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A Suggestive Program Of Community Recreation In Ballinger, Texas

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A SUGGESTIVE PROGRAM OF COMMUNITY
RECREATION IN BALLINGER, TEXAS

By

Fannie Mae Barnes

PRairie View State College
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A Thesis in Education Submitted in Partial
Fulfillment of the Requirements

for the

Degree of Bachelor of Science

in the

Division of Arts and Sciences

of the

Prairie View State Normal and Industrial College
Prairie View, Texas

August, 1938

Dedicated

to

My loving Mother
Mrs. Lenora B. Williams

and

Mr. T. S. Russell

A C K N O W L E D G M E N T

The writer acknowledges her indebtedness to Mr. T. S. Russell who served in advisory capacity and contributed much to the writing of this thesis through suggestions and advice. The writer is also indebted to Mrs. B. H. Davis for furnishing some material to make this thesis possible. She is further indebted to Dr. G. L. Harrison, Head of the Department of Education, for timely suggestions.

To the above mentioned, the writer is grateful and appreciative.

T. M. B.

Prairie View State College
Prairie View, Texas

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CHAPTER I

INTRODUCTION

The Problem Defined

To present a well organized program of recreational activities which may serve as a guide for the proper use of leisure time.

Purpose of the Problem

To serve as a basis for further developing a well rounded program of community recreation.

Need for the Study

There has been no definite program of community recreation in Ballinger.

The equipment necessary for carrying out a balanced program is inadequate.

The leader needs the knowledge of human understanding.

Cooley, an authority in sociological thought, makes this a paramount essential. Only as a leader understands, can he hope to serve as a symbol, for then the followers feel that he is in sympathy with

them, and they are ready to tender him their trust.

The leader should be cheerful, even-tempered, sociable, considerate, tactful, fair, strict, sincere, enthusiastic and inspiring. We teachers of Ballinger are young enough for the play ground just so long as we are energetic and full of life and can radiate the same contagious spirit.

The principal, in initiating a community survey, must guard against the danger of over-estimating the interest of others. A crisis in community affairs, such as a specific problem or difficulty which has gained community-wide attention, may provide the opportunity for suggesting the survey.

Vandalism among younger boys, a drive for clean movies, a movement for a community recreation-field, the loss of an important industry, a large fire loss, and similar happenings offer opportunity for suggesting a study. Some community problems, such as the need for recreational facilities, cannot be met by single organization, in such cases, two or more organizations should promote the program jointly. Some times it will be possible for near by communities

to cooperate in providing a water supply, public health service, or other improvements which cannot be supplied economically by a small community.

Co-operation in Ballinger just like else where depends upon understanding and understanding depends upon facts.

The importance of leadership has been stressed repeatedly here.

Since the principal and his staff have only a limited amount of time and energy, and since they must devote their major efforts to the school, they cannot be called upon to assume the whole responsibility for intergrating and co-ordinating community agencies. They can, however, assume responsibility for the training of community leaders through the regular school curriculum, adult courses, personal contacts and directed reading for individual leaders or potential leaders.

Every organization should have a committee to see after the finances, the facilities and the program's other than the school.

We should try to understand their purposes,

achievements, difficulties, and limitations. Instead of criticizing them, and help them to render greater service. We will realize that even if the school could do many of the things being done by other agencies, there are greater potential educational values in utilizing all possible leadership and service for community welfare.

What is leadership? There is always the impulse to ask the question; what gives one individual ascendancy over others so that they take him as a model? The answer is that the leader is a symbol he stands for something that the follower needs and wants.

In the play world the boys will look up to their athletic coach in hero-worship because at their age he expresses the kind of prowess which appeals to them the most. At a later age, when they have chosen their vocation and become entranced in it, they will be followers of the men who are outstanding successes in the same line of work. In wartime when the need for self-preservation or sacrifice for principle is uppermost, the military geniuses become

the man of the hour.

Limitations

Only one community is represented in this study that of Ballinger. This is a small community of about 5,000 people. The recreation facilities are limited.

Definition

Recreation the ability of people to maintain poise to keep relaxed or at least to be able to relax between vigorous activity. It is spending leisure time in an enjoyment in a way you can develop mentality and morally.

CHAPTER II

LEADERSHIP AND FACILITIES

Leader is the all-important factor in creating the atmosphere. The ideal leader should bring to his task the ability to develop leadership in other and the art of leading rather than directing.

Upon him falls the duty of the general care of the playground and supervision of other workers on the ground. He has direction and control of conduct and the responsibility of creating a spirit of loyalty and voluntary obedience to the rules of the game.

He must also have knowledge of recreation for adults so that through the evening use of playgrounds, he may serve the whole community.

Leadership requires a background of community life as a whole how people live, how they look after their health, how they spend their leisure time and to what organizations they belong.

We the Ballinger Principal and Teachers who have come to understand the community and the nature of community leadership will take a new attitude

toward community agencies.

Leadership is inadequate, few know what a community recreation program should be.

In play there must be opportunity for forms of activities which mean mental and spirited refreshment and growth as well as physical exercises and development. Art interests as well as athletic must be given channels of expression.

The satisfaction which sharing in music and drama brings is as vital as that derived from participation in social activities. Building and grounds unless the playground has a shelter house or is immediately adjacent to a school or other building with available toilet rooms for boys and girls, toilet should be provided. These should be provided. These should be well ventilated and of sanitary construction and equipment.

Playground the element of beauty is too often over-looked. It is quite possible to have trees and flowers which will add greatly to the beauty of the grounds.

Flowers maybe planted close to the building and

fences and paths maybe bordered with shrubs. There should be tree on the ground to and shade as well as beauty. If placed near fences and building and equipped with guards, they will usually be amply protected. Excellent effects maybe secured, as has been suggested, by planting outside the fence.

Purpose

The teachers of Ballinger can do much to enrich the life of the community by their personal lives.

The faculty and the pupils, through the curriculum, the extra-curricular activities, the school plant, and the vacation activities of the school all can help to enrich the life of the community, not indirectly through the young, but directly and immediately through both the young and the adults.

Individual faculty members can also be of service to the community by inviting members to accompany them when they attend meetings, lectures, plays, conferences, concerts, and other affairs in the nearby city, college or county seat. They can also aid the community through (a) calling its attention to

worth-while radio program on social problems, (b) asking the public library to purchase certain readable and sound treatments of social problems, (c) conducting public debates, (d) bring speakers to the community and putting on special program for the community.

The school can co-operate, too in providing play facilities, a water supply, sewage disposal, street-cleaning, garbage disposal, sanitary toilets and other enterprises for the protection of the health of the community.

Art and music classes can play an important part, among the means at their disposal are (1) sponsoring art and music appreciation groups, (2) promoting visits to art galleries, recitals, exhibits and concerts, (3) promoting local arts - handcrafts, collection of antiques and the like, (4) giving lectures on and publicity to worthwhile radio programs of music or art; encouraging alumni concerts, choral singing and community bands, (5) making school musical talent available to local organizations for their programs.

The Home Economics, Vocational, and science

classes should co-operate in many of the foregoing activities. They might promote a better home drive, landscaping, hobbies, social games, dancing, and similar activities.

They can co-operate in conducting home demonstrations and putting farm and shop demonstrations into practice.

CHAPTER III

BALLINGER AS PROMOTION CENTER OF RECREATION

Ballinger is an ideal place to promote recreation the people are congenial to work with, and they like to cooperate with every good movement for the betterment of the community.

We have a beautiful park near the bank of the Colorado River, with beautiful landscape trees, swings, benches and tables and a small house in the park.

The teachers and preachers are the only professional people great church people, however hungry for some kind of recreation. The population is about 4,200. Ballinger will be the only community in the county included in the study.

CHAPTER IV

THE PROGRAM

Objectives of the Recreation Program should be as follows: -

- (a). The developments of many specific nerves and muscular skills.
- (b). Decrease mental strain and improve mental health.
- (c). Improve the individual posture.
- (d). Develop an active response to rhythm.
- (e). Develop the proper spirit toward victory and defeat.
- (f). To develop the qualities inherent in leadership.
- (g). To develop good character.
- (h). The opportunities they offer in exploration and guidance.
- (i). The contribution they make to school loyalty and to happiness in school life.
- (j). Values in developing personality and a mental hygiene.

Activities of Primary:

The children are mainly imitative; as we pass up the grades they become more and more interested in the competitive elements; at the age of senior high school

and college the play is largely competitive, especially with boys and organized play program should include the following activities:

1. Simple imitation, performed in direct imitation of a leader, "ducks fly" etc.,
2. Dramatic imitation, and mimetic exercises.
3. Story telling.
4. Rhythmic plays, including song plays and the various kind of dances.
5. Nature love.
6. Hand decrafts, artscrafts.
7. Music activities.
8. Gymnastic exercises.
9. Free play.
10. Outdoor sports.
11. Tests of physical ability.
12. Personal combat.
13. Team games.
14. Athletic contests.
15. Elementary games.

Play has become an integral part of our school system, the nation over.

Play and games are prescribed in the curriculum with the same definiteness that courses in reading or

Play Periods.

1. From birth to 6 years, baby hood or early childhood.
2. From 6 to 12, later childhood.
3. From 12 to 15, early adolescence.
4. From 15 to 18, later adolescence.
5. From 18 to maturity.

Pre-School Period 0 - 6.

This period is called early childhood. Babies enjoy rolling, kicking, pulling, pushing, swinging, running, jumping etc. The need to be active is the main incentive and the chief source of pleasure is in the variety of movements rather than in results.

Fatigue comes on quickly, but by constantly varying his activity the baby is able to keep going continually.

Bright colors have a particular appeal. Building with blocks, digging in the sand, wading in water etc. has an appeal. By the time children of this age come to the playground they have an irresistible impulse to imitate, from which the period is called the imitative, dramatic, or monkey stage. The activities

of the Kindergarten and planned to accord with the leading characteristic of children of this age; the tendency to constant and varied activity, and the dramatic impulse.

Later Childhood, 6 - 12

During this stage, which extends from the time of entering school until puberty, imitation is still a major characteristic of play. Imitative plays are conspicuous on every hand up until the ages of ten and twelve: boys are much given to playing cowboy, indian, soldier, and teacher, and girls to playing with dolls, playing house and school, and dressing-up like adults.

The activities of this period are largely individualistic: this period of later childhood is important as a time for acquiring muscular control. Great perfection of coordination is not yet possible, but this is the time when practice must begin if special and unusual skill is to be obtained.

Tag games and hiding and finding games are particularly characteristic of this period. They seek to test themselves in the activity of the world - hence

the tendency toward many activities, both physical and mental, and the great versatility of interests.²

Early Adolescence, 12 - 15

Adolescence is the period of life when sex characteristics are developing and when the body in its growth gradually takes on the size and form that belong to men and women.

Imitative and make-believe play have gone, self-testing play and individual contest still continue, but tend to take the more standardized form of track and field sports. The ganging tendency begins to appear and leads to an inclination toward team games. Basket-ball and football, hiking become very popular with boys and girls with interest in scouting the camp fire. The wish for participation becomes strongly evident.

Physical activity programs should include physical achievement tests, a limited amount of marching, rhythmic, calisthenic and apparatus; mass teaching of fundamental games skills; competition by squads relays and recreational games.

²F. H. C. Lehman et.al., The Psychology of Play Activities
A. S. Barnes & Co. New York.
1927. p. 72.

Later Adolescence, 15 - 18.

A very few new activities appear in this period which were not played in younger years except those connected with increased sex interest such as dancing, dates, and parties.

This period has been called the period of loyalty. The High School girls have about the same tendency to strive for individual superiority and to develop a spirit of loyalty and cooperation as high school boys. Girls are subject to the same danger of injury as the boys, and they are even more liable to over-do and suffer injury under stress of competition before crowds.

Maturity, 18 On

These years which include the time of college life are the years of greatest physical efficiency and hardihood. Practically all the championships and athletic records are won in the early year of this period. The interest of communities in their own teams and champoins adds to the popularity of athletic spectacles; while this cannot take the place of active

play it has its advantages because it stimulates the interest of the public in such forms of play, helps to finance play programs, and aid in the long run to secure popular support for the right kind of play and the actual participation of the whole community in it. The promotion of wholesome play, which should be required of college as well as of high school students, at the most promising preventives; those who become heartily absorbed in active sports in high school and college form a habit that will stimulate the individual to continue wholesome recreations rather than later to slump into those of the passive type.

CHAPTER V
RECOMMENDATIONS

1. I recommend that more time be given to health conditions of Ballinger.
2. A better co-operation on the part of every family to make the community a healthy center.
3. A better co-operation on the part of every individual to make a home healthier.
4. It is hoped that in the future the health program of Ballinger will be improved. The following discussion and recommendation is offered.

CHAPTER VII
CHAPTER VI
SMALL CLUBS

Brings together a few individuals with common interests and loyalties. The usual procedure is to build around a natural gang which already is united and integrated, thus utilizing loyalties already existing. Such a club has considerable solidarity to begin with, and all that is needed is to provide leadership to assist in guiding toward a constructive program. It is frequently necessary, however, to bring together into a club scattered individuals who had no common relationships in the past, and develop them into an organization with stability and solidarity.

CHAPTER VII

SUMMARY

Education is a life-long continuous process which requires the co-operation of the school and all other community agencies. The school must of necessity promote other community activities.

To do so it must:

1. Understand the needs, strengths, and weaknesses of the community of which it is a part,
2. Take the leadership in promoting community welfare,
3. Co-operate in studying the community,
4. Co-operate in intergrating and co-ordinating community activities, and
5. Make a direct contribution to community life through its faculty, student body, educational program and physical facilities.

The place of small high school in the community can be rightly understood only when we remember that the school is a social institution with social aims supported by society, to develop better citizens for Ballinger society. As the most important social institution in the community its best service must be inertricably interwoven with the life of the community.

Not only its greatest opportunities for service,
but also its richest means and materials are found
in the activities of society as best represented by
the school community.

In a very real sense the school must be con-
ceived as a community center.

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