, and skills. Recreation involves self discovery, development and improvement of skills and refinement of appreciation.

Recreation a Basic Human Need

Man is the kind of animal that must have adventure, excitement, and romance. The pursuits of happiness, the love of adventure, and the desire for achievement are great motivating forces which for large numbers of people, are realized most fully in recreation. The sense of achieving and feeling alive is attained by certain individuals at certain periods of life, while sailing a boat in a heavy breeze, playing football or polo, riding horseback, creating an object of beauty, playing a difficult piece of music on a violin, or watching the sunrise from a mountain top. The significance of these experiences in sport, in art, and in the processes of beauty is enhanced by the fact that they give almost as much of satisfaction in memory as at the time. Because, it makes such experience possible for large numbers of people. The recreation movement, in the opinion of Dr. Hugh M. Woodward, is still the nearest approach to a practical program for carrying into effect and keeping alive a philosophy of happiness.⁵

⁵"Recreation A Philosophy of Joyful Living."
Recreation. January, 1938. p. 590.

John Dewey has pointed out the two dominant impulses of youth are towards activity and towards some kind of collective association. Both of these impulses find expression in forms of recreation.

Among the needs for real living, Rabbi Silver cites "beauty," knowledge, and ideals; books, pictures; and music; song, dance, and games; travel, adventure, and romance; friends, companionship, and the exchange of minds.⁴

Recreation holds its place of importance in the modern life, because it has afforded and continues to afford opportunities for the attainment of the basic needs, among all people and in all stages of history, man has found outlets for self-expression and personal development in forms of recreation which have a striking similarity.

Man is not a machine and his nature is not adapted to long hours of repetitive task. Harold Butler made a plea for a shorter working week because of the increased need for greater leisure and more sports. He argued that the nervous strain caused by machines on the human organism made this necessary.⁵

The health value of play for children has been

⁴Silver, Abba Hillel. "Recreation and Living in the Modern World," Recreation. January, 1931. p. 531.

⁵See the New York Times. June 15, 1937.

pointed out by Herbert S. Jennings of John Hopkins University as follows: The young perhaps learns more and develops better through its play than through any other form of activity. Opportunity for varied play under healthful outward conditions is beyond doubt the chief need of children. Comparative study of the physical and mental development of children, to whom opportunity for such play is given, shows striking superiority as compared with children to whom such opportunities are denied.

Colonel H. E. Bullis of the National Committee for Mental Health in discussing community factors favorable to the creation of a mentally healthful environment, states, "Among these none is more important, than those which have to do with the development of recreation and other resources of the community that serve the leisure-time needs of our people and contribute to the preservation of their physical health."⁶ Ingrid Bergman says: "Play acting is a good way for the child to get rid of inner tension. It can help improve his speech habits, bringing increased sympathy and understanding of others."⁷

Dr. Gabrielson⁸ terming recreation one of life's essentials, cited young girl workers who can not afford

⁶"Mental Health and Recreation," Recreation, November, 1933. p. 370.

⁷Edwards, Catherine C. "Play Acting," Parents' Magazine, December, 1948. p. 7.

⁸"Recreation one of Life's Essentials," The New York Times, January 25, 1947.

the price of play, shut themselves in with a book or listen to the radio till Monday morning, he said:

I do not mean to imply that listening to a radio is bad, but I feel it is overdone. Though the working day is getting shorter, causing man to gain more leisure, the average person is not ready for it;

he declared, adding that

we spend on the average of three and one-half hours a day listening to the radio and, also, seek escape by going to sporting events and other forms of entertainment. The radio and films were cited as obstacles to useful knowledge.

Utilization of all Interest within the Community

Surveys show that most young people need guidance in the use of their free time. The home, the school, the church, and various organizations can provide such guidance. In many cases, families of low income lack the means to give their children proper recreation. If the child has nowhere else to go, the streets usually becomes his playground. There he joins others like himself, and together they form groups, or gangs.

The lack of wholesome outlets for energies and interests often lead these gangs to seek dangerous forms of amusement. For example, they may break into vacant houses, hitch hike rides in passing cars, or engage in fights with rival gangs. Lack of money sometimes drives them to commit petty thefts. Children subject to such influences frequently become juvenile delinquents and eventually criminals. The cost to the community of dealing

with such problems often far exceeds the cost of providing adequate recreation facilities.

Slavson attempts to outline some of the major agencies in the community that concerns themselves with recreation directly or indirectly: The home "Y's," Girl Scouts, Nurseries, and Kindergartens, industry, labor unions, clubs, associations and religious groups.⁹ It is hoped that the above suggestions will give those planning a recreation program an idea of the available resources.

⁹Slavson, S. P. "Community Resources," Recreation and Total Personality. p. 70.

CHAPTER III

RECREATIONAL LEADERSHIP

Sharing and Leadership

One of the first things we want to consider in our "Suggestive Organization for a Program of Recreation that will Meet the Needs of the Youth of Walker County," is the importance of seeking good leadership.

Slavson¹ says, "The qualities which help to make good leadership are:

1. A socialized personality.
2. Intellectual hospitality.
3. Respect for personalities and the views of others.
4. Broad social interest.
5. The capacity to allow others to grow at their own pace.
6. Resourcefulness.
7. Love for people.
8. Creativity and respect for the creativity of other people."

Democratic leadership implies mutual participation, acceptance, and respect. The needs of the situation must be met in accordance with the best interest of the members. The leader has to adjust his role to the needs of individuals and the group. It is often necessary for leadership to

¹Ibid., p. 71.

shift within a group when different individuals step into the foreground because of special gifts and abilities which serve the groups' needs at the moment. Only in a few special instances may the recreation leader be authoritarian and the fewer the better.

The Recreational Leader's Attitude

The ideal play leader has an abundance of spontaneous enthusiasm, and that this will be contagious, is natural. That which has been said of leadership in general, is more true when applied to the recreational leader. Summing up: The recreational leader must be cheerful, even tempered, sociable, considerate, tactful, fair, sincere, strict, enthusiastic and inspiring. It does not take a youthful person to supply these qualifications. Being young is not so much a matter of age as a mental attitude.

The power now possessed by American people is so great for good or evil, . . . that our very survival depends upon turning this power into the hands of able leaders. . . ."

By virtue of their central position and their leadership responsibility, it is imperative that the recreational leader consciously, continually, and directly relate his problem to the basic processes and problems of human living in supporting community, region, nation, and world. Through extensive firsthand and vicarious experience, he

"Snow, Glenn E. "Developing Leadership," N. E. A. Journal. September, 1948. p. 12.

must attain realistic understanding of our evolving civilization, establish positive attitudes towards contemporary events and develop effective personal skills in democratic group enterprise for the common good. He must develop the habit of initiating, developing, and appraising his program of community study, participation, and leadership.

The recreation leader must have some other means of support. A major hindrance to the expansion of organized recreation throughout the country is lack of funds, sometimes willingness is handicapped by lack of insufficient means. Therefore, there is a need to establish job analysis, merit system, security on the job, promotion opportunity, satisfactory wage schedules, and retirement plans to support leadership and training. The stronger and richer the program in service, the more popular is the support.⁵

Harry D. Edgren,⁴ Professor of Recreation, George William College, Chicago; and Ned Linegar, Y. M. C. Secretary, Lawrence, Kansas, discuss the importance of carefully planned recreation as an integral part of any and every conference. It is their conviction that the recreation leader should be a guide and counselor.

Trends Among Recreational Leaders

So far as professional workers are concerned, the field is in its infancy. But authority agrees that expan-

⁵Conference with Mrs. King, Student at Atlanta University. July 6, 1946.

⁴Edgren, H. D. and Linegar, Ned. "Recreation in Conference," Recreation. March, 1949.

sion of recreation throughout the country will call for thousands of trained workers. Trends among recreational leaders are to point the way to boys and girls on the playgrounds, in the high schools and on college campuses, indicating the vocational opportunities and urging potential leaders to choose the recreation field as a profession and prepare for it.

What are the positions in the field of recreation? To answer this question effectively the work of the Recreation Problem Clinic⁵ of California have been used. The material is applicable to every state in the union and can be adopted to any legal condition.⁶ The following vocational opportunities are offered:

Superintendent of Recreation

Assistant Superintendent of Recreation

General Supervisor

Supervisor of Activities

Directors of Centers

Play Leaders

Part-Time Play Leaders

Specialists

Recreational Conferences is another trend. The

⁵Recreation Problem Clinic Recommendations and Findings. Community Center. Palo Alto, Calif. 1946.

⁶Meyer, H. D. and Brightball, C. K. Community Recreation. p. 372.

Board of Control of the University of Florida has approved the sponsorship by the university extension division, or which Dr. B. C. Riley is Dean of a series of thirteen one-week Recreation Leadership training courses throughout the state. Arrangements are now underway to work out final details for the courses, which are being conducted by National Recreation Association training specialists, under Dean Riley's direction. A similar program was developed and sponsored last year.

Other state agencies which sponsored training programs during 1948, that members of the association staff conducted, were the Alabama, Maryland and Virginia Department of Education, Vermont Recreation Board, Florida State University, Washington State College, and Florida A. and M. College.⁷

Another excellent example of training for playground leadership took place in Lexington, Kentucky last June in the form of a training institute for young men and women. The course was sponsored by the park commission and was held for five days outside of the city.

The program was divided into three teaching periods a day. The camp became so well-known, everyone in the vicinity wanted to visit it. Therefore, as a part of local interpretation and good community relations the director has selected community leaders who will see it in

⁷Recreation. March, 1949. p. 22.

action this year.⁸

The Tennessee Inter-Departmental Committee on Recreation has completed arrangement for sponsoring a series of nine one-day conferences, in nine cities to enable city officials and community leaders to discuss ways and means of developing and improving local recreation programs. The following member agencies of the committee will play major roles in the conferences: Division of the State Parks, Department of Education, University of Tennessee, The Tennessee Valley Authority, and the National Recreation Association will also co-operate. Information may be secured from the Chairman of the Departmental Committee.⁹

Points for the Recreation Leader to Remember

There are vast hosts of Americans who play, who travel, who participate in sports, who enjoy athletics, musical and dramatic spectacles, who seek the out of doors, who find expression in arts and crafts, and who read for the joy of it. Therefore, it is essential that a program be based on sound principles. The following suggestive list of principles was discussed by Meyer and Brightball:¹⁰

1. To give pleasure enjoyment and happiness to individuals and groups.
2. To satisfy many of our primary desires.

⁸Ibid., March, 1948. p. 23.

⁹Allison, B. R. Chairman of Departmental Committee, Nashville, Tennessee.

¹⁰Recreation, March, 1948. p. 24.

3. To provide opportunity for a balanced growth.
4. To encourage creativeness.
5. To assure a finer appreciation of wholesome competition.
6. To make learning a pleasure.
7. To assist in the development of good health.
8. To assist the individual in acquiring desirable traits.
9. To develop talent.
10. To enrich living.
11. To socialize the individual.
12. To promote democratic habits.

Thus, the program of activities can only be evaluated in proportion to contributions. "Does this activity bring enjoyment and satisfaction? Has it creative values? Can it contribute to social relations?"

CHAPTER IV

THE ROLE OF THE HOME AND RECREATION

The home has a special task in any organization interested in the welfare of youth. The main responsibility for family and social life rest on the mother, and perhaps some sort of education might be attempted to make her realize her responsibility and opportunities. This is a challenge for Walker County.

It is not always recognized as such, but the home is doubtless the chief center of recreation for most people. Activities in and around the home occupy more hours than those away from home. The back yard is still the playground of most children six or eight years of age and the home is where most of their indoors play activities take place, whether it is quiet games, reading, playing with dolls, playing an instrument or having a party. Young people seek their recreation elsewhere at an early age if the home does not meet their needs.

It has been suggested that the mother encourage her children to bring their friends home rather than go out for entertainment. She can cultivate the friendship of people who have families. She should create some sort of attraction for children such as a place to dance or play games, a basketball court or croquet lawn. She must not be too fussy about her furniture and polished floors. The informal

feeling of welcome which some homes have is more important than fine furniture or impressive draperies.

Desmond says:

While it is true that recreation as a family responsibility is gradually weakening, there is much the family as a unit can do in recreation. Every effort should be made to revitalize the family as a functional unit of recreation and to encourage newly organized families to establish definite patterns and practices of recreation as an essential part of family solidarity.¹

Alice Van Landingham² cites home as a basis for a should National life. It is the place where individuals should first learn joy, love, fairness, respect, loyalty, and leadership--the place where the true art of living should be taught. Outside programs sponsored by schools, churches, and clubs should be built on the foundation started by the home. These groups do not have the close day-by-day contact with individual children which is necessary and can not begin early enough to be effective.

The North Carolina Library Commission has compiled activities to serve as a source of pleasure for the family. Similar lists have been prepared by other authors of family recreation. Below are few activities generally spoken of:

1. The outdoors fireplace--the fireplace may be a

¹Desmond, Thomas. "Family Recreation," A class project paper written at New York University. pp. 9-12.

²"Play Begins at Home," Recreation, March, 1949. p. 18.

locale for cookouts, storytelling, and social gatherings.

2. Nature activities--Raising poultry and livestock, keeping bees or gardening.
3. Stamp Collecting--opens up areas of related study--history, art, civics and provides a constance stimilus to learning more about other people of the world.
4. Social Activities--Games organized with various combinations--parents versus children, or father and one child versus mother and another child.
5. Holidays and birthday parties.
6. Music--One of the most effective opportunities for unifying all ages, the author believes.
7. Arts and Crafts.
8. Photography.

That the family can function only in reciprocal relation to the larger social order is a principle generally accepted.⁵ The home is an important guide in adjusting students in community activities. School leaders try to see that those activities and skills awakened and developed in the school are carried over into the student's home life and community life.

⁵Ibid.

CHAPTER V

THE FUNCTION OF THE SCHOOL IN SUPERVISING RECREATIONAL
ACTIVITIES

The school has two definite responsibilities in recreation: (1) Integrating its resources, pupil, teacher, facilities, and activities--with the community recreation program in full co-operation with all other agencies for individual and social well being and (2) teaching the art of leisure. Three statements from the bulletin entitled Educational Policies for Community Recreation¹ follows presenting the function of the school to community recreation:

It is recommended that in cities or other communities where such a step may be either necessary or desirable the several recreational agencies be brought together to the point of establishing co-operatively an all-round, all-year recreation service for the whole population, through the creation of a recreation commission.

In relation to use of the school plant for community recreation, the bulletin states:

Sound educational policy requires that public school properties be open to public use outside of school hours, subject to such regulations as will safeguard the public interest.

¹"Educational Policies Commission for Community Recreation," Educational Policies Commission. pp. 7-9.

The bulletin further states:

It is sound educational policy for boards of education to promote community recreation, through such means as are within their power as part of the educational responsibility.

Hyelte² presents the general argument for and against school-center recreation. The arguments for school-center recreation are (1) The school possesses the physical facilities. These facilities are often unused for a part of each day and during vacation periods. There is no use in duplicating facilities that can be used for recreation purposes. (2) The school plants are accessible to the neighborhood needs. (3) The school reaches all the children and is organized to provide universal service. (4) The aims of education and recreation are very similar. The trend is to bring them closer together. (5) The school possesses potential leadership in their ranks of more than a million teachers.

The arguments against school-centered recreation are stated as follows: (1) Education should cling to its special task and should not be diverted by being made responsible for other duties. (2) Public schools already have more to do than can be well done. (3) Many schools are conducted with poor equipment, short terms and poorly paid teachers. Difficulties should be provided for before new burdens are added. (4) The school places the wrong emphasis on recreation. It tends to give it an educational

²Hyelte, George. The Administration of Public Recreation. pp. 82-85.

slant, the school's chief motive being to instruct and teach. (5) The use of the same equipment and facilities by different staffs is difficult and too often is an obstacle to recreation use. (6) It is difficult to secure funds for two objects at once. It appears easier for separate units to obtain more abundant appropriations. When there are budget cuts, funds for recreation are the first to be deleted.

Concerning personal training and the school, Meyers and Brightball hold:⁵

While specialized training in recreation is vital, it is also essential that the recreation movement continue to seek outstanding individuals in all related fields and not limit its source of supply to any single field. Here is another link with the school. Public schools can promote local recreation institutes, workshops, and clinics; they can assist the recreation department in in-service training courses.

Summer Recreation Programs and the School⁶

This situation permits many teachers, trained in recreation, to be employed on the recreation staff. It gives opportunity for full uses of the school plant for recreational purposes. Frequently, Summer Vacation Programs are forerunners of all-year programs. Every community no matter how small can at least provide a recreation program for children.

Recreation as a Part of the Educational Program

The ideal plan for a school to follow is to have a

⁵Meyers and Brightball, op. cit., p. 169.

⁶Ibid., p. 131.

full time director of recreation or of extra-curricular activities together with a staff of special leaders, such as a coach and intramural athletic director a dramatic coach, a music director, and an art and craft leader. Very few school budgets, however can afford as large a staff as this. Numerous alternatives should be considered. (1) A faculty committee might plan and operate the program. (2) Individual teachers trained in recreation may direct special projects. (3) Subject teachers may give part time or volunteer leadership to a particular phase of recreation. (4) A joint faculty-lay leadership committee might meet the need. Older children may direct projects under operative control and supervision of school authorities. In any administrative pattern the control should be with the superintendent or principal in co-operation with the school board.

The White House Conference Report, Special Committee on the school child, recommend that: Gymnasium facilities, playgrounds, shops, craft studies, and other portions of the school plant be made available to all children under competent supervision in the afternoon, in the evenings when desirable, on Saturdays and portions of Sunday when not in conflict with religious observance.⁵

Many schools are serving as Recreation Centers.

⁵The White House Conference on Child Health and Protection. Special Committee on School Child. (Government Printing Office). pp. 6-9.

Milwaukee, Wisconsin is known as the city of the lighted schoolhouse. In Newark, New Jersey schools are used as recreation centers under the direction of the recreation division of the schools. Leaders are called teachers of recreation and must be certified as any other teacher in the school. Two school buildings recently constructed in Newark made provisions in their plan for rooms for recreation. In one year the public school buildings in New York City was used by 2,300,000 persons after school hours. A total of 108,367 sessions were held; 80 per cent of the meetings being devoted to parents' associations, Boy and Girl Scouts, Musicals, Dramatics, Social, and other exercises.⁶

"The Educational Division of Community Education, New York, will experiment this summer with a Music and Art Center for older boys and girls." This was an announcement June 8, 1947.⁷

⁶Americana Encyclopedia (1948). p. 1,020.

⁷New York Times, June, 1947.

CHAPTER VI

ROLE OF THE CHURCH WITH EFFECTIVE YOUTH PROGRAMS

Helping and unifying life under leadership, the church is concerned in recreation as a vital force in the development of religious personalities and the well being of humanity generally. Progressive leaders in the church-- and by church is meant religious institutions of all creeds and denominations, see more and more that man's spiritual life cannot be separated from his physical, mental, and social activities, recreation, play, and wholesome use of leisure time are essential to constructive living; it follows that recreation also holds a major part in the development of the spiritual life.¹

The church should avoid duplication of activities. It should not compete with public schools, playgrounds, youth groups, and other organizations functioning in the recreation field such competition is costly in money, leadership, and energy. Programs should be coordinated. Co-operation between recreation departments and churches cannot fail to result in benefit both to the recreation departments and to the churches. Recreation is worthy in itself, and when the church sponsors recreation, it is in a better position to help guide the religious growth of its people.

¹Why Church Recreation Programs? Chicago Recreation Commission. (Pamphlet) p. 12.

Typical fields of church recreational activities are:

1. Church dramatics (Biblical situations, stories)
2. Pageantry (Biblical Events)
3. Group singing
4. Libraries
5. Clubs
6. Music Events (Choral groups, choir, and glee clubs)
7. Arts and Crafts
8. Reading Clubs (Review and discuss books related to religious themes)
9. Motion pictures (Aid members in knowing pictures worthy of patronage)
10. Radio (Go on the air, hear, and discuss good programs)
11. Visitations

Sample plans of church recreational planning might be suggestive:

August 17, 1947 the following news item appeared in New York Times:² "Catholics Seek Plan on Rural Recreation."

Walworth, Wisconsin, August 11 -- seventy-five young Catholic men and women from all over the country gathered at Camp Aurora for a week's study to try to work out a new pattern of recreation for rural parishes. The course was in leadership. The techniques were those of

²New York Times. August 17, 1947.

group singing, group dancing, puppetry, quiet games for family groups and simple dramatics. The latter would enable leaders to stage plays with inexperienced persons in cast and in scenery, property, costume, and other capacities.

Many recreational ideas might be gained from the programs of other churches, Reverend Lloyd Olson, pastor of the Methodist church in Troy, New York, arranged a successful night program. Interesting booths included the following exhibits and demonstrations:

- Mimeographing is Fun-- Evening programs made on the spot.
- Babies have Fun-- Toys and ideas that keep babies happy.
- Girls have Fun-- Exhibits of cooking and sewing skills.
- Boys have Fun-- Exhibits of boys' sports and hobbies.
- Youths have Fun-- Demonstration of plastic bracelet making.
- Recording is Fun-- Two Booths set up where people could have their own voice recorded.
- Books are Fun-- An exhibit of books for all ages; the first hundred families stopping at this booth received a free copy of "The Upper Room."
- Men have Fun-- Molding figures, (fishing tackles and other models).
- Women have Fun-- Button collecting, rug making, knitting, sewing, and so on.
- Art is Fun-- Depicting art work of members.
- Photography is Fun-- Explanation and demonstration of picture taking, developing, and printing.

Practically all churches have their youth organizations. They vary from clubs within a specific church to national and international groups. The great majority conduct recreational activities. Among Protestants, the Christian Endeavor Society; the Young Peoples Service League among the Episcopalians; The Luther League among the Lutherans; The Baptist Training Union; and the Young Men's and Young Women's Mutual Improvement Association of the Mormon Church.

CHAPTER VII

THE ROLE OF THE COMMUNITY WITH LEISURE TIME ACTIVITIES

The democratic processes for developing a well-rounded community program becomes effective in proportion to the citizenry of the community. "Where there is no vision the people perish."¹

Tacoma's Playground Association is a good example of neighborhood organizations.² Often a town which does not have a countywide planning group will find one of its civic clubs taking leadership. Their contributions are often impressive. The next step for many of these towns is to coordinate their forces, drawing them together into community councils.

It is of full importance that the council should be fully representative of all elements of the community interested in recreation. Recreation agencies such as, youth groups, schools, civic organizations, churches, labor, industry, and the general public, all have interest requiring representation.

The Federal Security Agency Bulletin³ presents ten essentials of a public recreation system which forms the

¹Butler, George D. Introduction to Community Recreation. p. 74.

²Cultural Resource Survey, Recreation for All. pp. 12-14.

³The Federal Security Agency, Public Recreation. pp. 18-20.

basis upon which a sound foundation may be built for an effective program:

1. Know your community--distribution of population, needs, problems, and resources.
2. Pool your resources--work together for full use of public, private, neighborhood groups, organization, and individual leaders.
3. Check you legislature--determine what legislature you need and what you have.
4. Establish a legal managing authority.
5. Get good leaders--insist on a trained full-time executive, select, and use competent volunteers within this frame work of professional leadership.
6. Make the most of existing facilities--schools, parks and play fields.
7. See that your program is community-wide, year-round, has broad appeal with interest for young, old indoors and outdoors activities, sports, athletic games, music, art, crafts, drama, lectures, forums, social recreation, and community events.
8. Maintain public partnership--use all media available to interpret community recreation and win public support for it.

Our newspapers and magazines contain many articles on current trends in community recreation.

Parents Plan Program⁴

New York Times, Jan. 23, 1947.-- Parents of Clinton Community met last night in the auditorium of public school 17 at 328 West Forty-Eighth Street to enlist the aid of the social agencies and churches in starting a recreation and cultural program for adults, and wider use of existing community facilities. Miss May Mathews, director of Hartley House, presided; and Mrs. Theresa Miletich, president of the Parents' Association, presented the view of the parents.

Another article in the New York Times read:⁵

Wholesome recreation is needed by all youth. It cuts across so many activities of people and involves so much of our cultural, moral, social, and physical welfare that it is one of the effective instruments in both the treatment and prevention of juvenile delinquency.

Since, recreation is such a positive force in the lives of all, and particularly of youth, every community should provide adequate recreation resources. If this is done, important steps will have been taken for the conservation and development of all youth as well as for the prevention and control of delinquency.

Each community in America should survey its problems, take stock of its resources, and chart a course of

⁴The New York Times. January 23, 1947.

⁵Ibid., January 26, 1947.

action that will not only deal with its particular delinquency problems but meet the needs of all its boys and girls.

The Community Building.⁶- The Americana cites what may be called an example of a small community building. Wisconsin provides a small community building dedicated entirely to the recreation interest of the people. The building is a beautifully planned structure of two stories with a dry light basement, 100 by 120 feet in which there is combined gymnasium and an auditorium. The auditorium seats 1,600 people. The gymnasium seats 1,000 spectators for athletic events. This building will care for all amateur theatricals, concerts, and similar functions.

The lobby is equipped in homelike manner to foster easy social fellowship. A kitchen with equipment to serve 1,000 plates is one of the conveniences. Four meeting rooms for the use of various city organizations make the building a common center for club activities. The building is available to every organization or individual in the city. It is constantly used and meets a great need in the life of the community.

Dr. M'Intosh praises the parents league for bringing pupils in the independent schools in closer contact with the community.⁷ Dr. M'Intosh, dean elect of Bernard College urged a continuous spread of such activities. In

⁶Americana Encyclopedia, op. cit.

⁷The New York Times, January, 1947.

reviewing the history of the league, Dr. M'Intosh described the tremendous interest in dances and similar activities during the early years of the league as compared with interest in social issues today.

CHAPTER VIII

TRENDS IN COMMUNITY RECREATION

Camping

Organized camping has passed through many stages in basic ideas and ideals from the early camp based upon military and formal discipline to the progressive and free camp where opportunity was provided for individual self-expression.

Definite principles should be followed when selecting a staff of camp leaders. The quality of the leader plays a more vital part in the real development of the camper than even the consciously organized program. Karl D. Hesley has said:

Although one cannot expect every counselor to be a model, there are certain qualities almost essential. First, I would list that general quality which enables a person to fit into a group and become a part of it. Second, it is desirable to have counselors from different areas (geographical). Third, I would advocate for a broad liberal camp experience through personnel, counselors of as many different religious faiths as possible. Fourth, I would want at least several different races represented on the staff. Fifth, add at least one counselor of another nationality in order to include some element of international relations. Sixth, by all means, look for a few counselors who have been developed from the campers. Through them, the point of view of the campers themselves is provided, the cherished tradition insured, and a sense of loyalty established.

¹The Journal of Health and Physical Education,
Department of National Education Association, April, 1948.
pp. 121-22.

Mr. Hesley offers this as a yard stick only.

The camp specialty counselor must have in addition to qualities of background mentioned above specific skills in swimming, and lifesaving, in camp craft, in nature lore, in handicraft, in games, in dramatics, and in music.

Recently educational institutions have been studying camping as extension of the public school curriculum. Western Michigan College of Education at Kalamazoo² has completed an experiment designed to give future teachers an experience in living with children in a non-teaching relationship. Generous assistance from W. K. Kellogg Foundation of Battle Creek has made it possible to set up the five-year experiment at Clear Lake Camp, an all-year camp, located thirty miles from the college campus, and to study the feasibility of school camping and outdoors education as an extension of the public school curriculum and of the training of teachers, it has been possible to inaugurate a school camping and outdoor education program and to use the program as a part of the practice teaching preparation of future teachers. The students act as counselors for groups of children in the close association of a year-round camping program.

In recent years, educational authorities have been considering Dr. Lloyd B. Sharp's, director of Life Camps, Inc., suggestion that those things which can best be learned in the classroom should be learned there. Those

²Ibid., p. 72.

things which can best be learned through direct experience dealing with raw materials in life situations outside the classroom should be learned there. School camping provides for outdoor education in an area which affords materials not found in the usual school environment and allows for experiences in social living which can not be secured in a classroom or on a field trip; of particular importance to healthy character development is the group life in camp. The child has an opportunity for an intimate living situation with children and adults. He makes adaptation within himself so as to meet group requirements.

Meyer and Brightball⁵ suggest that ownership and maintenance of camps should be a community project in which parents, residents of the neighborhood, and members of the center all take part. When the number of applicants exceeds the capacity of their own camps, recreation centers usually avail themselves of the accommodations offered by other free or "scholarship" camps, it is suggested that few of the young children as possible be turned over to outside camps. If such referral becomes necessary, older boys and girls, who make new adjustments with less strain and need less consistent directing are selected.

Organized camping in America has a bright and challenging future. America has the material resources which provide the core of camping. Properly conducted camping provides the best in education and recreation.

⁵Meyer and Brightball, op. cit., p. 191.

Co-operation Between Radio and Recreation

There are three general fields which radio and recreation can explore together. The first is how the radio station can best, within its program pattern, broadcast news about the recreation department; its function here is communicative and interpretative--just as one of the functions of the newspaper is communication and interpretation. The second area is how the radio station can utilize the special skills and talents of a recreation department to bring its listeners better programs. And the third is how the recreation department can obtain leadership and help from radio and radio people in the department job of bringing the public better recreation.⁴

With radios serving a large per cent of the families of the nation, radio assumes a large role in the field of recreation. It is a source of amusement around the clock for millions of people and has brought the concert hall, the stage, sports events and the public forum into the homes for individual and group enjoyment. The radio has many possibilities in community recreation and leaders will do well to (1) tie in the radio with community recreation efforts. (2) Confer frequently with the manager of stations regarding recreation programs.

(3) Encourage people to participate in broadcast. (4) Use the radio as a means of informing the public of community

⁴Hutchings, Robert. "A Two Way Street," Recreation, March, 1948. p. 559.

recreation opportunities and activities.

Augusta, Georgia may be cited as a community where recreation activities lend themselves well to the use of radio. In Augusta, Georgia the recreation department has demonstrated "Youth Recreation in Radio Youth Revue" staged in local theaters and financed by local department stores bring together an audience of around 800 every Saturday morning and reaches a wide listening audience "The Tick Tock Party" is on the air every Thursday night and consist of an audience of about 100 in the youth center and a musical program given by the talented youth. In the Saturday sports announcer, presented weekly, a group representing the playgrounds of the city makes a report of activities and announces events for the coming week. "Dixie Land Melodies" is a project by a youth chorus of fifty voices put on each Tuesday evening.

In the same community the "Youth Recreation Matinee" is a program which runs two full hours each Saturday afternoon. This program uses young people as announcers, switchboard operators, record selectors, runners, and assistants. It keeps a lively "Record Session" going to satisfy the interest of some two thousand local youths and an undetermined number of adults. It is a program the listeners call in their requests. The average number of telephone calls on each program is well over two thousands. Young people literally take over the radio station and handle everything except the engineer's job. Five girls take the incoming calls. Twelve boys and girls

split the two hours among them and introduce each number. Six boys and girls pick up the requests and find the records in the files. Four boys and girls type up the requests as received and help the engineer. The staff at the station marvels at the efficiency of the young people and acclaims the program as more popular than other record sessions on the station. Aside from the entertainment afforded by the program the boys and girls are learning the operation of a radio station. Two boys decided to take up announcing as a profession.⁵

In the three days sessions of the annual convention of the Pennsylvania State Association for Health and Physical Education and Recreation held December 17-19, 1947 in Pittsburgh, one of the many outstanding features was the Public Relation Program conducted over the radio. A total of thirty-five professional leaders participated in fourteen scheduled broadcast over six radio stations. A fine variety of topics was discussed. Mr. Carl Olson, staff member of the University of Pittsburgh is to be congratulated on organizing this fine promotion achievement.⁶

Festivals, Pageants, and Special Events

Folk dancing is not a new activity in the United States. It has been done in many sections for many years. The forming of Folk Dance Federation is of recent origin. The lead was taken by California in 1942 when ten folk

⁵Community Recreation. The Department of Recreation, Augusta, Georgia.

⁶Journal of Health and Physical Education, February 9, 1948. p. 98.

dance groups within a radius of about 75 miles met together on the occasion of a Grape and Wine festival in the little county town of Lodi and decided to join their effort and form the Folk Dance Federation of California. Mr. Henry Glass, a school teacher at Lodi, was the instigator of the idea and was elected as the first president. The purpose of the federation as stated was "to promote the enjoyment folk dancing and its related arts and the creating of a spirit of tolerance and understanding." It was further stated that the federation was to conduct monthly festivals.

Prior to the forming of the Federation, the folk dance groups conducted its affairs only within its own orbits. The federation set a common goal, namely, to join in festivals, to dance together, and to spread the gospel. The movement grew into a statewide organization, a well organized body a research committee headed by Miss Lucile Czarrowski of the University of California and publishes a monthly magazine entitled, "Lets Dance" and a yearly publication called Folk Dance From Near and Far. Today Folk Dance is recognized as a desirable cultural, social, and recreational activity.

People from other parts of the United States have traveled west to learn about it. As a result, federations have been formed during the last few years in other states. Dr. Ralph Piper of the University of Minnesota, after an extended stay in California together with Morri Gelman, a folk dancer from Los Angeles, (1) formed the Minnesota

Federation (2) Washington, and (3) Oregon have state-wide Federations. In addition to those three states, other states have formed square dance associations which are similar in character, such associations exist in Wisconsin, Oklahoma, Texas, Missouri, and others. Chicago and New York, according to tradition, object to having their dances done by the general public. We have been assured by U. N. E. S. C. O. Headquarters in Paris that the Music Council which will be formed under the auspices of the U. N. E. S. C. O. in 1950, will have international folk dance festivals as one of their activities.

The Recreation Department of Racine, Wisconsin in 1941 proved that Outdoor Carnivals, planned to last from six o'clock until dark will fit readily into any week of the summer program (playground) and are guaranteed to provide a full and exciting evening for all members of the family. In seeking a new activity to take the place of the ones that had declined in popularity, the Recreation Department decided upon an Outdoor Carnival. Publicity started two weeks before hand in the weekly newspaper. Children were left to their own resource in constructing booths. Many of them were made from orange crates decorated with crepe paper. The booths were managed entirely by children, with advice given by play leaders when needed. To provide the real Carnival air, crepe paper streamers were provided. Prizes to distribute to winners were made by children during their regular handicraft hours. Tickets

were mimeographed. One ticket to every activity distributed without cost to any person. Barkers, ticket takers, were interesting features. Some of the activities were fishing, throwing darts, a kiss booth by attractive girls, each guest received a candy kiss after entering the booth. There was a freak show, the fat lady, a mummy, a midget, and a wild man. Many ideas could be added.

Festivals of all types can contribute richly to recreation programs. Festivals frequently serve as the climax of seasonal events. New Years Day, Valentine's Day, St. Patrick's Day, April Fools' Day, May Day, Labor Day, Halloween, harvest time, and Christmas can be the basis of continuous series of events calling for effective planning. These programs may be simple or highly organized celebrations. State events tend to have national significance. Mardi Gras in New Orleans, the Grape Festival in California, The Cotton Festival in Memphis, The Apple Festival in Virginia and the Orange Festival in Florida are examples. Such events can be made very colorful with pageantry, costuming, and mass participation. Preparation is most important. In different years special emphasis can be placed on different things. Balance is needed for stimulation and freshness.

Poetry Projects

Poetry projects have proved successful in Recreation Programs. Every normal child possesses a spark of creative writing ability. Left untouched by opportunity

and encouragement in all probability it will never make itself known even to its owner. But bring to that spark the fine kindling of other people's thoughts, fan it gently with well chosen words of helpfulness, give it the chance to express itself and the little spark becomes at least a flicker of brightness--sometimes a noticeably gay flame!

The State of Ohio reports an interesting and successful attempt to stimulate school children to express themselves in poetry. Forty-eight counties organized a country poetry committee with an able chairman to promote the project in the schools. The winning poems from each of these counties, (one from elementary schools, one from junior high schools and one from senior high schools) were judged by a local judging committee and automatically accepted for publication in the annual anthology. It is possible, they stated, to classify poems according to grades to prevent first graders from having to compete with sixth graders. Teachers, parents, and citizens of promotional media were all interested co-operating in this fine recreation. Its sponsorship seems quite logical.

Drama and Stage Crafts

Well-balanced programs include playwriting, directing, play reading, casting, acting, costuming, and make up; scene designing, construction, painting, model sets, lighting, properties, stage management, backstage activities. Music, both vocal and instrumental, and the dance are considered. Promotion comprises publicity, advertising, ticket management, and related fields.

The above activities constitute the media through which the drama group works to produce their plays, but emphasis rest upon the stage work of the actors themselves. Coaching them and bringing out their natural talent is the chief concern.

Activities vary from simple stage appearances for children, helping neighborhood amateurs put on a show or elaborate outdoor pageants. Four general age classifications have been established; they are:

Juvenile	up to 10 years
Junior	10 to 14 years
Intermediate	14 to 18 years
Senior	18 years and over 60. ⁷

Art and Craft Clubs

Leaders can organize clubs of those interested in specific arts or crafts. A quilting club, a model airplane club, a sewing club, or a painting club. Each craft can be the major interest and nucleus of a club. The following activities will add interest to the club:

1. Establish relationship with local, state and national groups interested in arts and crafts.
2. An exhibition where materials are displayed and demonstrations presented promotes public interest in arts and crafts.

⁷Meyer and Brightball, op. cit., p. 567.

3. Contest local, district, and statewide can be sponsored. Good publicity should be given the winners, and their products displayed. Bird houses, kites, lanterns, and floats, along with every form of craft, can be the subject of such competition.
4. Demonstration works can be operated in the field, starting with one or more craft interests to be expanded later. The workshop should be a class where the individual can receive guidance and instruction. Institutes and in-service training can be promoted.
5. The activities should be of service. A toy renovation shop at Christmas time; posters for advertising all occasions; making sports and game equipment and playground apparatus; mending books; making party favors, greeting cards, tally and place cards, place mats; map making for geography and history classes.
6. Useful things may be made for wear, for decoration, or for home beautification: coin purses, billfolds, masonite belts, key rings, painted tiles, waste paper baskets, pots and pans, book ends, door knockers, candlesticks, oilcloth mats, cocktail napkins, hearth brooms, plywood trays, plaques, wooden bowls, all types of furniture, and household and personal accessories.

7. Leaders should keep abreast of the publications in the field and note the latest in designs, techniques, and practices.

Hobby Show

The hobby that a child develops early in life may be only an outlet for expression, or it may be the beginning of a life interest, by which he will eventually make his living. A boy in junior high school, who cannot read because of misplaced promotions through his early school years, could make a perfect miniature tractor and an engine. He learned to read only when he realized that, in order to understand directions for making things, he must be able to read himself.

A hobby show will bring to light the creative abilities of individual pupil and encourage them to develop a hobby as a leisure-time interest. In order to have projects to enter in the show, and to make mental and social adjustment now and in later life, the hobby show is perhaps the easiest of all shows to run, because each child brings his own hobby, works on it during his leisure time, and supplies his own needs. One year public schools of Atlantic City, New Jersey,⁹ held a hobby show just before Christmas, and many articles were sold or ordered for holiday gifts. Some hobbies have no financial worth. The greatest value of the hobby show is that persons who have hobbies are always so interested in them that they draw others.

⁹Instructor. April, 1949. p. 29.

Hobbies will be enjoyed by everyone after witnessing a hobby show.

Winston Churchill took up painting as an outlet for worry, he says in a new book "Painting as a Pastime." Critics hail this volume of two essays as an example of Mr. Churchill's writing at its best, and have reported that it contains much worthy advice in the use of leisure time. The late Dr. Horace McFarland, leading citizen of Harrisburg, Pennsylvania, had 800 varieties of roses in his own garden. His top hobby was flowers. For Churchill painting was an outlet for expression, for McFarland growing flowers was a vocation.

Games, Athletics, and Sports

While the purpose of games and sports is much the same everywhere, the value gained from athletic activity varies under different environmental conditions. Every teacher coach and physical education director are aware of their responsibility in bringing their class or team ever closer to the main goal of education--making better citizens for tomorrow. The goal is universal, but the methods are peculiar to the setting in which they operate.

We are the greatest sport loving people on earth. The figures presented in the chart on page 52 shows the average audience interest in various types of radio programs.

AVERAGE PROGRAM POPULARITY RATING 1942^o

Type of Programs	Rating
Football Broadcasting	31.2
World Series (Baseball)	30.1
Variety	16.1
Baseball Broadcasting	13.1
Drama, Straight	12.4
Drama, Comedy	10.9
Popular Music	8.7
Familiar Music	7.4
Commentators, News	5.3

^oThe Journal of Health and Physical Education,
 Department of National Education Association, January, 1942.
 P. 97.

CHAPTER IX

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The widespread recreation opportunities now open to Americans almost everywhere are largely the results of the unremitting efforts of recreation workers in the past. Recreation will continue to grow and the full force of recreation leadership is needed to meet the need. In every area of recreation, the call is for imagination and aggressiveness. The future is very bright for recreation.

America is a nation of working people who, with the highest standards of living in the world, see nothing morally wrong in living comfortably and enjoying themselves. This is not to say that the old Puritanical concept of work as a virtue and play as being of Satan does not still prevail in some sections.

There are definite goals of recreation. Education for leisure is becoming as important as education for labor. The working day is decreasing, whereas the hours of free time are increasing. The test of a Nation's civilization is often determined by what the people do in their free time. People make and break themselves not in their eight hours of work, or eight hours of sleep, but in the new eight hours of free time. New leisure may be an asset or a liability.

Planning for recreation is but a part of general social planning, for recreation cannot be separated from

group living. Planning is for the people. Community planning is based fundamentally upon the life needs of the people. These needs may seem remote, but it is around them that successful planning revolves. To plan intelligently one must not lose sight of the fact that "plans are for the people." Planning should be all inclusive.

The heart of organized recreation is the broad program of activities. Recreational activities are classified as physical, mental, cultural, and social. Each activity should be utilized as it contributes to achieving objectives. There is interrelation between activities. Every physical activity has mental values, and every cultural activity has social implications.

Each community must plan and develop its own recreation program, but the principles of planning and developing recreation programs are general:

1. A recreation program must be "homegrown."
2. Some one must initiate and administer the program.
3. The program should enlist the interest and active participation of as many people as possible.
4. The program should be based on adequate knowledge of:
 - a. The local situation
 - b. The most pressing problems
 - c. Purposes and aims of a general educational program
 - d. Techniques and organization

- e. Plans in operation elsewhere
 - f. Individuals to be guided
5. Begin where you are, build on foundations already laid, move forward patiently toward new goals.
 6. Evaluate outcomes.
 7. Publicize program.

Further summarization includes:

1. Recreation involves self-discovery, development and improvement of appreciation.
2. The two dominant impulse of youth are toward activity and toward some kind of collective association.
3. Play activity is a good way for the child to get rid of inner tension.
4. The lack of wholesome outlets for energy and interest often lead groups to seek dangerous forms of amusement.
5. Among the desirable qualifications for leadership are: socialized personality, resourcefulness, love for people and creativeness.
6. A major hindrance to the expansion of organized recreation is lack of funds.
7. The success of a recreation program depends on local interpretation and good community relations.
8. It is essential that a program be based on sound principles.
9. Outside recreation should be built on a foundation started by the home.

10. The home is the place where the individual should first learn joy, fairness, respect, and loyalty.
11. The two definite responsibilities of the school in recreation are (a) integrating its resources and (b) teaching the art of leisure.
12. Summer recreation programs are often forerunners of all-year programs.
13. The role of the home, the church, and the community are interdependent.
14. Recreation goals are universal, but the methods vary with the settings in which they operate.
15. Securing the co-operation of all available agencies is one of the first steps for successful organizations.
16. Creation of informed opinion leads to active co-operation.
17. It is the community in which action must finally take place.
18. Each community should chart a course of action that will not only deal with its particular delinquency problem but meets the needs of all its boys and girls.
19. Considering the area and population of Walker County, and the diverse interest and needs, the suggestive Recreation program includes:

The Organization Chart

Monthly Recreation Programs

A Program for a Summer Workshop on Saturdays

A Walker County Summer Camp

A Program for Leisure Time Education Through
the Curriculum

A Program of Creative School after Three
O'Clock.

Recommendations

From this study the writer recommends for Walker County's needs a broad Recreational Program organized and conducted with the following definite and specific objectives in view:

1. Development of physical fitness through expanded opportunities for participation in vigorous sports and games.
2. Supervised recreational care for children of working mothers.
3. Enrichment of life through the provision of opportunities for every child to make the most satisfying use possible of his leisure.
4. Growth and development of the creative ability of the child through such forms of expression as music, drama, and crafts.
5. Provision of a program of activities sufficiently broad and of such a nature as to provide many of the basic satisfactions that children must have to

be emotionally stable, mentally adaptable, and socially effective.

6. Development of a sense of achievement and individual worth by providing numerous and varied opportunities for the attainment of success in recreational activities and bestowing the recognition which such success merits.
7. Development of such qualities as co-operation, courtesy, respect for authority, fair play, respect for the rights of others, and willingness to accept responsibility as one of a social group.

A Recreation Committee to survey and report on the conditions, facilities, and leadership in Walker County.

A representative from each community on the County Recreation Committee.

A Recreation Committee for each community to develop activities in the community and coordinate the activities of the community with the activities of the county.

A program to meet the needs and interests of those who want vigorous athletic competition, those who want book reviews, those who want to discuss politics, those who want to dance, those who want to sew, and those who want to swim.

A program to develop the play interest, the art interest, the social interest as well as the emotional interest.

A program which will involve an unbroken relationship with the understanding and co-operative public school staffs, educational leaders, and the best possible relation with other agencies in Walker County.

A director selected with a view to his or her organizing power rather than any narrow skill.

A supporting staff vigorous, imaginative, and resourceful and possessed of some special skill.

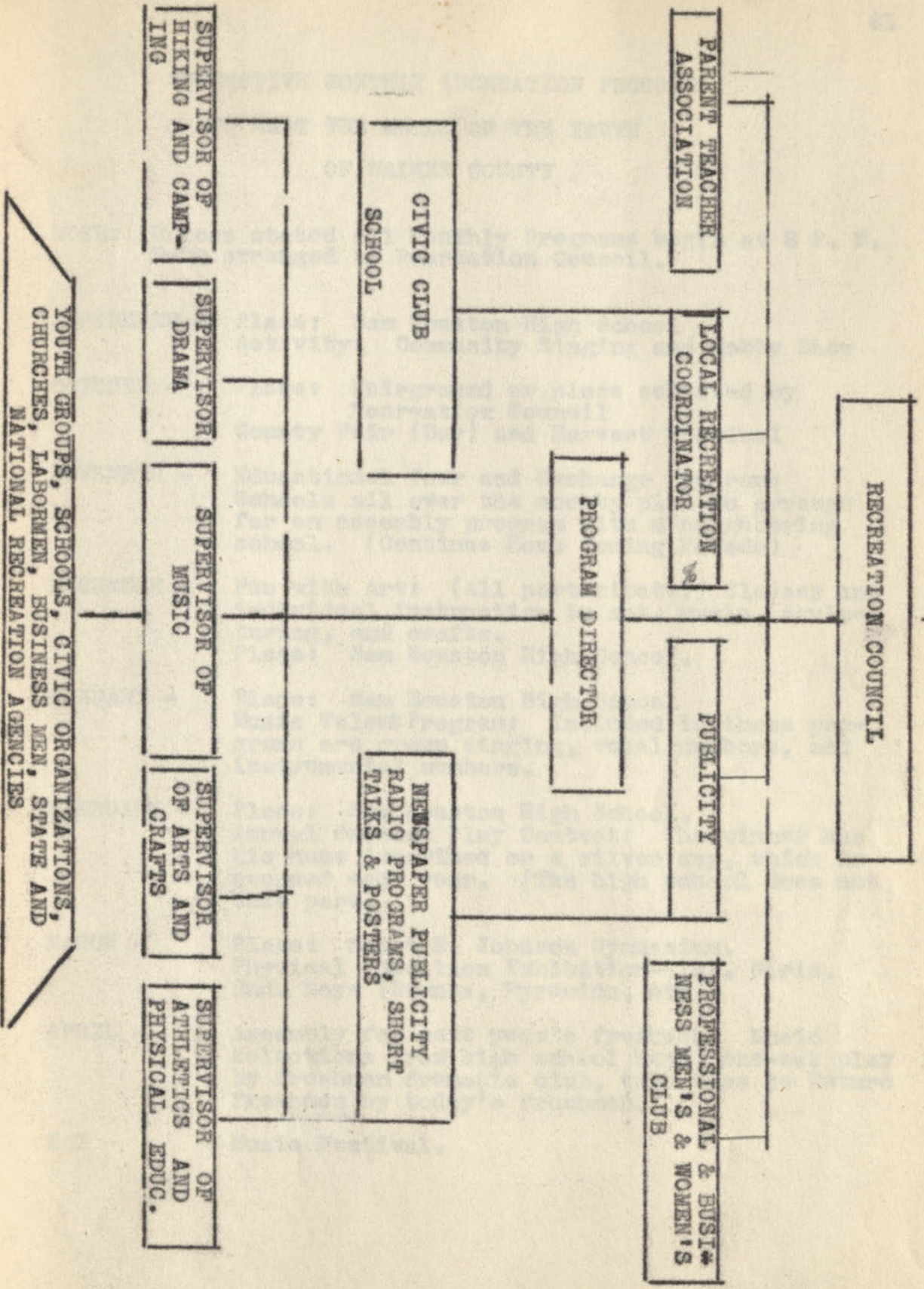
A flexible administration of the staff so that specialist might work various periods depending on the season of the year and the need of their services. For instance, the dramatic teacher may be engaged for the purpose of putting on one play a year, or a teacher of gardening may work for the two spring months.

Summer Camp

Location: Walker County

The writer further recommends for Walker County a Summer Camp opened three full months. The location of a camp in Walker County should make it possible for every youth to have an opportunity to spend at least two weeks annually in camp.

SUGGESTIVE ORGANIZATION CHART



SUGGESTIVE MONTHLY RECREATION PROGRAM
TO MEET THE NEEDS OF THE YOUTH
OF WALKER COUNTY

NOTE: Unless stated all Monthly Programs begin at 8 P. M.
Date arranged by Recreation Council.

- SEPTEMBER - Place: Sam Houston High School
Activity: Community Singing and Hobby Show
- OCTOBER - Place: Fairground or place selected by
Recreation Council
County Fair (Day) and Harvest Festival
- NOVEMBER - Educational Tour and Exchange Program:
Schools all over the county plan to arrange
for an assembly program with a neighboring
school. (Continue Home Coming Parade)
- DECEMBER - Fun with Art: (All participate) Classes and
individual instruction in art, music, sculp-
turing, and crafts.
Place: Sam Houston High School.
- JANUARY - Place: Sam Houston High School
Music Talent Program: Included in these pro-
grams are group singing, vocal numbers, and
instrumental numbers.
- FEBRUARY - Place: Sam Houston High School.
Annual One-Act Play Contest: The winner has
his name inscribed on a silver cup, which is
awarded each year. (The high school does not
take part).
- MARCH - Place: Scott E. Johnson Gymnasium.
Physical Education Exhibition--1st. Girls,
2nd. Boys (Stunts, Pyramids, etc.)
- APRIL - Assembly for next year's freshmen: Music
selections from high school band, one-act play
by freshman dramatic club, talk tips to future
freshmen by today's freshmen.
- MAY - Music Festival.

CREATIVE SUMMER SCHOOL ON SATURDAY

Suggestive Program

Countywide

Place: Sam Houston High School

Time	Primary	Intermediate	High School
9:00	Physical Education Stunts	Tennis	Table Tennis
10:00	Story and Dramatic Hour Play Theatre	Crafts Club meeting	Crafts Club meeting
11:00	Social Games	Music Dramatics	Dramatics Music
12:00	Lunch, on Campus	Dramatics	Music
1:00	Community Singing	Social Games	Music
2:00	Motion Picture	Motion Pic- ture	Motion Picture
3:00	Singing Games and rhythm	Square Dance Instruction	Social Dance Instruction

SUGGESTIVE PROGRAM FOR LEISURE TIME EDUCATION
THROUGH THE CURRICULUM

School Subject	Objectives	Recreational Activity
English	<ol style="list-style-type: none"> 1. To motivate interest in worthwhile magazines and newspapers for pleasurable enjoyment. 2. To leave the idea with students that the drama, radio, and motion pictures are our good friends if we select them properly. 3. To look forward to seeing and hearing programs which we plan ahead to enjoy. 4. To encourage initiative through club participation. 5. To stimulate students to creative activity by the display of their talent. 6. To encourage students to increase their knowledge of literature. 	<ol style="list-style-type: none"> 1. Reading--magazines and newspapers. 2. Recommending and enjoying drama, radio, and motion pictures. 3. English Clubs. 4. Assembly programs. 5. Reports on leisure-time literature. 6. Reports on other reading material.
Social Studies	<ol style="list-style-type: none"> 1. To introduce students to enjoyable sights, near and far, and to develop appreciation of nature and people. 2. To assist students to use the drama, radio, and motion picture to the best advantage and to encourage them to cooperate with the community efforts for improvement. 3. To call the students' attention to local sight-seeing opportunities and to encourage them to visit interesting places. 	<ol style="list-style-type: none"> 1. Trips. 2. Dramatics, radio, and motion picture. 3. Sightseeing.

SUGGESTIVE PROGRAM (Continued)

School Subject	Objectives	Recreational Activity
Music	To help students enjoy good music and to find opportunities for participation.	Recognize selections. Name composers. Brief biographies of composers. Playing and Singing.
Art	To encourage students to try themselves out in some kind of art.	Woodcrafts, paper crafts, leather crafts, block printing, painting, carving, modeling, pottery, sculpturing, dramatics, gardening, sketching, photography collecting.
Home Room Sessions	<p>To show students how leisure is increasing and to encourage discussion of interesting ways of using leisure.</p> <p>To suggest leisure time use of school subjects.</p> <p>To encourage students to so plan their leisure activities that they will arrange a regular time for study.</p>	<p>Discussions, visit some industry to see how machines save labor and time, gather points on why students should learn in school how to use their leisure time.</p>
School	<p>To enrich pupils' interests.</p> <p>To motivate school work.</p> <p>To develop qualities of citizenship.</p> <p>To satisfy spontaneous interest.</p> <p>To improve discipline and morale.</p> <p>To enrich the curriculum.</p> <p>To develop permanent life interests.</p> <p>To develop worthy use of leisure time.</p>	<p>Current events, dramatic arts, crafts, gardening, nature lore, Girl Reserve, (continue existing clubs)</p>

SUGGESTIVE PROGRAM OF CREATIVE SCHOOL AFTER 3 O'CLOCK

Purpose: To keep the schools of Walker County Open After
3 O'Clock.

Leadership: Leaders from Scouts, 4-H Clubs, Churches,
Parent-Teacher Association, and Staff.

Activities:

- A. Gardening
 - 1. Flowers
 - 2. Vegetables
- B. Crafts and Arts
 - 1. Weaving
 - 2. Clay modeling
 - 3. Printing
 - 4. Painting
 - 5. Knitting
 - 6. Block printing
- C. Furniture
 - 1. Upholstering
 - 2. Re-finishing
 - 3. Painting
 - 4. Lawn furniture
- D. Music and Dramatics
- E. Nature Study
 - 1. Field Trips
 - 2. Picnics
- F. Games
 - 1. Softball, Croquet, Stunts, and Tumbling

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Allison, B. R. Chairman of the Departmental Committee.
State Office Building, Nashville, Tennessee.

APPENDIX

Appendix A

A glance at earlier achievements in recreation should be useful to contemporary leaders who are working toward creating greater recreation opportunities for Americans. Among the early beginnings were:

The opening of the South Park Playground in Chicago in 1903; the organization by Earnest Thompson Seton in 1902 of the Woodcraft Indians; the first school athletic league founded by Luther Gulick in New York in 1903.

The year of 1906 marked the birthday of the Playground and Recreation Association of America, now the National Recreation Association, supported by voluntary contributions. Its field staff and special workers go from place to place stimulating recreation organizations, giving consultant service, and co-operating in arranging conferences, institutes, and workshops. It publishes informative materials and offers community recreation service.

In 1907 the city of Rochester, New York, gave the nation the first practical demonstration of the use of the school building as a community center. In 1908, Gary, Indiana stressed the use of the school plant for recreation services. The National Education Association approved the use of the school buildings and grounds for recreation in 1911.

The years, 1910 and 1912, witnessed the organization of three outstanding youth serving agencies--The Boy

Scouts of America in 1910 and the Girl Scouts and Camp Fire Girls in 1912. These organizations continue to offer important services to community recreation.

The organization of the American Child Health Association and the National American Athletic Federation in 1923 added two nationwide forces for recreation.

The National Conference of Outdoors Recreation called by President Coolidge in 1924 emphasized the use of natural resources.

All phases of recreation were studied by the White House Conference on Child Health and Protection called by President Hoover in 1930.

The National Youth Administration was established in June, 1935. Its project division offered part time employment of needy youths to help in recreational programs and in construction of recreational facilities in local communities.

Recreation Centers Reported in 1939¹

Outdoors Playgrounds	9,789
Indoors Recreation Centers	4,123
Recreation Buildings	1,666
Play Streets	298
Archery Ranges	455
Athletic Fields	875
Baseball Diamonds	3,846
Bathing Beaches	548
Bowling Greens	217
Camps, Day Camps, and other Organized Camps . .	264

¹Encyclopedia Americana. 1948. p. 1,131.

Golf Courses	358
Handball	1,983
Horseshoe Courts	9,326
Ice-Skating Area	2,968
Softball Diamonds	8,995
Ski Jumps	116
Shuffleboard Courts	2,299
Picnic Areas	3,511
Stadia	244
Swimming Pools	1,181
Tennis Courts	11,617
Toboggan Slides	301
Wading Pools	1,545
Total	<u>21,392</u>

The Russel Sage Foundation recently announced the result of a poll in 500 United States cities and towns in regard to preference to memorials to men and women who served their country in World War. ". . . . The best memorial to the men and women who died for the American Way of Life is a Community Center planned and equipped to serve the leisure time needs of a neighborhood, . . ." reported by James Dahir of the foundation.²

²New York Times. January 5, 1947.

APPENDIX B

SAMPLE CASE STUDIES

Case I

X was a highly sensitive girl from a disturbed home that was not guiding her in the use of her leisure time. She felt strange and friendless and liked to receive pity and sympathy. Her teacher in the previous grade said she lived entirely to herself, is afraid to express herself and lacks skill in any activity. She was asked to join a group who was going to visit the Sam Houston Home and Museum. The trip was responsible for giving her new ideas and a tongue to express them in little groups and on chapel programs.

Case II

Y was a little boy, thirteen years of age, with a sensitive shy disposition. His mother worked. He had no father. After school each day, he idled his time away walking up and down the streets. He finally acted upon the county agents' idea to join the 4-H Club. He has won several prizes in the County Fair, keeps happily and busily engaged and sees his teachers and subjects in a new light. It was the County Agent who opened the bar, and the boy found a new interest in self, his community, home, and school.

Case III

Z was not very popular. She finally acted on her mother's suggestion to join a needlecraft Club. She was very happy when the school displayed some of her work for Open House and again for the County Fair. She no longer shows a feeling of inferiority.

Appendix C

Huntsville, Texas
August 28, 1933

Mr. S. W. Houston, Principal
Negro High School
Huntsville, Texas

Dear Mr. Houston:

This is to express our appreciation and gratitude to you for your hearty co-operation during our encampment movement.

We thank you very much for the use of the auditorium on Friday night, August 25.

We hope that in your estimation this movement has been of some mutual benefit to the Negro boys and girls of this town.

Respectfully yours,

The Encampment
Committee

Appendix C

Huntsville, Texas
August 28, 1933

Messrs. C. H. Waller and G. W. Buchanan
Prairie View College
Prairie View, Texas

Dear Gentlemen:

This comes to express our appreciation and gratitude for your interest and splendid service during the close of our Encampment Movement.

Words are not at our command to express just how much your coming to us have meant, but we assure you the addresses Friday night, August 25, were the kind that set our thinking faculties to work.

We also feel that without your presence our little movement would not have been so successful.

Thanking you again, we are

Respectfully yours,

The Recreational Encamp-
ment Sponsors
