

1950

# A Survey of Opinions of Recreation Leadership Needs in the Public Schools in the State of Washington

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A SURVEY OF OPINIONS OF RECREATION LEADERSHIP NEEDS  
IN THE PUBLIC SCHOOLS IN THE STATE OF  
WASHINGTON

by

Robert Hodges

A thesis submitted in partial fulfillment of the requirements for the  
degree of Master of Education, in the Graduate School of the  
Central Washington College of Education

June, 1950

APPROVED FOR THE GRADUATE FACULTY

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Loren D. Sparks

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Roy P. Ludtke

## DEDICATION

This study is affectionately dedicated to the writer's two baby daughters, Becky Sue and Judy Lee, who have proven beyond all doubt that a thesis can be written amidst the ultimate of confusion and noise.

## ACKNOWLEDGMENTS

In the planning and development of this study, the author is indebted to many leaders in the recreation and education fields of the State of Washington. Special acknowledgment is made for the assistance and encouragement given by Mr. Shelton Kem, chairman of the author's graduate committee, and to Miss Jess L. Puckett, Dr. Loren D. Sparks, and Mr. Roy P. Ludtke for their friendly criticisms and courtesies.

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A SURVEY OF OPINIONS OF RECREATION LEADERSHIP NEEDS  
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CHAPTER I

Introduction

Although leisure is nothing new to mankind, directed leisure is relatively new to man's way of thinking. In directed leisure, the recreation worker's aim is to help people become participants rather than spectators, to help them broaden and enrich their lives, and to find those durable satisfactions which can be steady in this unstable world. This certainly is a large objective and the attainment of the objective becomes more difficult as the number of steps taken to increase leisure time becomes greater.

Dr. William F. Russell,<sup>1</sup> Dean of Teachers College, Columbia University, predicts that with the widespread use of atomic energy our youth will have a more difficult start in life, later entrance into permanent occupations, and greater difficulty in becoming a part of a community. He also predicts that we shall have shorter hours of work, more frequent periods of idleness, more frequent holidays, earlier retirement, and consequently far greater leisure time.

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<sup>1</sup> Russell, William F., "Recreation and the Atomic Age," Recreation Magazine, December, 1947.

Leisure time, in itself, is not an appreciable goal, but wise use of leisure time is a factor of paramount importance. As Dr. Harry Overstreet says, "recreation is not a secondary concern for a democracy. It is a primary concern, for the kind of recreation a people make for themselves determines the kind of people they become and the kind of society they build."<sup>2</sup>

Misdirected presence in the social order of today can mean vice, crime, delinquency, and mental disturbances. However, directed effort, planned with intelligent foresight, can mean a minimum amount of public disorder and agitation of the mind. Intelligent planning means intelligent leadership. The place of leadership in the total recreation program is recognized as being of the greatest importance. The amount and type of leadership needed in our public schools together with problems secondary to this leadership certainly are important questions which must be answered in order to assist in reaching the objectives for which the recreation profession strives.

#### The Problem

The training of personnel for recreation leadership work in the public schools is one of the greatest problems confronting the administrators of recreation in the state of Washington. Insistent demands

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<sup>2</sup>Overstreet, Harry A., Boxed Quotation, Recreation Magazine, September, 1949.

for trained leaders has brought with it the realization that the colleges and universities must provide an adequate training program for professional recreation leaders. Some of our colleges and universities have made an attempt to provide this training but, as yet, they have had little basis from which to formulate a sound training movement.

This study is concerned with providing some basis for intelligent planning of training programs by the colleges and universities of the state consistent with the leadership needs of the public schools.

Many sub-problems are inherent within this study which must be answered in order to understand these needs. An attempt will be made to satisfactorily answer the following problems:

- a. What types of recreation programs are now most frequently found in the various school districts throughout the state?
- b. What type of undergraduate training do administrators believe is the most valuable to people entering the school recreation field?
- c. What types of experiences do administrators deem to be the most valuable to students preparing for school recreation work?
- d. What requirements as to sex, race, and marital status are of common importance to administrators?
- e. What types of school recreation assignments are most frequently available?
- f. What approximate salary could a worker entering the recreation field expect to receive?

- g. What recreation leadership training services are now being offered in the colleges and universities in this state?
- h. What recreation leadership training services, in general, are recommended for colleges and universities of this state?

### The Origin of the Problem

The rapid growth of the public school recreation movement has revealed the desirability for research concerning public school recreation leadership needs. The program has grown so rapidly that in many cases unqualified, uninterested people have been persuaded to act as leaders of the different phases of recreation work. This created an undesirable situation which in turn produced this problem. The increasing number of students interested in recreation as a vocation but with little knowledge of the opportunities or difficulties associated with this work pre-empted the formation of this problem. The research committee of the Washington State Recreation Society realized the importance of research concerning the needs of the public schools from the recreation leadership viewpoint and listed it as one of the problems most needful of research at the present time.

### The Purposes of the Problem

The primary purpose of this study is to determine what the needs of the public schools in the state of Washington are in relation to recreation leadership so that the higher educational institutions of

the state may have some basis for the planning and organization of their teacher training programs.

The secondary purpose of this study is to enable the students who are preparing themselves for entering this field to have some idea of the opportunities and the disadvantages that prevail in this area of work.

#### The Limitations of the Problem

The limitations of a study are generally believed to be of importance in gaining an understanding of the full significance of what has been accomplished. This study has numerous limitations of the study itself and of the areas included in the survey.

A personal study of each school's needs was virtually impossible because of the financial factor involved in the travel necessary for such studies and because of the limitations of time. Therefore, a questionnaire was used, and the errors resulting from the influence of individual interpretation and interest in the questions are inevitable. The study was limited as it included only those school districts which contained a high school. This necessary limitation of number may, to some extent, affect the reliability of the data obtained from the questionnaires.

#### Author's Personal Relationship to the Problem

Throughout his undergraduate and graduate training the author has become increasingly interested in the possibilities of the school

recreation program and has attempted to enlighten himself on matters pertaining to this field. Active work in the recreation field has consisted of playground director and swimming instructor for the city of Ellensburg during the summers of 1942, 1946, 1947, and 1948. In addition to this the author was in charge of the school recreation activities for the elementary and junior high schools in Shelton, Washington, during the school years of 1947-1948 and 1948-1949.

#### Definition of Terms Peculiar to the Study

1. Recreation--Any wholesome leisure experiences engaged in for the satisfaction derived therefrom, and the enrichment of living.
2. School Recreation--Any wholesome leisure experiences under the sponsorship of the public schools.
3. Recreational Leadership Needs--The amount and type of personnel needed to supply the wants of any recreational organization.
4. Recreational Activities--The activities designed to produce satisfaction and the enrichment of living through leisure experiences.
5. Recreational Leadership--The process of the guidance or direction of wholesome leisure experiences.
6. Recreation Services--The services offered to meet the needs of those in the professional recreation field.
7. Recreational Leadership Services--The courses and courses of study offered to people training for recreation work.

### Sources of Data and Methods of Procedure

The normative survey method of research was used in gathering material for this project. Sources of data for this survey included periodicals, books, reports of previous surveys, correspondence and personal interviews with professional people prominent in the field of recreation and education, and reports and bulletins published by the state department of education. Much additional information was gained through a questionnaire sent to 262 school districts in the state.

First, the writer studied books by prominent men in the field of recreation to gain a general understanding of recreation leadership. Second, to become better acquainted with the state picture, the writer studied the Burton James Survey<sup>3</sup> and the Strayer Report.<sup>4</sup> Third, at this point, the author delved into all available periodicals, pamphlets, documents, and reports concerning recreation and recreation leadership in the state of Washington. During the process of orientation of the writer and the gathering of materials, the need was found for a questionnaire, for a considerable amount of correspondence, and for numerous interviews. Upon the accumulation and tabulation of the

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<sup>3</sup>James, Burton W., Report of the Recreation and Cultural Resources Survey of the State of Washington. (Olympia, Washington: Office of the Secretary of State, 1946.)

<sup>4</sup>Strayer, George D., Public Education in Washington. (Olympia, Washington: State Printing Press, 1940.)

needed data and information, the author made an attempt to arrange the material into a readable, logical form.

## CHAPTER II

## HISTORICAL BACKGROUND

The History of the Public School Recreation Movement  
in the State of Washington

It is generally believed that the various movements in recreation, with all their ramifications, originated in the eastern part of the United States. While Washington has gone through much of the same change as states in the East, this change has not occurred quite as rapidly or in so spontaneous a manner.

The comparative slowness of recreation development is pointed out in the final report of the Washington State Planning Council:

Washington is richly endowed by nature with physical assets and climate which lend themselves to recreational use in both summer and winter without dissipation of the state's natural resources.

These physical assets could be developed, not only to provide recreational facilities for our people, but as a vast field of employment and source of large revenues. Washington's rich recreation resources lies almost dormant because Washington people have failed to act together wisely in its development.

The State Planning Council long has urged use of this resource from an economic viewpoint and at the same time has stressed the benefits of recreation to the mental and physical well being of all the people. It has recognized that proper use of the state's resources has been retarded by lack of a coordinated program.<sup>1</sup>

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<sup>1</sup>Sixth and Final Report of the Washington State Planning Council.  
State Printing Plant, Olympia, Washington. 1945. p. 101.

One of the most recent and possibly the most important event contributing to the coordination and development of recreational functions was the passing of House Bill Eighty-eight at the Twenty-ninth Session of the State Legislature in March, 1945.<sup>2</sup> This legislation is generally considered to be a great step forward in the growth of the recreational movement.

This bill established a division of recreation, authorized school districts to operate recreation programs, provided advisory committees, authorized the receipt and administration of Federal funds, made an appropriation and provided for disbursements therefrom, and declared an emergency so as to put the bill into effect immediately.

The part of House Bill Eighty-eight related to recreation consisted of sections three through ten:

#### Section 3

There is hereby established in the office of the Superintendent of Public Instruction a division of special educational service, to be known as the Division of Recreation.

#### Section 4

The Superintendent of Public Instruction shall appoint a supervisor who shall be qualified for such position by training and experience, and shall fix his salary. The supervisor shall coordinate and supervise the programs of recreation operated by the districts of the state. He shall cooperate with county superintendents of schools

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<sup>2</sup>Session Laws of the State of Washington. "House Bill Eighty-eight, Twenty-ninth Session, 1945. State Printing Plant. Olympia, Washington, p. 725-728.

and with school district officers and teachers and encourage the establishment of local recreation programs. He shall also meet with and consult with recreation committees as provided in section 7 of this act.

#### Section 5

School districts officers and teachers shall cooperate with the Superintendent of Public Instruction and with the supervisor and school districts may give such recreation services as their facilities will permit. School districts may purchase and own recreation equipment and facilities with the approval of the supervisor, and may pay for the same out of their general fund budgets. Such expenditures may be partially or wholly reimbursed from funds appropriated under section 8 of this act under rules and regulations established by the Superintendent of Public Instruction.

#### Section 6

Any school district may with the approval of the supervisor extend its recreation program to include adults residing within the district, or community, when the welfare of the district or community shall be subserved thereby, providing the cost of such extended recreation program include adults in any school district, shall not be paid from any school district funds other than receipts from allocations made by the Superintendent of Public Instruction to such school district from the appropriations herein provided of Federal or other funds made available for that purpose.

#### Section 7

School district officers and the County Superintendents of Schools may appoint local and/or county advisory recreation committees or designate existing community committees, with the advice of the Supervisor. Such advisory recreation committees shall be appointed from representatives of public and private youth serving agencies and citizens interested in the educational and social welfare of children and adults. The duties of advisory recreation committees shall be to meet with school district officers and the Supervisor for the purpose of discussing and planning the establishment and operation of recreational programs.

#### Section 8

To carry out the purpose of section 9 of this act, there is hereby appropriated from the General Fund to the Superintendent

of Public Instruction the sum of two hundred fifty thousand dollars (\$250,000). Expenditures under this appropriation shall be made by warrants issued by the State Auditor upon certificates issued by the Superintendent of Public Instruction covering allocations made to school districts for their relief and assistance as provided in section 9 of this act.

#### Section 9

Allocations from the appropriation herein provided may be made by the Superintendent of Public Instruction to school districts for their relief and assistance in establishing and maintaining recreation programs as in this act provided. In addition to allocations for direct relief and assistance, special allocations from the appropriation herein provided may be made by the Superintendent of Public Instruction to school districts for the purpose of underwriting allocations made by or requested from Federal funds pending receipt of such Federal funds.

#### Section 10

This act is necessary for the immediate preservation of the public peace, health and safety, the support of the state government and its existing institutions and shall take effect immediately.<sup>3</sup>

The need for recreation programs is evidenced by the steady increase in number of school districts operating programs since the inauguration of the movement. The number of school districts participating was sixty-six in 1945; one hundred twenty-two in 1946; one hundred thirty in 1947; one hundred fifty-four in 1948; and one hundred seventy-four in 1949.<sup>4</sup>

The growth of the program has not been sensational, as is revealed by the Thirty-ninth Biennial Report of the Superintendent of Public Instruction, but significant progress has been made. Most

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<sup>3</sup>House Bill Eighty-eight. op. cit.

<sup>4</sup>Bulletin, Office of Public Instruction. State Printing Plant. Olympia, Washington. 1949.

individual programs have shown a steady growth in number of activities offered. There has been a steady increase in the number of well-coordinated community advisory councils serving as a basis for successful programs. Camping, hiking, and outings have become a most important part of many programs. School districts and other agencies have increased joint planning which has resulted in the maximum benefit from personnel, and also improvement in the use and acquisition of facilities. There has been a great improvement in the quality of leadership.

Some of the factors which have enhanced this situation are:

1. The sponsorship of leadership training conferences by the office of public instruction at Camp Waskowitz and by Snohomish County Schools at Camp Bedal.
2. The development of courses leading to a major in recreation at Washington State College and at Central Washington College of Education.
3. A series of six institutes given at Washington State College during the summer of 1948.
4. The adoption of in-service training programs by some schools and communities.

There have been many outstanding changes in leadership training; however, much further development is needed. The success of the entire program undoubtedly depends in a large measure on the quality of the leadership which is available.

Steady progress has been made in the growth of this comparatively new educational venture. However, further development is necessary in order to extend the benefits of this wholesome program. Some of the areas in which development is needed are: stable year around programs

offering a wide variety of activities to the community; more joint planning between school and community agencies; extension of school programs to include more opportunities for recreation; adequate financial aid; consultant services and increased leadership training services.<sup>5</sup>

The public schools are in a fine position for the administering of recreation. The schools conduct beginning programs in recreation, control most of the indoor recreational facilities, teach many of the skills needed in recreation, and possess the organization for promoting recreational interests. For many communities, the nucleus for a recreational staff is found in the schools. Some teachers of music, art, drama, industrial arts, and physical education make excellent recreation leaders.<sup>6</sup>

The schools are undoubtedly in a very enviable position for the promotion of recreation. However, only through the assumption of their responsibilities by the educators of the state can the program hope to reach a goal of having each district with a school recreation program well integrated with broad year around community functions, and a program which will give leisure activity enjoyment to all.

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<sup>5</sup>Thirty-ninth Biennial Report of the Superintendent of Public Instruction. State Printing Plant, Olympia, Washington. p. 28-31.

<sup>6</sup>Strayer, George D., Report of a Survey of Public Recreation in the State of Washington. State Printing Plant, Olympia, Washington. 1946. p. 381, 383.

### Other Studies Germane to This Problem

There are numerous studies related to this study of recreation leadership. Much of the work is significant and no research of this type would be complete without a short resume of each.

One of the most significant studies conducted in the last few years was the Recreational and Cultural Resources Survey of the State of Washington, conducted by a research staff under the direction of Burton W. James. This survey was made possible by the appropriation of \$60,000 by the 1945 state legislature.<sup>7</sup> The survey was started in January, 1946, and was completed in December of the same year. The staff under the direction of Mr. James, and with the guidance of a State Consultant Committee, obtained the necessary information in the following ways:

1. A survey of thirty-nine communities by use of inventories.
2. Public opinion polls successfully carried out by the assistance of thirteen colleges and junior colleges in thirty-eight cities and communities.
3. Community conferences in many scattered communities throughout the state to gain additional information.

Many recommendations and findings resulted from this survey.

Three of the most significant parts were: the recommendation for enabling legislation to permit the establishment of recreation authorities; the recommendation for the establishment of a state recreation commission to carry out a comprehensive recreation program;

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<sup>7</sup>Session Laws of the State of Washington. State Printing Plant, Olympia, Washington. 1945. p. 875.

and the defining of the limitations of the school recreation movement at that time. The latter is so significant that it seems necessary to expand a little on this point. The survey found that programs were operating almost entirely on a summer basis which made them of weak character due to temporary, tentative, impermanent basis of establishment. The programs had a tendency to reach a point of efficiency only at the time the activities were ready to close. The survey also found that in almost every case, only school-age children were participating in the program, which was not the type of program originally planned. The last limitation was the individualization of the activities, for there seemed to be very little integration with community functions.<sup>8</sup>

The study, without a doubt, contains a great wealth of valuable information concerning recreation and served a valuable purpose of creating interest by citizens and organized groups of the state in recreation matters. A digest of this survey was published by the Secretary of State, entitled, "Recreation for All."

The Survey of Public Education in the State of Washington, by George D. Strayer,<sup>9</sup> was the most complete study of its kind ever conducted in the state. This survey was made possible by the appropriation by the 1945 state legislature a sum of \$100,000 to be used

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<sup>8</sup>James, Burton W., Report of the Recreational and Cultural Resources Survey of the State of Washington. State Printing Plant, Olympia, Washington, 1946.

<sup>9</sup>Strayer, op. cit.

for this purpose.<sup>10</sup> Jesse F. Williams was the staff member directly responsible for the study of health, physical education, and recreation programs conducted by the schools. As the title of the survey implies, the work consisted of an over-all study of the programs of the schools of the state of Washington. Recommendations and findings of this survey in regard to recreation were important in that they backed the stand of the state legislature and the United School Forces<sup>11</sup> as to the fact that recreation is a function of education as well as a function of other agencies. Many recommendations of significance were made concerning the importance of agencies other than the schools, the training and certification of leaders, and the appropriation of funds; all of which have a definite relationship to the problem at hand.

The report of the National Conference on Undergraduate Professional Preparation for Health Education, Physical Education and Recreation,<sup>12</sup> is definitely related to recreation leadership needs. The conference which was held at Jackson's Mill, West Virginia, in 1948, focused its attention on two major purposes. These were:

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<sup>10</sup> Strayer, op. cit.

<sup>11</sup> The United School Forces consisted of: Washington Congress of Parents and Teachers, Washington Education Association, Washington School Directors Association, County School Superintendent Association, and the Superintendent of Public Instruction.

<sup>12</sup> Report of the National Conference on Undergraduate Professional Preparation in Health Education, Physical Education, and Recreation. Athletic Institute, Chicago, Illinois, 1948.

1. To develop recommended programs of professional preparation for teachers and leaders in health education, physical education, and recreation.
2. To develop suggested standards to serve as guides for institutions engaged in the professional preparation of personnel in the three fields, relating to staff, curricula, facilities, resource materials, selection of students into professional responsibilities and placement.

The conference was sponsored by a number of professional organizations and agencies, including the National Recreation Association, and was financed by the Athletic Institute. Plans were under supervision of a steering committee of representatives from the various interested organizations.

A study of summer recreation programs developed in part by the Washington State Department of Education by Wallace Blore<sup>13</sup> has a definite relationship to recreational leadership. This study was made possible by House Bill Eighty-eight<sup>14</sup> and dealt with the financing, organization, and development of summer programs. A great deal of the information for this work was obtained by means of a questionnaire. The questionnaire was quite unique as it asked for opinions rather than validated information. Many findings were obtained; most of which seemed to indicate that state financial assistance was necessary for most school districts to operate a program of any

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<sup>13</sup> Blore, Wallace E., "The Development of Summer Recreation by the Washington State Department of Education." Master's Thesis, University of North Dakota, 1947.

<sup>14</sup> House Bill Eighty-eight, op. cit.

magnitude. A definite weakness in the legal provisions for financing public recreation was indicated by the study, for the conclusion was reached that only five per cent of the then operating summer programs could carry on a full program if state aid were discontinued. The finding of this condition led to study inquiring into legal provisions for recreation.

As sufficient legal provisions are necessary for adequate leadership, an inquiry to determine the adequacy of legal provisions for organization of community recreation made by Shelton Kem<sup>15</sup> has a definite relationship to this study. Findings in this survey deal with present legal authorization for community recreation services and the extent of adequacy of this authorization.

Another study of significance to this problem was research concerning the organization and administration methods used by cities having year around recreation programs by Maurice Pettit.<sup>16</sup> The James Survey<sup>17</sup> suggested two limitations of the school recreation movement.

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<sup>15</sup> Kem, Shelton, "An Inquiry into the Legal Provisions for Organization of Community Recreation in the State of Washington." Master's Thesis, University of Washington, 1949.

<sup>16</sup> Pettit, Maurice, "A Study of the Organizational and Administrative Methods of Providing Year-Round Public Recreation in the State of Washington." Master's Thesis, University of Washington, 1948.

<sup>17</sup> James, op. cit.

These limitations were concerned with the lack of year around programs and the small amount of community integration. This study seems to pave a way for overcoming these limitations. For this reason, it is a study to be considered by anyone attempting to understand any phase of recreation in the state of Washington.

### CHAPTER III

#### METHOD OF ATTACKING THE PROBLEM

Any research work written with the desire of accomplishing a well organized reference must of necessity be thoroughly organized. The importance of recreation leadership has been emphasized in many surveys and reports of recreation in the state of Washington. The Recreational and Cultural Resources Survey, in particular, shows that trained leadership is regarded as the first need for developing recreation programs.<sup>1</sup> With this in mind, the writer has attempted to organize his work in order to accomplish this research in such a manner as to present a logical, well-balanced reference, relative to the recreation leadership training needs of the public schools in the state of Washington.

#### The Problem

It was decided that the inquiry should be approached through four major aspects of the study. These topics then suggested related questions which were used as the basis for the construction of a questionnaire, as the basis for personal interviews and correspondence, and as an outline for reading investigation. These major phases of the problem are:

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<sup>1</sup> Recreation for All, "Recreational and Cultural Resources Survey of the State of Washington. State Printing Plant, Olympia, Washington. 1946. p. 12.

1. The types of public school recreation programs now functioning.
2. The types of leadership training most desired by administrators.
3. The primary requirements of placement and general placement possibilities.
4. The recreation leadership training services now offered in the colleges and universities in the state of Washington.

#### Procedure

The first major phase of this study is on present types of public school recreation programs now in operation. This phase of the study required an examination of reports issued by the State Office of Public Instruction concerning recreation programs operating under its jurisdiction. The writer delved into all records made available to him, in an attempt to orientate himself thoroughly, through reading inquiry. To supplement the findings obtained from state records, the first section of a questionnaire was formulated (in part) in an attempt to more accurately define the information relevant to types of programs in operation. This section of the questionnaire consisted of question one, which reads as follows:

Which one of the listed types of recreation programs describe your particular district's recreation services at the present time? (Check one)

- A. Year-around supervised recreation area and activities.
- B. Year-around supervised activities only.
- C. Summer supervised recreation areas and year-around activities.

- D. Summer supervised recreation areas and activities.
- E. Summer activities only.
- F. Others (please name)

It is believed that analysis of the data from the writer's reading and of information obtained by means of the question offers a legitimate basis for reliable statements and conclusions concerning this phase of the study.

The second major phase of this study to be considered is on the types of leadership training deemed most desirable by school administrators. Orientation of the writer through reference to publications of the National Recreation Association was the first step taken to answer this question. After the process of general familiarization, a second section of a questionnaire was formulated on types of leadership training desired. This section of the questionnaire consisted of questions two and three, which reads as follows:

Which one of the following graduates would you desire in your program? (check)

- A. Person with recreation major and minor in physical education, music, art, or drama.
- B. Person with physical education major and recreation minor.
- C. Person with teaching major (history, science, mathematics, health) and minor in recreation.
- D. Person with recreation major and minor in one of the following: history, science, mathematics, health.

Experience (please check)

- A. In clubs, such as Y. M. C. A., Boy and Girl Scouts.
- B. Team sports such as basketball, volleyball, baseball.
- C. Industrial arts (wood-working, clay-modeling, and other crafts.)
- D. Social participation (such as drama, dancing, social gatherings.

- E. Summer playground director.
- F. Summer camp director.
- G. Community recreation director.

Additional valuable information was obtained through correspondence with school superintendents from communities known for their recreational activities. It is believed that these three areas of information offer a substantial foundation for reliable statements and conclusions concerning desired leadership training.

The third major phase of this study to be considered is on the primary requirements of placement and general placement possibilities. The investigator first delved into statistical data and materials concerning placement by means of National Recreation Association publications. Additional information was gained through interviews with leaders in the field of education and recreation, and by the formulation of a third section of the questionnaire. This section of the questionnaire consisted of questions four, five, and six, which read as follows:

Check qualifications of persons desired.

- |                                   |                                     |                                     |
|-----------------------------------|-------------------------------------|-------------------------------------|
| <input type="checkbox"/> A. Man   | <input type="checkbox"/> C. Married | <input type="checkbox"/> E. Colored |
| <input type="checkbox"/> B. Woman | <input type="checkbox"/> D. Single  | <input type="checkbox"/> F. White   |
|                                   |                                     | <input type="checkbox"/> G. Others  |

Check duties of person desired.

- A. Director
- B. Assistant Director
- C. Supervisor
- D. Playleader
- E. Person able to direct activities during noon hours, recess, evenings, holidays, Saturdays.

Check approximate salary

- A. \$2400-\$3000

- ( ) B. \$3000-\$3500
- ( ) C. \$3500-\$4000
- ( ) D. \$4000-\$4500

Although this phase of the study is fundamentally flexible in nature, the writer feels that this research forms a workable means for reaching general conclusions concerning placement in this field.

The fourth, and last major question, involved in this investigation is on the recreation leadership training services now offered in the colleges and universities of this state. This phase of the study required an intensive study of the bulletins and catalogs from thirteen colleges and universities of the state. The material gained in this way was supplemented by letters from many of the registrars of the institutions, state department documents, National Recreation Association materials, and various other publications. Analysis of these findings, comparison of services offered elsewhere, and comparison with recommended services offered, in the writer's opinion, a definite basis for a reliable apprehension of the state of Washington's undergraduate recreation training services.

#### Interviews

In order to reach all available sources of information, it was decided that an attempt should be made to arrange interviews with key administrators of recreation. In most cases, these interviews were of an informal nature and consequently the information gained through these interviews appears in a general form throughout the

study. Interviews were planned with:

1. Susan M. Lacey--Director of Elementary Education  
Office of State Superintendent of Public Instruction.
2. William Pond--Acting Director of the Recreation Division  
of the State Park Commission.
3. Thomas W. Lantz--Superintendent of Recreation for the  
Tacoma Recreation Commission.
4. William H. Shumard--Northwest Field Representative for  
the National Recreation Association.

#### Questionnaire Coverage

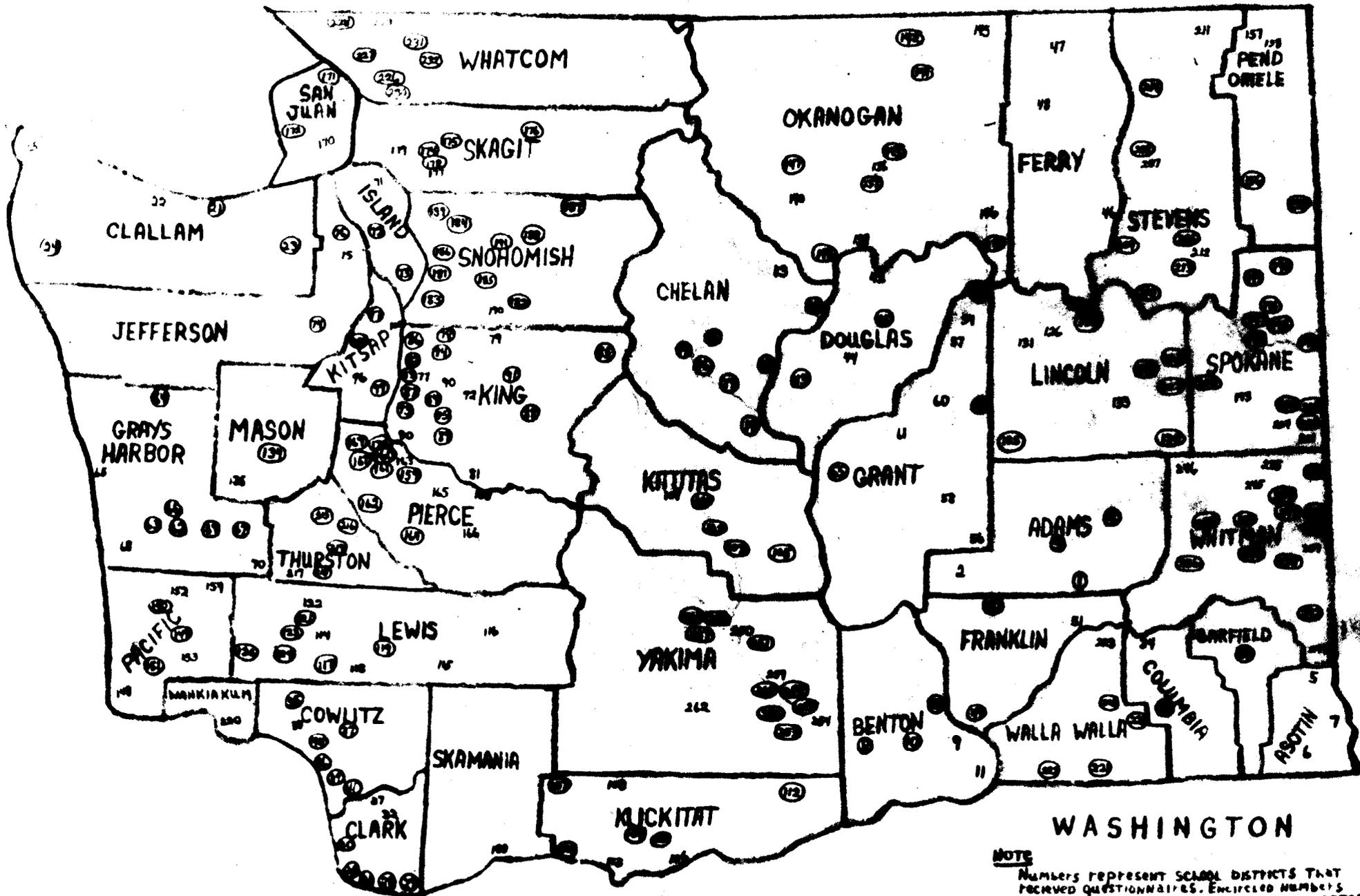
Before sending out the questionnaires, the writer decided that some method of limitation as to number would have to be imposed due to the financial factor involved. In order to establish validity and at the same time limit the scope of the project, it was decided that those school districts containing a high school would be contacted for purposes of sampling. It was also felt that a higher sampling would be obtained in this method due to the fact that more schools of this status would be likely to have a recreation program.

The questionnaire was sent to two hundred sixty-two school districts in the state of Washington. The success of this method of sampling was gratifying, for one hundred seventy-one returns were received, or 65.2%. This seemed to indicate a genuine interest in the study by the school administrators of the state. In order to portray graphically the extent of coverage of this sampling, the writer has prepared a map of the state of Washington which shows

clearly the extent of questionnaire coverage and the extent of questionnaire returns. (page 28) The list of names of the school districts corresponding to the number on the map will be found in the appendix. This coverage is the basis for the establishment of the validity of this study.

It is the earnest desire of the writer to make this research of vital interest to certain agencies and individuals who are concerned with the promotion of recreation in the state of Washington, and at the same time, to make the study of practical use to any interested individual or organization.

The procedure for developing the problem of surveying opinions of recreation leadership needs has been formulated. The four major phases of this investigation will follow in the subsequent chapters as they are developed to bear on the subject of the study.



**NOTE**  
 Numbers represent school districts that received questionnaires. Enclosed numbers represent school districts that participated in the survey.

## CHAPTER IV

### Types of Public School Recreation Programs

It is generally believed that the first phase of any problem should be the establishment of a basis for the understanding of the main body of material. Therefore, before attempting to define the opinions of the public schools on recreational leadership, it seems important that a basis for understanding these needs be presented by giving a general picture of public school recreation endeavors at the present time.

The general assumption is that any new type of endeavor will generally lead to variety in patterns of procedure. This assumption is verified when one considers the total public school recreation program at the present time. In most cases, preliminary analysis of the situation would lead to the conclusion that there is very little standardization, but rather, a great deal of variation in types of programs conducted throughout the state.

Looking into the future, one would be reasonably sure of a steady growth towards standardization, but it is extremely doubtful if standardization will ever be anywhere near complete. Recreation does not seem to be built upon any set pattern, but rather, it is based on a philosophy of individual initiative and need which in turn would lead to variation of type and procedure of programs.

Through his experience, the writer has come to the conclusion that variability is brought about through a number of factors, such as: The location of the community in regards to natural recreation facilities; the amount of money made available to the school for recreation purposes; the general social atmosphere of the community; the philosophy of the school administrators as related to recreation; and the climatic conditions of the area.

By means of the survey, the author has attempted to discover the basic types of programs functioning in the state at the present time. The result of the survey seems to bear out the original contentions of the author, for a variety of types was clearly indicated. (For clarification, all tables presented in this survey are divided into First Class School Districts, and Other Than First Class School Districts.)

Table I  
Types of Public School Recreation Programs  
In First Class School Districts

Type	Number	Per Cent
Year-around supervised recreation area and activities	5	23
Year-around supervised activities only	3	14
Summer supervised recreation areas and year-around activities	4	18
Summer supervised recreation areas and activities	9	41
Summer activities only	1	4
Others	<u>0</u>	<u>0</u>
Total	22	100

Table II  
Types of Public School Recreation Programs  
In Other Than First Class  
School Districts

Type	Number	Per Cent
Year-around supervised recreation area and activities	20	16
Year-around supervised activities only	12	10
Summer supervised recreation areas and year-around activities	17	14
Summer supervised recreation areas and activities	22	18
Summer activities only	35	29
Others	<u>16</u>	<u>13</u>
Total	122	100

Upon analysis of the information received from the school districts participating in the survey, no particular type of program seemed to predominate. Of the specific types of programs listed on the questionnaire, none received an overwhelming majority of the total returns. This clearly indicates a variation of methods in handling school recreation endeavors.

It is interesting to note that the smaller school districts report about the same ratio of programs in each of the respective categories as do the First Class school districts, with one exception. The smaller school districts reported an extensive use of the summer activities only type of program, and the larger school districts reported the summer activities only program the least frequent of any of the categories. This situation is readily understood when one considers the limiting factors of facilities and of finance which is generally found in smaller communities, and in accordance, less frequently as the size of the community increases.

The other types of programs were reported in about the same ratio in both the larger and smaller communities. Summer supervised areas and activities seem to be widely used in both large and small districts as do programs consisting of year-around supervised areas and activities. These seem to be followed in popularity by the type of program consisting of summer supervised areas and year-around activities and year-around supervised activities only. The rest of the school districts reporting were almost individualistic in their program type. Three

districts reported summer swimming activities only; one reported an August music program; another reported a summer baseball program; and one reported the use of a winter activity program.

In general, it seems that communities have a tendency to vary in the intensity and completeness of the program offered with the size of the community. One may safely surmise that in most cases, the larger the community, the more complete and thorough the recreation program.

It seems quite definite that the individual programs are of a variable nature and of a variable structure. It seems reasonable, then, to believe that activities sponsored by these programs would also be of a variable nature and interesting to interpret. On the following page the activities sponsored under the 1948 program are listed. One will notice that the activities are many and of a variable nature undoubtedly due to the numerous different types of sponsoring programs.

It is hoped that through this chapter the reader has obtained a primary understanding of the school recreation programs as they are functioning today and that this understanding will give the reader a basis for interpreting the opinions of the recreational leadership needs as discussed in the following chapters.

Activities Offered:

Swimming and Water		Story-Telling . . . . .	58
Activity . . . . .	124	Hiking . . . . .	53
Indoor Pool . . . . .	13	Camping . . . . .	50
Outdoor Pool . . . . .	41	Day . . . . .	24
Lake . . . . .	59	Overnight . . . . .	29
Team Games . . . . .	116	Week-end . . . . .	12
Individual and		Week . . . . .	9
Dual Games . . . . .	89	Rhythmic Activities . . . . .	46
Games of		Tumbling . . . . .	35
Low Organization . . . . .	80	Folk Dancing . . . . .	34
Tennis . . . . .	64	Sand Box . . . . .	34
Picnics . . . . .	61	Hobby Clubs . . . . .	23
Special Events Days . . . . .	61	Arts and Crafts . . . . .	21

Others:

Golf . . . . .	16	Swim Meet . . . . .	2
Band . . . . .	10	Track Meet . . . . .	2
Social Dancing . . . . .	9	Wrestling . . . . .	1
Music . . . . .	8	Bicycle Safety Contest . . . . .	1
Baton Twirling . . . . .	6	Biology Cruises . . . . .	1
Roller Skating . . . . .	6	Box Car Derby . . . . .	1
Bicycling . . . . .	5	Boy Scouts . . . . .	1
Teen-age Clubs . . . . .	5	Demonstration Dances . . . . .	1
Field Trips . . . . .	4	Doll Show . . . . .	1
Movies . . . . .	4	Group Singing . . . . .	1
Orchestra . . . . .	4	Gymnasium Games . . . . .	1
Wading Pools . . . . .	4	Junior Patrol . . . . .	1
Archery . . . . .	3	Nature Study . . . . .	1
Boxing . . . . .	3	Pet Parade . . . . .	1
Dramatics . . . . .	3	Pet Training . . . . .	1
Horseback Riding . . . . .	3	Radio Programs . . . . .	1
Tap Dancing . . . . .	3	Reading Clubs . . . . .	1
Checkers . . . . .	2	Rifle Club . . . . .	1
Drawing and Coloring . . . . .	2	Sea Scouts . . . . .	1
Fishing . . . . .	2	Shop . . . . .	1
Fishing Derby . . . . .	2	Social Games . . . . .	1
Playground Games . . . . .	2	Treasure Hunts . . . . .	1
Puppet Shows . . . . .	2	Vaudeville . . . . .	1
Special Play Days . . . . .	2	Wheel Day . . . . .	1

## Chapter V

### The Types of Leadership Training Deemed Most Desirable by School Administrators in the State

As shown in the previous chapter, public school recreation programs are variable in structure. All of these types of programs, in order to grow and develop, must have leaders with a substantial background in recreation work. To obtain this background, most authorities believe that two types of experiences are thought to be of importance. The first is the formal training which is a definite part of the curriculum, the second is the work experience gained through participation in actual recreation situations.

#### Formal Training

A person interested in recreation work may choose to follow one of several different plans in order to reach the tentative objective. Four plans often used for professional preparation in recreational leadership and the plans noted in this survey are:

(1) A course with a recreation major and a minor in a related field of physical education, music, art, or drama. (2) A course with a physical education major and a minor in recreation. (3) A course with a subject matter major as history, science, or mathematics and a minor in recreation. (4) A course with a recreation major and a minor in a subject matter field.

There are other possibilities in planning work in this field such as: a three-minor program or a music, art, or drama major and a recreation minor, but it was felt that the four previously mentioned plans were basic in type and gave a general picture of the course possibilities.

It seems quite important that candidates be guided towards the formal education that school administrators believe most desirable to workers in this field. The following tables will show the type of professional programs desired by the school administrators participating in the survey.

Table III

Types of Formal Education Desired by School Administrators  
in First Class School Districts

Type	Number	Per Cent
Recreation major with allied minor	11	46
Recreation major with subject matter minor	1	4
Physical Education major with recreation minor	7	29
Subject matter major with recreation minor	4	17
Major and minor not important	<u>1</u>	<u>4</u>
Total	24	100

Table IV

Types of Formal Education Desired by School Administrators  
in Other Than First Class School Districts

Type	Number	Per Cent
Recreation major with allied minor	41	29
Recreation major with subject matter minor	18	13
Physical Education major with recreation minor	40	28
Subject matter major with recreation minor	40	28
Major and minor not important	<u>2</u>	<u>2</u>
Total	141	100

As the tables show, superintendents of the various school districts were not in agreement concerning the type of program most desirable. This may possibly be explained by the many differences found in the various school districts. It is interesting to note that of the total number of superintendents participating in the survey, 55% indicated a preference for teachers with a recreation minor and 43% indicated a preference for teachers with a recreation major. The type of course regarded as most desirable was a recreation major and a minor in a related field. The course with a physical education major and a recreation minor was regarded as the next most desirable followed in

order by courses with a subject matter major and a minor in recreation, and a recreation major with a minor in a subject matter field.

This would seem to indicate that school administrators are very much interested in graduates who have a broad background in recreation. Further analysis could lead to the presumption that there is a need for people capable of organizing and directing recreation programs. It would also seem that a definite need for the establishing of Bachelor of Arts Degrees in recreation by more of our colleges and universities has been shown.

The fact that both first class school districts and other than first class districts ranked the physical education major and the recreation minor type of course as the second most desirable is quite easily understood and interpreted. Many of the small school districts, and some of the larger districts, throughout the state use the athletic instructor as the recreation leader, and often he is the only full time worker in recreation. When facilities and personnel are limited, this situation seems to prevail.

Part time assistance in recreation is often needed; this is most likely one of the important reasons for the great number of school administrators reporting that a course with a subject matter major and a recreation minor seemed the most desirable. Another reason for this situation possibly would be the lack of sufficient funds by school districts, both large and small, to hire recreation workers other than those capable of handling a regular teaching position who could also

help out by doing some recreation work.

Little interest seemed to be focused in the course leading to a recreation major and a minor in a subject matter field. This situation, upon analysis, would seem to be explained by the fact that few school districts would desire a subject matter teacher to be in charge of their recreation program while a student majoring in recreation would generally have the objective of directing such a program. Therefore, one can see that a major and minor of this type do not, in most cases, belong together.

In conclusion, there seems to be indicated a very definite desire for three types of recreation leadership graduates in both the first class school districts and in others. These are: recreation major with allied minor, physical education major with recreation minor, and subject matter major with recreation minor. This situation is understood when one remembers that this field is comparatively new and the programs in operation are far from being standardized.

#### Work Experience

Work experience, that is experience not necessarily gained through a course of study, is generally believed to be very valuable to prospective recreation leaders. Students training for work as recreation leaders have many opportunities for enriching their background through various work and volunteer contacts. These experiences may be of many types: club work, team sport participation, social

participation, industrial arts work, summer playground director, summer camp counselor or director, and community recreation director. All of these experiences would be valuable and ideally a student would have the opportunity to participate in each. However, the limitation of time would, in practically all cases, make this situation impossible. It is important, then, to understand which experiences would seem to be the most valuable. The survey of school administrators, in both first class districts and others, concerning this situation showed the following results.

Table V

Types of Work Experience Desired by School Administrators  
in First Class School Districts

Type	Number	Per Cent
Summer Play Director	12	17
Team Sports	10	14
Community Recreation Director	7	10
Industrial Arts	13	18
Social Participation	15	21
Clubs	7	10
Camp Director	7	10
Swimming Participation	0	0
Total	71	100

Table VI

Types of Work Experience Desired by School Administrators  
in Other Than First Class School Districts

Type	Number	Per Cent
Summer Play Director	61	19
Team Sports	63	20
Community Recreation Director	54	17
Industrial Arts	46	14
Social Participation	41	13
Clubs	34	10
Camp Director	22	6
Swimming Participation	<u>3</u>	<u>1</u>
Total	324	100

The tables show that the first class school district administrators differed a great deal from the other districts concerning work experience. The first class districts listed the most desirable work experience to be in the area of social contacts and participation, while the other districts reported team sports as the most desirable experience. The smaller school districts' position in listing team sports the greatest number of times is undoubtedly due to the situation of parallel position of the athletic instructor and recreation leader. The choice of social participation in the larger schools is probably due to the amount of social activities sponsored by the larger recreation program. The second choice as listed by the participating superintendents of the first class districts was industrial arts experience, while the second choice of the other superintendents was summer playground director experience.

Upon analysis of this data it seems that there is a tendency for the larger school districts to place importance upon factors of recreation other than those dealing directly with athletics. This is readily understood when one considers that many of the larger schools have advanced a little more in promoting the true philosophy of recreation as they have had a good deal more experience in recreation than have the smaller schools. At the same time the smaller schools place importance upon athletic activities, and less upon social experiences, probably due to familiarity with a school program that has promoted only the first type of activities to any considerable degree.

Both types of school districts listed work as a summer playground director and community recreation director quite high in importance, indicating a strong backing for actual recreational experiences. Club work was regarded as desirable by many, but comparatively few superintendents regarded a camp director's experience as being important. This latter situation may possibly be due to the fact that camping as a part of school-sponsored recreation is a new activity and not as widely participated in as many of the other experiences. Swimming activities were regarded by three administrators as being a valuable work experience.

It is important that people interested in school recreation realize that it is a comparatively new field and at the present time is in the process of growth through methods of trial and error.

No one at this time is definitely sure of the type of work experiences vital to the education of recreation students. However, many educators interested in this field have developed basic beliefs concerning this problem, which should help to clarify the situation to a great extent. These beliefs are expressed in the following excerpts taken from personal letters to the writer. Mr. P. A. Wright, Superintendent, Richland Public Schools says, ". . .it is my thinking that those who have a wider general background are decidedly more useable than are the ones with the athletic background. Many times when I am looking for teachers I ask this question: 'What experience have you had with Campfire work, Girl Scouts, Boy Scouts, or Y. M. C. A.' In ninety-five per cent of the cases the answer indicates that the applicant at one time or another was a member of a group, but has never followed it since as a leader. If I could find young men and young women who have actually carried on some leadership in one of these fields during their high school or college period, I would always select them ahead of other candidates, other things being equal. In most cases candidates will say, 'I did not have time in college.' In many instances this may be true. However, if there was no time available in college it is not likely that time will be available during busy teaching periods."<sup>1</sup>

Mr. Ray W. Howard, Superintendent of Shoreline Schools is in accord with Mr. Wright. He states, "We feel that previous work with

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<sup>1</sup>Wright, P. A., Supt. of Schools, Richland, Wash. Personal letter. pp. 97-98 Appendix.

Boy and Girl Scouts and Y. M. C. A. would be of splendid value as background experiences for people interested in recreational work. It seems to me that we should certainly stress the fact that the person involved within this discussion should have had an experience with background which has brought him into contact with young people with happy results to such an extent that the individual likes children and people generally and feels that working in a program which contributes towards the happiness and general welfare of the community is a most worthy type of work."<sup>2</sup>

In addition to this, Mr. Jim Ennis, Director of Health, P. E. and Athletics at Everett, says, "My personal feeling is that any person in recreation should have a well-rounded activity background which would include all the major sports as well as experience in art, drama, shop, speech, etc. Of the two, the more general would, in my opinion, be the most desirable experience as a background for the recreational leader to have. Most communities and schools take care of major sport activities quite well. We fall down on general activities which are so important in reaching a great number of people. Boy and Girl Scout work, Y. M. C. A. experience is definitely a valuable addition to a recreational leader's background. Any type of activity which involves work with youngsters or adults groups will

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<sup>2</sup>Howard, Ray W., Supt. of Schools, Shoreline, Seattle, Washington. Personal Letter. Page 99, Appendix.

make an applicant a strong candidate for a teacher-recreation position."<sup>3</sup>

In discussing the type of person needed for recreational leadership work, Mr. Rolland H. Upton, Superintendent of Auburn Schools, says, ". . .we are always glad to know whether the applicant has worked as a volunteer leader in Boy and Girl Scout work, Y. M. C. A., Camp Fire Girls, or similar activities. We also try to select people with a rich cultural background in addition to specific training and experience. It would be hard to conceive of a good educational leader who was not familiar with the team sports such as basketball, football, and baseball. No doubt a good recreational program could be offered without them, but we cannot overlook the fact the children come to the recreational program with a very definite mind set in favor of these activities. In the field of recreation, perhaps more than any other, the success of the leader depends upon the bond of interest between himself and the children. Proficiency in competitive games would certainly strengthen that bond of interest."<sup>4</sup>

Mr. Edward F. Bloom, Superintendent of Aberdeen Schools, would prefer, "that the candidate have a broad general experience background." He would prefer that the candidate "have had at least some work experience in several different types of occupation. The same would go for his training background. The candidate should have a

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<sup>3</sup>Ennis, Jim, Director of Athletics, Everett, Personal Letter. Page 100, Appendix.

<sup>4</sup>Upton, Rolland H., Supt. of Auburn Schools, Personal Letter. Page 101, Appendix.

broad general education. I should not at all require that the candidate be a former star in one or more sports. There is danger there of one with that background doing what I have deplored, that is, concentrating on the few physically apt children at the expense of the less skilled many. The game of basketball lends itself readily to this abuse. The former athlete who directs recreation should guard against the entirely normal urge to over emphasize the sport in which he is most interested and most skilled."<sup>5</sup>

The recreation program at Wenatchee, according to Mr. Dan W. Wile, Principal, Ellison Junior High, "has supervisors skilled in the sports department and others in music, handicraft, etc. If there are only one or two supervisors, a more general knowledge is desirable. Previous experience in Boy Scout and Y. M. C. A. work would be to an advantage and would greatly add to the success of the program."<sup>6</sup>

Carrying on the belief that a wide background of experience is needed in the recreational field, Mr. Albert L. Ayars, Superintendent of Sunnyside Schools, says, "We feel that a person interested in recreation should have a working knowledge of the field of physical education including such team sports as basketball, football, baseball, and volley ball as well as such activities as camping, hiking, and individual sports and games. The person should have a background in

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<sup>5</sup>Bloom, Edward F., Supt. of Aberdeen Schools, Personal Letter. Page 103 Appendix.

<sup>6</sup>Wile, Dan W., Wenatchee Principal, Personal Letter. Page 104 Appendix.

or at least a sincere interest in art, drama, shop, speech and public forum work. Previous work with Boy and Girl Scouts, Y. M. C. A. and the Hi-Y is of great value. In short, the person whom we seek should, ideally speaking, have a broad training experience and interests."<sup>7</sup>

In conclusion, Mr. Angelo Giaudrone, Superintendent of Ellensburg Schools, states, "We feel that a recreation worker's background should be as broad as possible. A recreation worker in most of the smaller communities in the State of Washington would have to do a rather broad job and, if one had a background in drama, art, physical education, and athletics, I do believe that he could do a better job in working with young people's groups. I am quite certain that previous work with youngsters is of great value. Having worked with Boy Scouts, Camp Fire Girls, or Y. M. C. A. groups would help give the worker the kind of rich experience that we would like to have for all teachers."<sup>8</sup>

While formal and informal training is generally understood to be of great importance to recreation workers, personal factors must not be overlooked, for as Hjelte states, "technical training will avail the recreation worker little, unless he also possesses the personal attributes which distinguish the leader and which justify confidence

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<sup>7</sup>Ayars, Albert L., Supt. of Sunnyside Schools, Personal Letter. Page 105, Appendix.

<sup>8</sup>Giaudrone, Angelo, Supt. of Ellensburg Schools, Personal Letter. Page 106, Appendix.

being placed in him for a work as definite designed to improve human behavior."<sup>9</sup>

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<sup>9</sup>Hjelte, George, The Administration of Public Recreation. New York: Macmillan Co., 1947, p. 323.

## CHAPTER VI

### Primary Requirements of Placement and General Placement Possibilities

#### Placement Requirements

The personal requirements that constitute the basis for placement are closely associated with desirable leadership training factors. It is generally believed that students may be indoctrinated with essential information and may be given valuable experiences, but still may lack the personal qualifications necessary in obtaining or holding a position.

Sound training and essential personal qualities are considered the basis for any placement procedure. However, the static characteristics of any individual must also be considered, for only through adherence to basic placement patterns may a person expect to find employment easily. Through a survey of school districts, the writer has attempted to find the fundamental trend in regards to sex, race, and marital qualities as related to placement. In the interest of clarification the results of the survey are shown according to the classifications of First Class School Districts and Other Than First Class School Districts. Tables VII and VIII are shown on the following page.

Table VII

Basic Qualifications of Recreation Leaders  
In First Class School Districts

Type of Qualification	Number	Per Cent
Man	20	56
Woman	<u>16</u>	<u>44</u>
Total	36	100
White	10	91
Colored	0	0
No preference	<u>1</u>	<u>9</u>
Total	11	100
Married	10	59
Single	<u>7</u>	<u>41</u>
Total	17	100

Table VIII

Basic Qualifications of Recreation Leaders  
In Other Class School Districts

Type of Qualification	Number	Per Cent
Man	110	71
Woman	<u>44</u>	<u>29</u>
Total	154	100
White	73	86
Colored	4	5
No Preference	<u>8</u>	<u>9</u>
Total	85	100
Married	53	60
Single	<u>36</u>	<u>40</u>
Total	89	100

The survey indicates that approximately twice as many men as women would fit into the recreation programs of the smaller school districts reporting, but a smaller ratio was shown in the first-class districts. This situation seems to be quite significant. Analysis of the condition leads to a very plausible explanation. Most recreational programs offer more opportunities for boys and men than are offered for girls and women, especially in the smaller communities, as shown by the tables. The larger ratio of men over women in the smaller districts is undoubtedly due to the limited personnel in the smaller districts. When only one or two recreation workers are employed the tendency seems to hire men over women. This would lead to the assumption that more openings would be available for men than for women.

The survey indicated a decided preference for married workers in both classifications of school districts. This condition probably can be best explained by the general belief that with marriage goes a more stable, sound existence, which in turn, would lead to finer development of such essential personal qualities as tolerance, patience, and emotional stability. Also to be considered would be the factor of permanence of residence which is generally considered to be a part of married life. This stability would have a tendency to lead to community intelligence, the condition of knowing, understanding, and participation in community affairs, which is so important to work in this field.

As was expected, the greater majority of school districts reported preference for white workers over any other race. The field, however,

does not seem to be limited to white workers alone. Four administrators reported that colored workers would fit into their programs satisfactorily, and one school district reported a Chinese already actively engaged in this work. All of these administrators were from first-class school districts. Several school districts reported no preference on race, but preferred to judge candidates on records, recommendations, and personal qualities.

#### Placement Possibilities

Most discussions of placement possibilities are treated in two major divisions: types of positions and compensation available. Through a survey, it was possible to obtain the general trend of possibilities concerning these two factors.

There are many titles of positions in recreation, but as Hjelte states, "positions in community recreation work have tended to become standardized as the public recreation movement has developed. An examination of the titles used by the numerous cities which are carrying on this work reveals substantial, though not unanimous, agreement, not only as to titles of employment but as to duties assigned."<sup>1</sup> The following is a list of the titles more generally used in discussing types of positions: director, assistant director, supervisor, playleader, or the free period activity leader. The following results were obtained by using these titles in the survey.

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<sup>1</sup>Hjelte, George, The Administration of Public Recreation. New York: Macmillan Co., 1947, p. 323.

Again, the tables are divided into two classifications for clarification.

Table IX  
Placement Possibilities in First Class  
School Districts

Position	Number	Per Cent
Director	3	13
Assistant Director	2	9
Supervisor	2	9
Playleader	9	39
Activity Leader (directed activities during noon, recess, etc.)	7	30
Total	23	100

Table X  
Placement Possibilities in Other Than  
First Class School Districts

Position	Number	Per Cent
Director	44	26
Assistant Director	5	3
Supervisor	30	17
Playleader	39	23
Activity Leader (directed activities during noon, recess, etc.)	54	31
Total	172	100

Tables nine and ten show a definite need for workers in the last two categories. This is understandable when the number of recreational opportunities requiring leadership of this type are considered. A great many of the smaller school districts reported a need for directors, which would indicate placement possibilities with a definite job of organizing or re-organizing a recreation program in these smaller communities. This condition is to be expected in any new endeavor for the first few years always seem to be years of dynamic change. A considerable number of smaller schools expressed a possible need for supervisors indicating a substantial demand for executive type workers. However, very few reported an interest in the hiring of assistant directors. This latter condition is probably best explained when one analyzes the size of most programs and communities in the state. It would seem that in most cases, the program of the smaller schools would not be large enough to warrant the hiring of an assistant director, and those of the larger schools have few openings. The survey seems to point out that there is a definite need for directors capable of organizing and directing new programs in our smaller school districts and for play leaders and activity leaders in both the large and small districts.

It seems that compensation is always a necessary consideration of placement. In his discussion of compensation for recreation workers, Hjelte believes that compensation for recreation work is generally higher in the Eastern and Middle Western states than in the South, with the Pacific Coast states ranking about in the middle.<sup>2</sup>

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<sup>2</sup>Hjelte, ibid. p. 334

The state of Washington, then, would generally be considered to be near the median. Results of the survey concerning possible compensation are shown in the following tables.

Table XI

## Salary Possibilities in First Class School Districts

Amount	Number	Per Cent
\$2400 - \$3000	8	38
\$3000 - \$3500	5	24
\$3500 - \$4000	3	14
\$4000 - \$4500	1	5
Others *	<u>4</u>	<u>19</u>
Total	21	100

Table XII

## Salary Possibilities in Other Than First Class School Districts

Amount	Number	Per Cent
\$2400 - \$3000	27	24
\$3000 - \$3500	60	53
\$3500 - \$4000	15	13
\$4000 - \$4500	4	3
Others	<u>8</u>	<u>7</u>
Total	114	100

\* Eighteen school districts reported a summer (only) salary ranging from \$100 to \$400 per month with the median at approximately \$200.

The majority of superintendents reported approximate salaries between \$3000 and \$3500 with the bracket between \$2400 and \$3000 next in line. However, it is interesting to note that in the smaller school districts, salaries between \$3000 and \$3500 were reported most, while in the larger school districts salaries between \$2400 and \$3000 ranked first. This probably can be explained when one considers the comparative availability of recreation workers in the two sizes of communities. A few of the larger school districts, whose programs were very advanced in organization, reported salaries ranging from \$3500 to \$4000. Five districts reported salaries up to \$4500 and again four of these were from smaller districts. It must be remembered that in most cases salary will vary according to the salary schedule of the particular school. In addition to this, the fact that many programs operate only on a summer basis is important to consider in attempting to understand compensation possibilities.

No discussion of placement or of recreation leadership needs would be complete without a professional viewpoint concerning changeable personality factors so necessary for placement and for success. Dr. H. A. Overstreet in his address to the Society of Recreation Workers of America in 1939 supplied this viewpoint, perhaps better than anyone else. Dr. Overstreet believes there are ten qualities which can and probably should serve as one of the fundamental guides in organizing training procedures. These qualities are, first, wisdom with people. This quality is found in individuals who have the gift of being able

to project themselves into others, of being sensitive to what others feel and care about, and of being able to make the right responses so that others are made more alive by their understanding.

The second quality is community intelligence. This quality is more than "social Intelligence;" it is the type of characteristic found in a person who likes to move around in his community, who knows its hidden places, who feels its life, and who thoroughly knows and understands its people.

The third quality is ingenuity with materials, which is the capability of working with one's hands. This type of quality is best exemplified by the person who can take meager materials and work out a rich recreational experience.

A fourth quality is long patience. This quality is found in workers who have at all times a long range view of what they are aiming to accomplish and at the same time a realistic knowledge of the shortcomings--lovable and otherwise--of the people with whom they are to work. To know what to expect of people is to be on guard against too sudden and devastating disappointments.

A fifth quality is sincere tolerance. This quality simply is the condition of respecting others as one respects oneself. Following closely upon this is the sixth quality which is a sense of humor. People with no sense of humor have no place in the field of recreation. It has truly been said that tolerance and humor must be mellowed in philosophy.

The seventh quality is a democratic attitude and procedure. The lack of this quality would be disastrous to a recreation worker for it is generally considered that the worst sin that a leader can commit is to dominate his people. The leader must always encourage people to use their own initiative and to give their own freedoms the chance to blossom into joyful experiences.

The eighth quality is skill in a particular field and in several avocations. This quality is best shown in the person who is 'in the game.' This type of worker is in the act of participation far more of a leader than the worker who stands on the sidelines.

The ninth quality is emotional maturity. This quality is profoundly important for to have a poorly adjusted individual in charge of people who are looking for release from their own maladjustments, is the same as putting the sick in the hands of a sick man instead of a physician. Nothing is more sure than the need for an emotionally sound man or woman in a situation where people are supposed to be given the chance to escape from their own onesidedness and immaturities.

Finally, there is the tenth quality, which is a deep happiness in the work. This quality is found in the person who has the firm conviction that this work is worth while and that one is profoundly fortunate in being permitted to work in this field. Fundamental to everything else is the conviction that this job is the way, not only to human usefulness, but one's own interest and happiness.

It is the firm belief of Mr. Overstreet that these ten qualities are indispensable to success in this field, for he believes that these

are the qualities that make the recreation leader into a wise and resourceful guide of his people.<sup>3</sup>

Mr. Jim Ennis further emphasized the importance of personal qualities in his statement, "Personality is a most important quality. A leader must have likeable qualities as well as being prepared in his field in order to get interest and participation in his program."<sup>4</sup>

Previous chapters have been concerned with an explanation of recreation leadership needs. It is important to understand what these needs consist of and also to show how these needs are being cared for. Therefore, it seems important that one consider the training services in recreation that are now being offered in our higher educational institutions.

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<sup>3</sup>Overstreet, H. A., Prof. of Philosophy, College of City of New York, Recreation Magazine, December, 1939.

<sup>4</sup>Jim Ennis, Director of Athletics, Everett, Washington. Personal Letter.

## CHAPTER VII

### The Recreation Leadership Training Services Now Offered in the Colleges and Universities of This State

The state of Washington has thirteen colleges and universities, with a variable amount of interest in teacher preparation. It is the purpose of this chapter to explain the services offered by these institutions and to offer some additional information so that the reader may have some basis for comparing the adequacy of the services offered in this field. Courses customarily required of, or offered to all undergraduates, such as English, Psychology, Sociology, and Education courses have been omitted in the interest of brevity. Courses common to all recreation curricula such as basic health and physical education courses, physical education activity courses, and allied courses in art, drama, shop, and music have also been omitted in order to prevent repetition of understood factors. Only those courses having specific application to training for recreation work have been included.

#### Recreation Curricula for Teacher Training Institutions of the State of Washington

##### CENTRAL WASHINGTON COLLEGE OF EDUCATION, ELLENSBURG

Administration: Under the department of health, physical education and recreation. A major and minor in both the College of Education and the College of Arts and Sciences. A B.A. Degree is attainable in both colleges and a Master of Education, with emphasis on recreation, is offered.

## Curriculum:

Camp Leadership--Study of modern trends of the camping movement and its relationship to the field of education. Qualifications, duties and relationships of the counselor to the camp. Some units devoted to application of practical camping techniques.

Introduction to Recreation--This course deals with the development of a recreational philosophy, and considers the historical background of recreation in this country.

Organization and Administration of Recreation--In this course the following studies are undertaken: Types of organizations for the conduct of recreational programs, legal aspects of programs, finance problems, cooperation with community agencies, problems of area and facilities, publicity, and records and reports.

Activities, and Program Planning in Community Recreation--A study of the various types of recreation programs, and an evaluation of and experience in recreation activities. Students will have an opportunity to set up daily, weekly, seasonal, and yearly programs.

Public Relations in Community Recreation--A study of the various measures and means used to create public good will.

Field Work in Community Recreation--This course requires the student<sup>1</sup> to do actual participating work in a community recreational program.

## COLLEGE OF PUGET SOUND, TACOMA

Administration: Under the department of health, physical education, and recreation. A minor only is offered to candidates for the degree of Bachelor of Education.

## Curriculum:

Recreational Crafts--Survey of crafts especially prepared for students in occupational therapy and recommended for students wishing to enter the recreational field.

Recreational Leadership--Source-materials, theory and practice in leading games, dancing, story-telling, singing, dramatics, recreational crafts, etc. for use in recreational programs of playgrounds, churches, camps and institutions.

Playgrounds, Their Administration and Operation--An intensive course in playground operation with particular emphasis on programs, administration, equipment, and supplies and playground problems. Students taking the course will be eligible for summer work with the Metropolitan Park District.

Community Recreation, A Guide to Its Organization and Administration--A course involving teacher-pupil participation through discussion.

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<sup>1</sup> General College Catalog, 1949-1950, and Form Letter, February 20, 1950.

A workshop provides opportunities for the student to study, evaluate and discuss recreation as a social force; its organization and administration are features of the course.<sup>2</sup>

EASTERN WASHINGTON COLLEGE, CHENEY

Administration: Under the department of Health and Physical Education. No major or minor is offered.

Curriculum:

Camp Fire Leadership (women)--A study of program planning, handicraft, leadership psychology and plans for general group activities.  
Playground and Community Recreation--Organization, equipment, management and supervision of playgrounds; instruction in games and other activities.<sup>3</sup>

GONZAGA UNIVERSITY, SPOKANE

Administration: Under the administration of the physical education department. No major or minor is offered.

Curriculum:

History and Theory of Recreation--Historical Survey. Theories and practices in recreational programs in community and school. Seasonal, regional, and national recreational activities.  
Practical Recreation--Recreational activities applicable to school and community contrasted with strenuous combative athletics. Planning, organization and supervision of games and minor sports.<sup>4</sup>

PACIFIC LUTHERAN COLLEGE, PARKLAND

Administration: Under the department of physical education. No major or minor is offered.

Curriculum:

Methods in Folk Dancing--Study of the methods and materials used in folk dancing.  
Boy Scout Leadership--Study of administration of Boy Scout Activities.<sup>5</sup>

<sup>2</sup>General College Catalog, 1949-1950, and Form Letter, March 20, 1950.

<sup>3</sup>General College Catalog, 1949-1950, and Form Letter, February 15, 1950.

<sup>4</sup>General College Catalog, 1949-1950, and Form Letter, February 15, 1950.

<sup>5</sup>General College Catalog, 1949-1950, and Form Letter, February 15, 1950.

## SEATTLE PACIFIC COLLEGE, SEATTLE

Administration: Under the department of physical education. A major is offered in recreational leadership and a B. A. degree in Education is attainable.

## Curriculum:

Introduction to Recreation--Study of the development of recreational philosophy and general orientation of the recreation movement.

Craft Handwork--Training in basic crafts suitable for camp, playground, or home.

The Playground Program--Activities suitable for various age levels, qualifications of leadership, methods and materials for organizing program.<sup>6</sup>

## SEATTLE UNIVERSITY, SEATTLE

No definite program or courses are offered in this field.<sup>7</sup>

## ST. MARTIN'S COLLEGE, OLYMPIA

Administration: Under the department of physical education. No major or minor is offered.

## Curriculum:

Playground Administration--Theory of play, organization on various levels of play activity. Planning, equipping and administering playgrounds. Playground inspection and safety problems. Fitting the playground into the community pattern.

Community Recreation--Recreation as a community function. Evolution of municipal responsibility. Survey of modern practices and organization procedures. Scope and nature of program. Techniques of survey methods. Validation of procedures. Financing.<sup>8</sup>

## UNIVERSITY OF WASHINGTON, SEATTLE

Administration: Under the department of Health and Physical Education. A major and minor to candidates for the degree of Bachelor of Education.

<sup>6</sup>General College Catalog, 1949-1950

<sup>7</sup>General College Catalog, 1949-1950

<sup>8</sup>General College Catalog, 1948-1949, and Form Letter, February 15, 1950.

## Curriculum:

Officiating--Men. Techniques of officiating football, basketball, baseball, track and field, swimming, tennis, volleyball, softball, speedball, and soccer.

The School Dance Program--Practice in basic skills and dances in areas of folk, square, and social dancing; methods and opportunity for presentation, including calling.

Rhythmic Activities for Small Children--Women. Observation of children.

Advanced Folk and Square Dancing--The course includes advanced folk and square dances for secondary school and adult recreation groups.

Organization and Administration of School and Community Recreation Program--A study of the organization and administration of activities for school and community recreation programs. Opportunity is given for observation and the teaching of playground and recreation activities to children.

Field Work in Recreation--Practical experience in a community recreational program.

Intramural Sports--Instruction in seasonal sports.

Mixed Recreation--A seasonal program of hiking, picnicking, and skiing is offered for men and women.<sup>9</sup>

## WASHINGTON STATE COLLEGE, PULMAN

Administration: Under the department of Physical Education. A major is offered to candidates for the Arts and Sciences degree. An area of minor concentration is also offered under the school of Education. A B. S. degree in physical education with a specialty in recreation is offered.

## Curriculum:

Rhythms for Recreation--Training in dancing for recreation leaders.

Athletic Coaching--Handling athletic teams in connection with community recreation. Group handling of fundamentals and practice schedules, and officiating.

Campercraft and Nature Activities--Fire building, camp cookery, nature lore, scouting, sanitation, and natural phenomena.

Handicraft--Woodcarving, leather tooling, weaving, block prints, and other crafts suitable for camps and playgrounds.

Community Recreation Programs--The planning and execution of varied programs suitable for industrial and community centers.

Camp Leadership--Problems in organization and leadership of camps. Arrangements may be made to complete part of the work in a recognized class A camp.

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<sup>9</sup>General Catalog, 1949-1950

Directed Teaching in Recreation—Observation and participation in organized recreation for different age levels.

Rural Recreational Leadership—Intensive preparation in philosophy and program of 4-H clubs, how to develop leadership ability in recreation, problems peculiar to rural recreation; leading recreation in the county 4-H club camps; evaluating the experience.

Administration of Community Recreation—Principles, organization, and administration of public recreation programs.

Seminar in Recreation—Intensive study of recreation problems.

Leadership of Adolescents—A study of various club programs, such as those of the Girl Reserves, Camp Fire Girls, and Girl Scouts.<sup>10</sup>

#### WESTERN WASHINGTON COLLEGE OF EDUCATION, BELLINGHAM

Administration: Under the department of physical education and recreation. A major and minor is offered to candidates for the Arts and Sciences degree. No area of specialization is offered in the college of education. A B. A. degree is attainable.

#### Curriculum:

Campcraft—A study of the crafts involved in camping, such as camp cookery, handicraft, hiking, trailing, etc.

Community Recreation—A course involving teacher-pupil participation through discussion.

Playground Programs—Planning, equipping, and administering playgrounds.

Observation and Practice Teaching—Observation and participation in organized recreation for different age groups.

Organization and Administration of Camp Programs—The educational and social significance of camping; organization of activities and problems of administration.<sup>11</sup>

#### WHITMAN COLLEGE, WALLA WALLA

The subject of recreational leadership is given consideration in both sociology and physical education courses, but no definite program or courses are offered in this field.<sup>12</sup>

#### WHITWORTH COLLEGE, SPOKANE

Administration: Under the department of physical education. A major and minor is offered to candidates for the B. A. degree in Education.

<sup>10</sup>General College Catalog, 1949, and Form Letter, February 15, 1950.

<sup>11</sup>General College Catalog, 1949-1950, and Form Letter, February 15, 1950.

<sup>12</sup>General College Catalog, 1948-1949, and Form Letter, February 15, 1950.

Curriculum:

Recreational Leadership--General methods used in selection, evaluation and adaptation of recreation activities for church, school, and community. Appreciation of the need and place of play and recreation in our society.

Administration of Play and Recreation--Principles, organization and administration of a recreation program.

Camp Leadership--Study of qualifications and duties of camp counselors.

Community Recreation Program--A study of community recreation programs and activities.

Directed Teaching in Recreation--Supervised practical experience.

Seminar in Recreation--Research in the field.

Elementary Games for Recreation--Techniques and instruction of basic games.<sup>13</sup>

It has been learned, through correspondence, that many of these colleges are planning to expand the amount of services offered in the field of recreation. Washington State College has signified an intention of offering a B. A. and M. A. in education with a major in recreation in the near future. Eastern Washington College is planning to offer a degree of Bachelor of Arts in Education with a major in recreation beginning in the year 1950. The College of Puget Sound is planning to offer a major in the recreation field starting in the fall of 1950.

Undergraduate Recreation Curricula in Other  
Colleges and Universities in the U. S.

In order to establish a basis for comparison of programs offered in Washington, with those offered in other areas of the United States, a survey of course offerings of several institutions from various areas of the United States are presented herein. The courses customarily

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<sup>13</sup>General College Catalog, 1949-1950, and Form Letter, February 15, 1950.

required of, or offered to all undergraduates, such as English, Psychology, Sociology, Education Courses, have again been omitted in the interest of brevity; only those courses having special application to training for recreation work have been included. No attempt has been made to appraise or evaluate the curricula described. This material is intended only to make available information as to the recreation curricula offered in various institutions throughout the United States.

### Recreation Curricula

TEACHERS COLLEGE, COLUMBIA UNIVERSITY, NEW YORK CITY

Administration: Under the Inter-Divisional Program of Recreation. B. S., M. A., Professional Diploma, Ed. D. and Ph.D. degrees are offered.

#### Curriculum:

Group Games—Games suitable for playground, community center, camp, home, and community institutions; for children of elementary school age and adult recreation groups.

Camp Counselor Leadership—Inexperienced counselors prepare for specific positions; experienced counselors learn new skills; camp directors discuss problems under expert leadership.

Recreation Skills—Different craft media are adapted to use in a recreation or rehabilitation program; includes making of game boards and equipment, small musical instruments, dramatic properties, story-telling sets, nature prints, party decorations, puzzles, etc.

Advanced Recreation Leadership—Techniques of leadership through observation and practice in community centers, settlements, social and religious agencies, scouting groups, etc.

Principles of Recreation—Theories of play and history of domestic and foreign recreation; evaluation in relation to problems of societal living.

Programs in Recreation—Discussion and evaluation of types of programs conducted by official, voluntary and private agencies; purposes for which programs are designed, program content, appropriate leadership and adequate facilities.

Administration of Recreation—Official, voluntary and private agencies; legal provisions, personnel, program, finance, public relations and others.

Song Leaders for Today—Develops song leaders for mass meetings, school assemblies, etc.

Class Piano Instruction for Recreation—Beginning course for students without musical background.

Music for Children—Special topics: simple accompanying instruments, toy bands, pre-band instruments for use with children.

Field Training: At least two points of field work or an equivalent is required, consisting of study programs, analysis and evaluation with recommendations, or working in a situation and drawing plans for needed improvements in all aspects of the program; supervised by a faculty member.

#### PENNSYLVANIA STATE COLLEGE, STATE COLLEGE

Administration: Under the School of Physical Education and Athletics. B. S. and M. S. degrees in Recreation are offered.

#### Curriculum:

Principles of Recreation—Philosophy, evolution and history of play and recreation; democratic living and recreation; the theories and values of play, leisure, recreation and sociological factors.

Playground Management and Supervision—Playground leadership, staff organization, recruiting, selection, assigning, training and rating; planning the activity program; organization and supervision; playground equipment and supplies.

Recreation Areas and Facilities—Equipment, layout, design; construction and maintenance.

Practice Teaching in Recreation—Observation, participation and practice in recreation work in a community recreation center, settlement house or industry.

Introduction to Organized Camping—Preparation for counselor positions in public and private organized camps; scope, significance, leadership, facilities, equipment, organization of activities and administrative procedures.

Administration of Community Recreation—Administration and organization of recreation under systems of state and local government.

Student Leadership—Students observe the teaching of health, physical education and recreational activities in public elementary and secondary schools, college and community centers; teaching under faculty supervision; practicum and conference.

Programs of Community Recreation—Content and methods of conducting community recreation programs with various activities designed to meet community needs and interests.

Social Recreation—Social recreation activities for mixed groups; community recreation and activities for all ages; games and game leadership for mixed groups.

Introductory Crafts for Teachers—Direct experience with materials such as wood, clay, metal, paper, textiles, plastics, etc., in creating useful and decorative objects; discussion of art needs of elementary school level as evidenced in child activities of school and home.

Field Training: Junior Year—Student Recreation Laboratory work in campus recreation. Senior Year—Student Recreation Laboratory work in State College municipal recreation program. Six weeks summer practicum in municipal department, camp, boys' club or other agency. Senior Year—Eight weeks on-the-job-training in municipal recreation department, private agency, industry or other recreation field; supervised by faculty members.

#### UNIVERSITY OF MINNESOTA, MINNEAPOLIS

Administration: Under the Department of Physical Education and Athletics. B. S. and M. Ed. degrees are offered.

#### Curriculum:

Survey of Recreation Activities—Aims to search out, analyze and classify recreation opportunities on the campus and in the Twin Cities area, and to study the group in relation to the individual, other groups and the community.

Introduction to Recreation Leadership—Gives the student an opportunity to study group practices, organization and activities, and to become conversant with leadership problems.

Social Aspects of Leisure—A sociological consideration of leisure and recreation as parts of our total social-economic structure.

The Leadership of Social Activities—Planned to meet the need for a technique of leadership in social activities in schools, camps, churches, etc.

Introduction to Community Recreation—First of two sequence courses designed to give the recreation major a professional background as follows:

The Theory of Play—The biological Play drives theory and philosophy of play and recreation; history and place of play and recreation on the modern world; their function in building an integrated personality.

The Operation and Conduct of Community Centers—Problems of operation and management of the community center and playground including leadership, facilities, equipment, program and problems of organization and administration.

Leadership in Community Recreation—Survey of community recreation; objectives of leadership; history, place, value, program, and general principles of leadership organization of community music, drama, nature, arts, and crafts, athletics and social activities.

The Operation and Conduct of Community Centers—Problems of operation and management of the community center and playground including leadership, facilities, equipment, program and problems of organization and administration.

Leadership in Community Recreation—Survey of community recreation; objectives of leadership; history, place, value, program, and general principles of leadership organization of community music, drama, nature, arts and crafts, athletics and social activities.

Community Recreation Planning, Management and Supervision—The second sequence as follows:

Recreation Surveys—Community fact-finding and technique of gathering materials for community recreation surveys.

Recreation Areas and Facilities—Presentation of the latest material on recreation facilities and areas; problems of maintenance, equipment standards, and purchasing of supplies and equipment.

Leadership in Nature Recreation—Type and scope of the nature recreation field and program; develops actual acquaintanceship with common fauna of the Northwest; the organization of nature programs in recreation; field trips.

Community Recreation Resources and Organizations—Creates an understanding of the work of the community recreation agencies such as Scouts, Y's, 4-H Clubs, social settlements, State Departments of Education, Conservation, Welfare, etc.

Principles of Recreation Methods—Recreation technique and methods as applied to the individual leader, the group, the community, and all areas in community recreation.

Industrial Recreation—History, scope, place and relationship of management-employee recreation; organization, administration, facilities, leadership, finance, community relationship and program.

Hospital Recreation—Planned for those particularly interested in the field of hospital recreation and to provide a general background for the recreation leader and administrator.

Administration and Supervision of Public Recreation—Presents basic principles of administration of public recreation programs; includes organization for recreation and policies and procedures relating to recreation finance, program, facilities, office management, legislation and public relations.

Introduction to Leisure Time Interests—An orientation course for students in the General College who wish to explore this area for their personal use, or for those considering applying for entrance in the professional recreation curriculum.

Opportunities are also offered for acquiring skills in the areas of music, drama, nature, games and sports.

Field Training: Junior Year—180 hours of practice and field work are required with private and voluntary agencies such as social settlements, Scouts, Y's, and neighborhood associations. Senior Year—180 hours of

field work and practice with either the Minneapolis or St. Paul municipal recreation system. Opportunity is given to learn the operation of a municipal recreation department and to work in a recreation department office, a recreation center, and a playground.

#### CHAPMAN COLLEGE, LOS ANGELES

Administration: Under the Physical Education Department. A B. A. degree is offered.

#### Curriculum:

Recreation Leadership--Philosophy, history, the need and scope of the field of recreation. Actual participation in leadership activity such as crafts, games, rhythms, community singing, etc.

Camp Leadership and Administration--Philosophy, history, the need and scope of the field of camping; principles, problems and organization of administrations.

Church Recreation--Emphasis on recreation as one of the needs of the church and one of the devices for making the church a more cohesive unit; problems of administration, methods and techniques.

Principles and Administration of Community Recreation--Organization and administration of recreation activities; problems in this field.

Recreation Laboratory--Gives the student an opportunity to work in the field of recreation under guidance. Lectures and discussions on program planning, administration and solving of the problems involved.

Methods in Teaching Sports Activities--Individual and team sports; marching, gymnastics and tumbling; coaching and refereeing.

Methods in Teaching Rhythmic Activities--Folk and modern dance; clog, tap and social dancing.

Crafts Workshop--For students planning to be teachers, recreational directors, occupational directors or social workers; block printing, clay modeling, textiles, papier mache, metalcraft, woodcraft, plaster casting, bookbinding and leather tooling.

Field Training: One hundred hours of club, playground or church work are required, supervised by members of the college staff.

#### COLLEGE OF THE PACIFIC, STOCKTON

Administration: Under the Department of Health, Physical Education and Recreation. A B. A. degree is offered.

#### Curriculum:

Camping and Camp Leadership--Aims at developing camp counselors; theory, techniques, activities, trends, problems and coordination in the modern organized camping program.

Child Growth and Development--Development of the child from infancy to

adolescence; physical, intellectual, emotional and social aspects; emphasis on the elementary school child.

Physical Education in Elementary Schools--Activities adapted to the capacities and needs of different age groups in the elementary school; activities and methods of presenting.

Organization and Administration of Community Recreation--Organization, administration and leadership in community recreation in which participation plays an important role.

Community Recreation Methods--Techniques of leadership; community resources; supervision and evaluation; methods of converting leisure into useful, cultural, creative activities.

Game Teaching Technique (men)--Teaching methods for individual and team sports adapted for group or class instruction in the secondary school.

Game Teaching Technique (women)--Gives students techniques in teaching low organized, individual, dual, small and large group games.

Handicraft in Group Work--An elementary course in varied crafts, hobbies and creative activities.

Advanced Crafts--A continuation of the previous course.

Community Singing--Develops the simpler techniques in the leadership of group singing.

Field Training: Two hours per day of field work on local playgrounds for a summer or semester is recommended, under the supervision of the City Recreation Department staff.

TAYLOR UNIVERSITY, UPLAND, INDIANA

Administration: Under the Department of Health, Physical Education and Recreation. A B. S. degree in Education is offered.

Curriculum:

Arts and Crafts--Elementary arts and crafts for work in public schools, camps, boys' and girls' clubs and vacation church schools; spatter painting, glass etching, clay modeling, leather and metal crafts, stenciling, basketry and block printing.

Theory and Practice of Play--Theory of prominent play leaders of this and other centuries; instruction is given for proper play program to develop skills and attitudes in class procedures; materials of instruction for elementary physical education are stressed.

First Aid Training--Prevention and treatment of injuries resulting from accidents in home, gymnasium, athletic field or camp.

Aquatics--Fundamentals of swimming, different strokes, technique of diving and water safety.

Elementary Supervised Student Teaching--The student conducts classes in grades one to six inclusive in local elementary schools and operates tournaments at different times of the year, under joint supervision of the school principal and the university Director of Health and P. E.

Rhythmics—Rhythmical activities and history of rhythmics as applied to public school teaching in physical education. Elementary school activities are stressed.

Recreational Activities—Games of low organization and activities of strong recreational value; participation in volleyball, shuffleboard, ping-pong, badminton, archery, bowling, croquet, etc.

Festivals and Pageants—Supervising and casting of festivals, pageants and athletic productions.

Scouting—Fundamentals of scouting from leadership point of view; local scout troops serve as a laboratory.

Camping and Hiking—Techniques in operating camps and problems encountered in conducting hikes. Actual camping hours on a campus camp site are required as laboratory work. A minimum number of hikes required. The recreation major is also required to complete a major in P. E.

Field Training: Two summers of work in a recreation field such as camping, playground or community center plus recreation work in the college community is required; campus work is supervised by the Director of the Department.

OHIO STATE UNIVERSITY, COLUMBUS

Administration: Under the School of Social Administration. B. S. and M. A. degrees in Social Administration are offered.

Curriculum:

Group Work and Recreational Agencies—Group work and recreational resources of the community, public and semi-public; principles and objectives; place of commercial recreation; legislative and other controls.

Leadership and Direction of Group Activities—Problems of leadership and practice in methods of directing boys' and girls' clubs and adult leisure groups, activity techniques.

Organization and Direction of Specialized Group Activities—Special group agency programs and their adaptation to national Y and Scout programs.

Leisure and Recreation—History, significance and functions of leisure and play; control of and public provision for recreation in modern communities.

Contemporary Group Work Methods—Basic philosophy of group work; practical application in group leadership; organization and methods of principal agencies.

Supervisory Problems in Group Work—Supervisory and departmental practices in Y's, Scouts, etc.; methods of recruiting, selection, training, supervision and guidance of professional and volunteer personnel.

Special Problems—Individual study in some field of special interest.

Administrative Relationships in Group Work—Methods of coordination of voluntary group work agencies with public education and recreation agencies.

Public Recreation: Its Organization and Administration—Public provision for the use of leisure; organization and administration of playgrounds, community centers and school centers.

Research in Social Administration—Individual projects selected and prosecuted. Recreation majors are also required to complete a major in Group Leadership.

Field Training: One quarter of practical work in the fields of public assistance, penology, health, industry, recreation, group work, social statistics and community organization; supervised by agency and university personnel.

#### NORTH TEXAS STATE TEACHERS COLLEGE, DENTON

Administration: Under the Health and Physical Education and Recreation Department. B. S. and M. S. degrees in Physical Education are offered.

#### Curriculum:

Recreation in the American Culture—Orientation in the field of recreation and its place in American society.

Club Leadership—Preparation for leadership in club activities for students in the elementary and secondary schools, including Scouts and Camp Fire Girls.

Camp Leadership—Preparation for counselorship through presentation of underlying principles and methods of camp education and actual experience in camp activities.

Play and Playgrounds—Theory of play and underlying principles of play activities in each division of child life; direction and supervision of play activities in elementary and junior high schools; designed to satisfy three of the six semester hours required by the State Department of Education of classroom teachers of Health and Physical Education.

Administration and Supervision—Principles and procedures involved in the administration and supervision of recreation.

Integration of Recreation in the Community—Principles and methods in relating recreation to national, state and local agencies and to community life, including procedures in publicizing recreation programs.

Program Construction in Recreation—Principles and construction of programs for all types of organized recreation.

Special Problems Course in Recreation—Development of a problem in the field of recreation through conferences and activities directed by a sponsor; open to advanced undergraduate students who are capable of developing a problem independently, provided the approval of the Department is obtained.

Field Training: One semester of field work is required under the supervision of a faculty member.<sup>14</sup>

#### The Jackson's Mills Report

The report of the National Conference on Undergraduate Professional Preparation in Health Education, Physical Education, and Recreation, outlines in general, the responsibilities of the colleges and universities in regards to training competent teachers and leaders in these fields. The objectives of professional preparation as given by this report are as follows:

1. To prepare individuals to plan and carry out recreation programs and services.
2. To develop a philosophy of recreation and the ability to promote and interpret this philosophy to others.
3. To focus attention on and sharpen desirable personal qualities that are essential to recreation leaders.
4. To provide experiences which develop competencies relating to recreational leadership.
5. To develop an appreciation of the dignity of recreation as a profession.<sup>15</sup>

In order to obtain these objectives the conference felt that many factors should be taken into consideration. Factors considered of importance were those concerned with staff, facilities, recruitment and selection of candidates, and types of educational experiences.

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<sup>14</sup>A Summary of Undergraduate Recreation Curricula in Thirty-five Colleges and Universities. National Recreation Association. New York. No date.

<sup>15</sup>National Conference on Undergraduate Professional Preparation in Physical Education, Health Education, and Recreation. Athletic Institute, 1948. p. 26.

As this work is primarily concerned with types of educational experiences, the writer would like to quote, in part, the recommendations of the conference which apply to this area. The writer feels that this information is of great importance and is a necessary part of any paper attempting to show leadership needs in the field of recreation.

### Education in the Area of Recreation Specialization

Consideration of the content of a curriculum in recreation specialization should include recognition of the objectives of general education along with the minimum special requirements needed for the preparation of recreation leaders. The curriculum should never be considered static; it should be continuously evaluated and revised in light of new emphasis and changing needs. In addition to general and professional knowledge and the personal qualities of the leader, the effectiveness of recreation leadership is dependent upon certain basic specific knowledges, understandings and skills peculiar to recreation.

### Skills Essential for Effective Recreation Leadership

The skills in recreation are the tools for doing the job. The problem of how and by whom these skills are to be taught is an institutional one which will vary with schools in accordance with staff, departmental cooperation and the general school policy.

It is usually more economical and practicable to have the skills taught by the department that has the resources and facilities for doing the job. For example, dramatics may be taught by the dramatic art department, music by the music department, crafts by the vocational-industrial arts departments, games and sports by the physical education department. Such departments, if they are to do an effective job, need orientation in the philosophy underlying recreation as it applies to their special field and information as to the type of activities or course content that characterizes recreation.

Recreation personnel should possess skills in the following list which identifies the program areas common to recreation and includes examples in each area: (1) arts and crafts—ceramic; graphic art; metal, wood and leather crafts; and weaving; (2) games and sports—games of low organization; individual sports—aquatics, fishing, gymnastics,

hunting and tumbling; dual sports--badminton and tennis; team sports--basketball, softball and volleyball; (3) dancing--folk, square and social; (4) music--concerts, group singing, instrumental, music appreciation and novelties; (5) dramatics--amateur theatrics including acting, producing, directing and staging; festivals and pageants; (6) social recreation--mixers, party games and holiday programs; (7) hobbies--collecting, photography and linguistics; and (8) camping and nature activities--camp crafts, hiking, and outdoor living.

To make the recreation leader highly proficient in each phase of the recreation program would be impossible as well as impractical. High proficiency in one or two of the program areas should be considered as a minimum requirement for recreation majors. The student should have an acquaintance, however, obtained either by outside experience or through prescribed courses, with all the program areas.

### Field Work Experiences

The recreation curriculum should include field work experiences of continuous nature, preferably without financial compensation, over the entire period of the student's stay in the college. The field work should differ in type and intensity as the student progresses in his education program. It should provide a variety of experiences, not neglecting opportunity for concentrated attention upon particular interests the student may have within the field of recreation. The total experience should be gained from several different types of agencies conducting recreation programs and possessing accepted standards of staff, facilities and programs. It should be supplemented by at least one summer or its equivalent in a paid recreation position.

### Guidance

The director of the recreation curriculum should be certain that the following guidance and counseling services are provided:

1. Continuous advisory service to assist each student in the selection of elective courses, placement in field work, independent study, job placement and related professional experiences.
2. A counseling service to assist in developing interests, changing attitudes, accepting responsibilities, overcoming weaknesses and solving personal problems. This involves suggestions, references and information from

which programs of action are formulated by individual students according to their needs and abilities.

3. A procedure which strives to centralize records and information, essential to a complete understanding and integration of the total program of each recreation major student.

4. An advisory service to assist the student in finding outlets in both campus and off-campus group experiences for special interests or aptitudes and to develop qualities of leadership and group cooperation.

5. Special guidance, health, remedial and other personal services to assist in the adjustment of student problems.<sup>16</sup>

#### Suggested Four-Year Undergraduate Curriculum

The National Recreation Association, through a great deal of research, has formulated a course of study leading to a Bachelor of Arts Degree with a major in recreation. It contains a grouping of the courses from which a specified number of hours should be selected and a four-year curriculum based on the suggested distribution of courses. It will be noted that this curriculum is not a curriculum to be followed in preparing for public school recreation work, but it is thought that this curriculum might serve as an aid in preparing a curriculum of this type. The outlines that follow are based upon years of study and experience by the Association, and upon consultation with many leaders of recreation and higher education. It is recognized that in this relatively young and expanding field, training programs and methods must be somewhat experimental in nature, and need to be revised frequently. However, it is believed that the outlines should prove helpful if only to stimulate thinking.

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<sup>16</sup>Ibid., p. 27-31.

In the list which follows an "X" marks courses which the National Recreation Association believes should be taken by all students preparing for recreation leadership positions. The courses marked by an "\*" are those which have been included in the suggested four-year curriculum.

Selection by group analysis

From this group at least 16 hours

Anthropology  
 X\*Community organization  
     and relationships  
 X\*Contemporary civilization  
     Educational sociology  
 X\*General sociology  
     \*Government  
 X\*History  
     Municipal administration  
     \*Principles of economics  
     Social problems

From this group at least 14 hours

Debating  
 X\*English composition  
 X\*English literature  
     Foreign language  
     Play writing  
 X\*Public Speaking  
     Reporting  
     Special writing  
     Voice training

From this group at least 14 hours

Adult education  
 \*Child Psychology  
     Educational psychology  
 X\*General psychology  
     History of Education  
     History and theory of  
     physical education

From this group at least 14 hours

\*Biology  
     Botany  
     Chemistry  
 \*Geology  
     Physics  
     Physiology  
     Zoology

From this group at least 14 hours

Aquatics  
 \*Athletic games and sports  
     Camping  
     Extra-curricular  
     activities  
 \*First Aid  
 X\*Games and game leadership  
     Minor sports  
     Nature and outing  
     activities  
 X\*Social recreation

\*Introduction to philosophy  
     Mental hygiene  
     Principles of education  
 X\*Social psychology  
 X\*Teaching methods  
     Youth problems

JUNIOR YEAR

First Semester	Semester Hours	Second Semester	Semester Hours
Introduction to Community Recreation	3	Introduction to Community Recreation	3
Workshop in arts and crafts	3	Social Psychology	3
Introduction to philosophy	3	Music Appreciation	3
Elective	2-3	Elective	2-3
<hr/>		<hr/>	
Recreational Drama	3	Nature and outing activities	3
First Aid	<u>1</u>	Special craft	<u>2</u>
	15 - 16		15 - 16

SENIOR YEAR

First Semester	Semester Hours	Second Semester	Semester Hours
Playground Management	3	Organization and Administration of Community Recreation	3
Teaching methods	3	Recreation theory	2
Community organization and relationships	2	Leadership problems	2
Recreational music	2	Club organization and leadership	2
Elective	2-3	Elective	2
<hr/>		<hr/>	
Practice leadership	<u>2</u>	Social recreation Practice leadership	<u>2</u>
	15 - 16		<u>15</u>
Total credit hours	122 -125		

It is generally believed that in the past teachers colleges and universities have not included adequate training for recreation leaders. The people who were called upon to be leaders were generally coaches who were taught the fundamentals of active games and sports, but had not received any training in recreation. When a school felt the need for a recreation program, the coach was called upon to direct the program with the result that the program was invariably based on

activity games and sports.

In a public opinion poll of a cross section of adults in thirty-eight Washington communities, forty-three per cent said, "more trained recreation leadership is our greatest need to develop a youth program!"<sup>17</sup>

Although the training services of Washington, in comparison with other states, may still be termed inadequate, the colleges and universities of Washington do seem to be definitely responding to the call for more recreational services, which indicates a trend towards improvement of recreational leadership in general.

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<sup>17</sup>James, Burton W., A Digest of the Report of the Recreational and Cultural Resources Survey of the State of Washington. p. 10

CHAPTER VIII  
SUMMARY AND CONCLUSIONS

The number of recreation programs operating under school jurisdiction has shown an increase each year since the inauguration of the movement in 1945.<sup>1</sup> The tendency seems to be for more schools to take advantage of the assistance offered by the state each year. The need for trained leaders is apparent for it is generally recognized that no program can succeed without capable and interested personnel to guide its progress. This condition is further emphasized by Mr. Harley L. Robertson, Director of Health, Physical Education, and Recreation. Mr. Robertson states that "there seems to be an increasing number of requests for school teachers who are qualified to lead some recreational activity. I get more requests from school administrators for people with these qualifications than I have in the past. It seems to me that the greatest opportunity for young people is for a combination of teaching with special skills in some phase of recreation (including ability to administer a summer program)."<sup>2</sup> It can safely be surmised that capable leadership is needed, but the important factor to be considered is, "What are the needs associated with capable leadership?"

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<sup>1</sup>Bulletin, Office of Public Instruction. State Printing Plant, Olympia, Washington. 1949.

<sup>2</sup>Robertson, Harley L., Personal Letter.

### Purpose

The primary purpose of this study, as mentioned in Chapter I, is to determine what the needs of the public schools in the State of Washington are in relation to recreation leadership so that the colleges and universities of the state may have a basis for the planning and organization of their teacher training programs. The secondary purpose is to enable students who are contemplating entering this field to have some idea of the opportunities and the disadvantages that prevail in this area of work.

### Procedure

To gain a general understanding of recreational leadership, the writer, first, studied books by prominent men in the field of recreation. Then, in order to become better acquainted with the state picture, the writer studied the Burton James Survey<sup>3</sup> and the Strayer Report.<sup>4</sup> At this point, the writer delved into all available periodicals, pamphlets, documents, and reports concerning recreation and recreation leadership in the state of Washington. During the process of orientation and the gathering of materials, the need was found for a questionnaire, for a considerable amount of correspondence with school and recreation administrators, and for numerous interviews with authorities in

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<sup>3</sup>James, Burton W., Report of the Recreation and Cultural Resources Survey of the State of Washington. Olympia, Washington: Office of the Secretary of State, 1946.

<sup>4</sup>Strayer, George D., Public Education in Washington. Olympia, Washington: State Printing Press, 1940.

education and recreation. Upon the accumulation and tabulation of the needed data and information, the writer attempted to organize the material in such a form as to offer to the reader a logical study of public school recreation leadership needs in this state.

### Limitations

In order to gain a thorough understanding of what has been accomplished in this study, one must also understand the limitations which were found to be necessary in a survey study of this type. It was found that a personal study of each school's needs was impossible because of the travel necessary for such studies and because of the limitation of time. Therefore, a questionnaire was used, and the errors resulting from the influence of individual interpretation and interest in the question are inevitable. The study was also limited as it included only those school districts which contained a high school. This necessary limitation of number may, to some extent, affect the reliability of the data obtained from the questionnaire.

### Results

It is generally recognized that every project must have a definite foundation from which to work. In this case, the writer felt that a definite understanding of types of programs operating at the present time was necessary before an understanding of leadership needs could be ascertained for these programs. Upon delving into this problem, it was found that the school districts participating in the survey

reported a great variety of program structures. It is believed that this condition is most likely caused by the comparative newness of the movement and consequently the lack of standardization of procedure.

Upon the establishment of some understanding concerning the types of programs in operation, an attempt was made to give some information concerning leadership needs as related to training requirements, personal qualifications, and placement factors. Again it was found that a considerable amount of variability existed. However, a definite trend of leadership needs was apparent in regards to formal training, informal training, static personal station, personality factors, possible placement, and possible salary.

General conclusions resulting from the survey directly related to recreation leadership needs were:

1. Formal education most desired by superintendents for recreation workers is the type of course consisting of a recreation major and an allied minor in physical education, art, or music, with a course consisting of a physical education major and a recreation minor a close second choice.
2. Types of work experience most desired are in the areas of team sports, social participation, and actual recreation work.
3. Types of recreation leaders most in demand are men, white, and preferably married.
4. Possible positions available would most likely be as play-leaders or as activity leaders with some directors needed in small communities.
5. Salary possibilities would most likely fall in the area from \$3000 to \$3500, but in general would be dependent upon the individual district's salary schedule.

In order to establish some basis as to the adequacy of the training services offered in order to meet these needs, a considerable amount of information was presented concerning Washington's professional services recommended or offered elsewhere.

#### **Educational Implications**

It is sincerely hoped that this survey has revealed the needs of the public schools in regards to recreational leadership, as evidenced by opinions of school administrators and recreation authorities. It is also hoped that the establishment of these needs will become an important guidance factor to undergraduate schools interested in recreation courses and courses of study, and to young people contemplating undergraduate work in this field. However, this study does not attempt to establish courses or courses of study, or to specify action which should be taken by an institution or an individual. Such procedures would require a great deal of further study over a longer period of time. It is believed that the survey shows a general tendency in regards to leadership needs in the recreation field and it is hoped that this general trend will be of assistance to all agencies and interested individuals contemplating any action in regards to public school recreation.

It is sincerely felt that this survey, as mentioned before, should prove valuable to the universities and colleges of the state in planning courses and courses of study in the recreation field. Also, that it should be of great assistance to students planning to

enter the public school recreation field as it will help them to understand the work they are undertaking.

It is hoped that the survey will also be of use in many other ways. Some other suggestions as to how this material may be used are:

- (1) Certain sections of the survey should prove of value to the State Department of Public Instruction in coordinating the work in the recreation area of the department of health, physical education, and recreation.
- (2) Local boards of education may find this study of assistance in planning or expanding their school recreation programs.
- (3) Legislative committees may find this study of use in informing the public of needs in the field of recreation.
- (4) This survey should prove of assistance to any recreation training group interested in evaluation of the existing programs in the field of recreation.

In addition, it is hoped that this study will stimulate further study and research of problems relating to this field. Some examples of needed study are:

1. A study of the leadership services offered by organizations other than the higher institutions of learning.
2. A study of attendance of participation in the school-sponsored programs.
3. A study of cost of operation of various types of school recreation programs.
4. A study of in-service training methods and opportunities.

Being a comparatively new field, the need for research is great, and the opportunities for further study are extensive.

The colleges and universities of the state of Washington have a definite responsibility for preparing competent teachers and leaders in recreation. It is hoped that this survey will indicate the essential factors which should be considered in the training of public school recreation people and that the materials will offer an opportunity for evaluation of the present status of recreation leadership and recreation leadership services.

Experiences in recreation exert a profound influence on the quality of our national life. The colleges and universities, therefore, have a social obligation to train capable workers in this field, in order that recreation experiences may be made meaningful and worthwhile to all participants.

A P P E N D I X

Letter enclosed with questionnaire sent to the school districts.

December 6, 1949

Dear Sir,

At the present time, more than ever before, the importance of recreation is a matter of increasing concern for school districts throughout the state of Washington.

This letter of inquiry is being sent to you so that we may become further acquainted with your recreation program and your requirements for a recreation leader.

One of the most important problems in recreation today is the provision of adequately trained personnel for the rapidly increasing number of recreation programs in this state. At Central Washington College of Education an increasing number of young men and women are indicating interest in recreation as a profession. It is our intention to guide and direct their training so as to meet the leadership requirements of the communities concerned.

It would be very much appreciated if you would fill out the attached questionnaire, and return it at your earliest convenience. If you would like a summary of our reports, we will be glad to send one to you upon request.

Thanking you in advance for your co-operation.

Sincerely yours,

Shelton D. Kem  
Ass't. Prof. in Recreation  
Central Washington College  
of Education  
Ellensburg, Washington

1. NAME OF REPORTING DISTRICT \_\_\_\_\_
2. SIGNATURE (omit if desired) \_\_\_\_\_
3. POSITION OF REPORTING INDIVIDUAL \_\_\_\_\_

### QUESTIONNAIRE

1. Which one of the listed types of recreation programs describe your particular district's recreation services at the present time?  
(Check one)
  - A. Year-around supervised recreation area and activities.
  - B. Year-around supervised activities only.
  - C. Summer supervised recreation areas and year-around activities.
  - D. Summer supervised recreation areas and activities.
  - E. Summer activities only.
  - F. Others (Please name)
  
2. Which one of the following graduates would you desire in your program? (Check)
  - A. Person with recreation major and minor in physical education, music, art, drama.
  - B. Person with physical education major and recreation minor.
  - C. Person with teaching major (history, science, art, health) and minor in recreation.
  - D. Person with recreation major and minor in one of the following (history, science, art, health)
  
3. Experience (Please check)
  - A. In clubs, such as Y. M. C. A., Boy and Girl Scouts.
  - B. Team sports such as basketball, volleyball, baseball.
  - C. Industrial arts (wood-working, clay-modeling, and other crafts.)
  - D. Social participation (such as drama, dancing, social gatherings.)
  - E. Summer playground director.
  - F. Summer camp director.
  - G. Community recreation director.
  
4. Check qualifications of persons desired.
 

<input type="checkbox"/> A. Man	<input type="checkbox"/> C. Married	<input type="checkbox"/> E. Colored	<input type="checkbox"/> G. Others
<input type="checkbox"/> B. Woman	<input type="checkbox"/> D. Single	<input type="checkbox"/> F. White	(Please Name)
  
5. Check duties of person desired.
  - A. Director
  - B. Ass't. Director
  - C. Supervisor
  - D. Playleader
  - E. Person able to direct activities during noon hours, recess, evenings, holidays, Saturdays.

## 6. Check approximate salary

- A. \$2400 - \$3000
- B. \$3000 - \$3500
- C. \$3500 - \$4000
- D. \$4000 - \$4500

## 7. Check one

- Yes     No    Desire a summary of this survey.

List of School Districts, by Counties, Where Questionnaires Were Sent.

## ADAMS

1. Washtucna
2. Othello
3. Lind
4. Ritzville

## ASOTIN

5. Clarkston
6. Anatone
7. Asotin

## BENTON

8. Prosser
9. Kennewick
10. Kiona-Benton
11. Riverview
12. Richland

## CHELAN

13. Manson
14. Wenatchee
15. Peshastin
16. Dryden
17. Cashmere
18. Entiat
19. Leavenworth
20. Chelan

## CLALLAM

21. Port Angeles
22. Crescent
23. Sequim
24. Quillayute Valley
25. Cape Flattery

## CLARK

26. Vancouver
27. La Center
28. Camas

## CLARK (Cont.)

29. Washougal
30. Ridgefield
31. Evergreen
32. Battleground

## COLUMBIA

33. Dayton
34. Starbuck

## COWLITZ

35. Ryderwood
36. Longview
37. Toutle Lake
38. Castle Rock
39. Kalama
40. Kelso
41. Woodland

## DOUGLAS

42. Bridgeport
43. Waterville
44. Withrow
45. Mansfield

## FERRY

46. Inchelium
47. Curlew
48. Republic

## FRANKLIN

49. Pasco
50. Connell
51. Kahlotus

## GARFIELD

52. Garfield (110)

## GRANT

- 53. Grand Coulee
- 54. Hartline
- 55. Quincy
- 56. Warden
- 57. Coulee City
- 58. Moses Lake
- 59. Marlin
- 60. Wilson Creek
- 61. Ephrata

## GRAYS HARBOR

- 62. Aberdeen
- 63. Hoquiam
- 64. Quinalt
- 65. Moclips
- 66. Wishkah
- 67. Elma
- 68. Ocosta
- 69. Montesano
- 70. Oakville

## ISLAND

- 71. Oak Harbor
- 72. Coupeville
- 73. Langley

## JEFFERSON

- 74. Quilcene
- 75. Chimacum
- 76. Port Townsend

## KING

- 77. Seattle
- 78. Bothell
- 79. Lester
- 80. Federal Way
- 81. Enumclaw
- 82. Highline
- 83. Vashon Island
- 84. Renton
- 85. Skykomish
- 86. Overlake

## KING (Cont.)

- 87. South Central
- 88. Lower Snoqualmie
- 89. Auburn
- 90. Tahoma
- 91. Snoqualmie
- 92. Issaquah
- 93. Shoreline
- 94. Lake Washington
- 95. Kent

## KITSAP

- 96. Bremerton
- 97. North Kitsap
- 98. Central Kitsap
- 99. South Kitsap
- 100. Bainbridge

## KITTTITAS

- 101. Cle Elum
- 102. Thorp
- 103. Ellensburg
- 104. Roslyn-Easton
- 105. Kittitas

## KLICKITAT

- 106. Wishram
- 107. Troutlake
- 108. Glenwood
- 109. Klickitat
- 110. Goldendale
- 111. White Salmon
- 112. Bickleton
- 113. Lyle

## LEWIS

- 114. Napavine
- 115. Mossy Rock
- 116. Morton
- 117. Winlock
- 118. Toledo
- 119. Onalaska
- 120. PeEll
- 121. Chehalis

## LEWIS (Cont.)

- 122. Centralia
- 123. Adna
- 124. Boistfort

## LINCOLN

- 125. Odessa
- 126. Wilbur
- 127. Davenport
- 128. Reardan
- 129. Edwall
- 130. Sprague
- 131. Almira
- 132. Creston
- 133. Harrington

## MASON

- 134. Shelton
- 135. Mary M. Knight

## OKANOGAN

- 136. Omak
- 137. Okanogan
- 138. Brewster
- 139. Coulee Dam
- 140. Twisp
- 141. Tonasket
- 142. Oroville
- 143. Riverside
- 144. Pateros
- 145. Moulson
- 146. Nespelem
- 147. Winthrop

## PACIFIC

- 148. Ilwaco
- 149. Valley
- 150. South Bend
- 151. Naselle-Grays Rv. Valley
- 152. Raymond
- 153. Lebam
- 154. North River

## PEND OREILLE

- 155. Newport
- 156. Cusick
- 157. Metaline
- 158. Ione

## PIERCE

- 159. Puyallup
- 160. Tacoma
- 161. Fife
- 162. Roy
- 163. Sumner
- 164. Eatonville
- 165. Orting
- 166. Kapowsin
- 167. Clover Park
- 168. Buckley
- 169. Peninsula
- 170. Parkland

## SAN JUAN

- 171. Orcas Island
- 172. San Juan Island
- 173. Lopez Island

## SKAGIT

- 174. Burlington-Edison
- 175. Sedro-Woolley
- 176. Concrete
- 177. La Conner
- 178. Mt. Vernon Union High
- 179. Anacortes

## SKAMANIA

- 180. Stevenson

## SNOHOMISH

- 181. Everett
- 182. Sultan
- 183. Edmonds
- 184. Arlington

## SNOHOMISH (Cont.)

- 185. Snohomish
- 186. Marysville
- 187. Darrington
- 188. Granite Falls
- 189. Twin City Joint  
School District
- 190. Monroe
- 191. Lake Stevens

## SPOKANE

- 192. Spokane
- 193. West Valley
- 194. Otis Orchards
- 195. Mead Consolidated
- 196. Cheney
- 197. Central Valley
- 198. Riverside Joint Cons.
- 199. Deer Park Joint Cons.
- 200. Medical Lake
- 201. Latah
- 202. Fairfield
- 203. Lindbergh
- 204. Spangle
- 205. Rockford

## STEVENS

- 206. Chewelah
- 207. Colville
- 208. Kettle Falls
- 209. Columbia
- 210. Wellpinit
- 211. Northport
- 212. Valley
- 213. Springdale
- 214. Marcus

## THURSTON

- 215. Olympia
- 216. Yelm
- 217. Rochester
- 218. Tenino
- 219. Ranier

## WAHKIAKUM

- 220. Cathlamet

## WALLA WALLA

- 221. Walla Walla
- 222. Touchet
- 223. Columbia
- 224. Waitsburg
- 225. Prescott

## WHATCOM

- 226. Bellingham
- 227. Ferndale
- 228. Blaine
- 229. Lynden
- 230. Meridian
- 231. Nooksack
- 232. Mt. Baker

## WHITMAN

- 233. Endicott
- 234. Oakesdale
- 235. Rosalia
- 236. Lacrosse
- 237. Tekoa
- 238. Colfax
- 239. Palouse
- 240. Garfield (302)
- 241. St. John
- 242. Pullman
- 243. Farmington
- 244. Hay
- 245. Pine City
- 246. Lamont
- 247. Steptoe
- 248. Winona
- 249. Colton

## YAKIMA

- 250. Yakima
- 251. Moxee
- 252. Selah
- 253. Mabton

## YAKIMA (Cont.)

- 254. Grandview
- 255. Sunnyside
- 256. Toppenish
- 257. Highland
- 258. Granger
- 259. Zillah
- 260. Wapato
- 261. Naches
- 262. White Swan

## RICHLAND PUBLIC SCHOOLS

Richland, Washington

February 8, 1950

Mr. Robert Hodges  
Box 748  
Central Western College of Education  
Ellensburg, Washington

Dear Mr. Hodges:

I shall try and give you a few notions of our physical education needs and desires in answer to your letter of February 2.

From your topic, "A Survey of the Recreation Leadership Needs of the Public Schools in the State of Washington", I am sure we are not supposed to give particular consideration to regular physical education teachers and their program, but rather to those who work in the recreation field.

Because of this distinction it is my thinking that those who have a wider general background are decidedly more useable than are the ones with the athletic background. Many times when I am looking for teachers I ask this question: "What experience have you had with Campfire work, Girl Scouts, Boy Scouts, or Y.M.C.A. In 95% of the cases the answer indicates that the applicant at one time or another was a member of a group, but has never followed it since as a leader.

If I could find young men and young women who have actually carried on some leadership in one of these fields during their high school or college period, I would always select them ahead of other candidates other things being equal. In most cases candidates will say "I did not have time in college". In many instances this may be true. However, if there was no time available in college it is not likely that time will be available during busy teaching periods.

May I cite a case or two where it seems to me that the individual in question fitted the recreational program perfectly? Mr. S. J. Smith of Snohomish is a biology teacher in the high school. He has a wife and one son, and a few acres of produce land. Mr. Smith has charge

Page 2

Mr. Robert Hodges

of the Sea Scouts and the Sportsman's Club. We were able to secure a rather nice ship from the Navy. He and his boys have kept it in fine working condition and spend the entire summer taking groups of young people on ten day or two week trips up and down the Puget Sound area. Mr. Smith receives some little remuneration, but decidedly less than he would receive if he worked at a regular job during the summer.

Mr. Smith's sportsman's group too, was always an active organization. I remember one day a farmer called in to say that he had trapped a bear the night before in his orchard. The bear was more powerful than he had anticipated and had carried the trap away. The farmer said that if the Sportsman's Club were interested he would be glad to have them trail the bear and capture it as their own project. The invitation was relayed to Mr. Smith. He took four or five of his boys and one high school girl who was the school photographer. They spent the day trailing the bear and finally located it, killed and dressed it, and had a bear steak banquet. I never saw any one thing that stimulated youngsters as much as that trip. We found that all of those participated were appreciative of the time they had been given, and tied to the school by a stronger bond than had been the case.

Anna Mae King also teaches at Snohomish. For many years she has been responsible for the development of a campfire program. She spends a part of her summer in campfire camps, and continually through the year stimulates campfire progress. In other words, I like recreation people who have some particular talent in outdoor life or in craft work, but with it must have a real love for young people so that this leader is always ready to find the opportunity to help young people find worthwhile rolls.

This letter may not be entirely the type you anticipated, but I hope it will give you some idea of our thinking on the subject.

Yours very truly,

(Signed)

P. A. Wright, Superintendent  
Richland Public Schools

PAW:brw  
C O P Y

SHORELINE PUBLIC SCHOOLS  
North 137th and Roosevelt Way  
Seattle 33, Washington

February 9, 1950

Mr. Robert Hodges  
Box 748, Central Washington College of Education  
Ellensburg, Washington

Dear Mr. Hodges:

I am very happy to assist you in your thesis problem in any way that I can.

The Shoreline School District is rapidly developing a rather strong recreational program here in our area. In seeking applicants for both school and community recreational leadership we are extremely interested in the broader aspects of the recreational program. We do not feel that it is necessary at all that the candidate be a former varsity basketball, football, or baseball player. The main thing is our judgment is that the individual shall be interested in recreational activities including athletics of various types and such activities as camping, general playground games for both boys and girls, horseshoes, tennis, swimming, etc. We do offer a number of adult education and hobby classes where we look for more specialized type of training in art, drama, shop, speech, and offerings of similar nature.

We feel that previous work with Boy and Girl Scouts and Y.M.C.A. would be of splendid value as background experiences for people interested in recreational work. It seems to me that we should certainly stress the fact that the person involved within this discussion should have had an experience and background which has brought him into contact with young people with happy results to such an extent that the individual likes children and people generally and feels that working in a program which contributes towards the happiness and general welfare of the community is a most worthy type of work.

Sincerely yours,

(Signed)

Ray W. Howard  
Superintendent of Schools

RWH:cm  
C O P Y

63735

## EVERETT PUBLIC SCHOOLS

Everett, Washington

February 8, 1950

Mr. Robert Hodges  
Box 748, C. W. C. E.  
Ellensburg, Washington

Dear Mr. Hodges:

In reference to your letter of February 2nd on qualifications for Recreational Leadership, I would say that a good leader should first be vitally interested in boys and girls and in the adults of the community in which he might be working. He should be enthusiastic and willing to work. He cannot work by the clock in the field of recreation. He must have the ability to organize and get along with people.

My personal feeling is that any person in recreation should have a well rounded activity background which would include all the major sports as well as experience in art, drama, shop, speech, etc. Of the two the more general background would in my opinion be the most desirable experience as a background for the recreational leader to have. Most communities and schools take care of major sport activities quite well. We fall down on general activities which are so important in reaching a great number of people.

Boy and Girl Scout Work, Y. M. C. A. experience is definitely a valuable addition to a recreational leaders' background. Any type of activity which involves work with youngsters or adult groups will make an applicant a strong candidate for a teacher - recreation position.

Personality is a most important quality for as you know most of the participating in a recreation program is voluntary; consequently, a leader must have a likeable quality about him as well as being prepared in his field in order to get interest and participation in his program.

Mr. Hodges, you can quote me if you desire on the contents of my letter and I sincerely hope my remarks are of some value to you in your work.

Sincerely,

(Signed)

Jim Ennis, Dir. of Health, P. E.  
and Athletics

C O P Y

AUBURN PUBLIC SCHOOLS  
Auburn, Washington  
February 8, 1950

Mr. Robert Hodges  
Box 748  
Central Washington College of Education  
Ellensburg, Washington

Dear Mr. Hodges:

I have your letter of February 2, asking several questions regarding our policy with respect to evaluating the prior experience of applicants whom we expect to assign to recreational work.

We employ at one time or another teachers with special qualifications in the following types of recreation:

1. Intramural sports. (Both during the regular school program and after school.)
2. Summer recreation activities.
3. After school and Saturday recreation activities. (These activities are actually financed by the City Council and Community Chest. However, this program is staffed by our public school teachers.)
4. Camping activities.

For all of these types of recreational leadership, we look for people who have had some experience in the field and who have a personal interest in the program. As evidence of this personal interest, we are always glad to know whether the applicant has worked as a volunteer leader in Boy and Girl Scout work, Y.M.C.A., Camp Fire Girls or similar activities. We also try to select people with a rich cultural background in addition to specific training and experience.

In answer to your question as to whether we feel that team sports such as basketball, football and baseball are essential, it would be hard to conceive of a good educational leader who was not familiar with these activities. No doubt a good recreational program could be offered without them but we cannot overlook the fact the children come to the recreational program with a very definite mind set in favor of these activities. In the field of recreation, perhaps more than any other, the success of the

Mr. Robert Hodges  
February 8, 1950  
Page 2

leader depends upon the bond of interest between himself and the children. Proficiency in competitive games would certainly strengthen that bond of interest.

You are studying an interesting and rapidly emerging field. I wish you the best of success in your effort to make a contribution.

Very truly yours,

(Signed)

Rolland H. Upton  
Superintendent of Schools

RHU:jh  
C O P Y

## ABERDEEN PUBLIC SCHOOLS

Aberdeen, Washington

February 8, 1950

Mr. Robert Hodges  
Box 748  
Central Washington College of Education  
Ellensburg, Washington

My dear Mr. Hodges:

I have your letter of February 2 regarding the experience background desired for recreation teachers. I should prefer that the candidate have a broad general experience background. I should prefer that he have had at least some work experience in several different types of occupation. The same would go for his training background. The candidate should have a broad general education.

It should be most essential that the candidate have a sound philosophy of physical education and recreation. He should be imbued with a desire to provide varied games and activities to all the children and youth under his direction. He should be much more concerned about leading out the shy physically backward child than overdeveloping the already over-developed star.

I should not at all require that the candidate be a former star in one or more sports. There is danger of one with that background doing what I have deplored above, viz., concentrating on the few physically apt children at the expense of the less skilled many. The game of basketball lends itself readily to this abuse. The former athlete who directs recreation should guard against the entirely normal urge to over emphasize the sport in which he is most interested and most skilled.

Sincerely yours,

(Signed)

Edward F. Bloom  
Superintendent of Schools

EFB:hs  
COPY

THE H. B. ELLISON JUNIOR HIGH SCHOOL  
Wenatchee, Washington  
February 9, 1950

Mr. Robert Hodges  
Box 748, C. W. C. E.  
Ellensburg, Washington

Dear Mr. Hodges:

I have your letter of February 2, 1950 addressed to Mr. Furgeson, Supt. of the Wenatchee Schools. He turned your letter over to me to make a reply. I have been the Director of the Summer Recreation Program in this area for the past two years and definitely feel that we have developed a good program with everything considered.

You inquire concerning the type of personnel or leaders we desire for the program. The questions you ask about the different types of leadership training and qualifications are all good and apply to the program. If the community is large enough to provide for several playground supervisors, it is desirable to have personnel of various talents and abilities. We used six supervisors last year and rotated their time and schedule in the various parks.

Some important qualifications for supervisors, before training and experience, should be considered, namely: Personality; Kindness, and friendly; Like children; Sympathetic.

We used 3 women and 3 men in our program. This worked out unusually well as the men handled the athletics, interpark competition and the women had charge of handicraft, speech, story hour and similar activities. According to our program some of the supervisors should be skilled in the sports department and others in music, handicraft, etc. If there are only one or two supervisors, a more general knowledge is desirable. I believe previous experience in Boy Scout and Y.M.C.A. work would be to an advantage and would add greatly to the success of the program.

You may use my name in reference to this material if you so desire. If I can be of further assistance concerning the type of leadership for promoting recreation, I will be glad to offer what I have.

Very truly yours,

(Signed)

Dan W. Wile, Principal

C O P Y

## SUNNYSIDE PUBLIC SCHOOLS

Sunnyside, Washington

February 22, 1950

Mr. Robert Hodges  
Box 748  
Central Washington College of Education  
Ellensburg, Washington

Dear Mr. Hodges

I have your letter of February 2, 1950 inquiring as to the type or types of experience background we, in the community of Sunnyside, are interested in when people apply for a position here as coordinator of recreation. We at the present time are involved in selecting such a coordinator.

For the position here, we feel that the most important single qualification is ability and experience in organization. We feel that the person must make a good appearance before the public and be able to interpret to them the activities we are carrying out. We feel that a person should have a working knowledge of the field of physical education including such team sports as basketball, football, baseball and volley ball as well as such activities as camping, hiking and individual sports and games. We should like for the person to have a background in or at least a sincere interest in art, drama, shop, speech and public forum work.

We believe that previous work with boy and girl scouts, Y. M. C. A. and the Hi-Y is of great value. In short, the person whom we seek should, ideally speaking, have a broad background of training, experience and interests.

You may feel free to mention my name and remarks concerning this phase of your work.

Very truly yours,

(Signed)

Albert L. Ayars, Superintendent

ALA:IL  
C O P Y

ELLENSBURG PUBLIC SCHOOLS  
Ellensburg, Washington

February 10, 1950

Mr. Robert Hodges  
Box 748  
Central Washington College of Education  
Ellensburg, Washington

Dear Mr. Hodges:

I have your letter in connection with your survey of "Recreation Leadership Needs of the Public Schools." We feel that a recreation worker's background should be as broad as possible. I do not think it necessary that one have participated in team sports such as basketball and football. However, I am sure that such participation would not be a hindrance.

A recreation worker in most of the smaller communities in the State of Washington would have to do a rather broad job and, if one had a background in drama, art, physical education, and athletics, I do believe that he could do a better job in working with young people's groups. I am quite certain that previous work with youngsters is of great value. Having worked with Boy Scouts, Camp Fire Girls, or Y. M. C. A. groups would help give the worker the kind of rich experience that we would like to have for all teachers.

Sincerely yours,

(Signed)

Angelo Giaudrone  
Superintendent of Schools

AG:mm  
C O P Y

SUPERINTENDENT OF PUBLIC INSTRUCTION  
State of Washington  
Olympia  
March 13, 1950

Mr. Robert Hodges  
Central Washington College of Education  
Box 478  
Ellensburg, Washington

Dear Robert:

I am very sorry that I was unable to visit with you on my trip to Ellensburg to give you the information that you desire for your thesis. I have had a terrifically busy schedule and some things just had to wait.

I am enclosing all the material available regarding the summer recreation program. I also enclose a thesis written by Wallace Blore on "The Development of Summer Recreation by the Washington State Department of Education." Charles Salt, Superintendent of Schools at Cheney, Washington, also wrote a thesis on this subject. I am sorry that I do not have a copy of his thesis, but perhaps you can get one by writing him directly.

Question No. 3 concerning placement possibilities is rather difficult for me to answer. I can say this—that I know there have been at least three communities which have hired year-round recreation directors within the last year. I know specifically of two more who are looking for the right person to employ as recreation director. There are several communities in addition to these that are giving consideration to setting up a year-round program with a full-time director of recreation. I judge from this that there is a trend toward development of year-round programs with at least one full-time staff member in recreation. In one instance cited above, the director was hired by the school district; in other instances the director's salary is paid partly by the school district and partly by the city.

There seems to be an increasing number of requests for school teachers who are qualified to lead some recreation activity. I get more requests from school administrators for people with these qualifications than I have in the past. It seems to me that the greatest opportunity for young people is for a combination of teaching with special skills in some phase of recreation (including ability to administer a summer program.

Mr. Robert Hodges  
March 13, 1950  
Page 2

After looking over the enclosed materials if you find that you still have some unanswered questions, please let me know. We should have a summary of the 1949 program available in the near future.

Best of success to you in your endeavors. Please call on me if I may be of further assistance to you.

Sincerely,

(Signed)

Harley L. Robertson  
Director of Health, Physical  
Education and Recreation

HLR:lm  
C O P Y

Form letter sent to thirteen colleges and universities of the State of Washington.

February 13, 1950

Dear Sir:

The following information is needed for a survey being conducted at C.W.C.E. Will you please fill out the following form and return it to Robert Hodges, Box 748, C.W.C.E., Ellensburg, Washington. Thank you.

- 
1. Is a major offered in recreational leadership at your institution?  
 Yes  
 No
  2. Is a minor offered in recreational leadership at your institution?  
 Yes  
 No
  3. Please list specific courses required for a major in recreational leadership:
  
  
  
  
  
  
  
  
  
  
  4. Please list specific courses required for a minor in recreational leadership:
  
  
  
  
  
  
  
  
  
  
  5. If no major or minor is offered, please list courses offered in the field of recreational leadership.

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