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A Study of the Physical Education and Recreation Activities of the West Dallas Community as Determined by Statistical and Socio-Economic Survey

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ACTIVITIES OF THE WEST DALLAS COMMUNITY AS
DETERMINED BY STATISTICAL AND
SOCIO-ECONOMIC SURVEY

A STUDY OF THE PHYSICAL EDUCATION AND RECREATION ACTIVITIES
OF THE WEST DALLAS COMMUNITY AS DETERMINED BY
STATISTICAL AND SOCIO-ECONOMIC SURVEY

by

Calvin John Scott

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TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
The Problem	2
Need for the study	2
Purpose of the study	3
Methods used	3
School-Community Survey	5
Community Sociological Survey	7
Techniques in Presenting Data	12
Sociometric Explanations	14
Philosophy of the Physical Education Department	21
Objectives of the Physical Education Department	21
Definition of Terms Used	22
II. HISTORICAL BACKGROUND OF WEST DALLAS	23
The Negro Population	24
Economic Status of Negroes	25
Housing	26
Clothing	26
Food	26
Community Health Conditions	27
Sanitation	27
Typical Community Recreation	29
Organizational Attendance of Youth	38

Church	
School	
Clubs	
Delinquency Among Youth	39
Boys	
Girls	
III. ANALYSIS OF DATA	42
IV. SUGGESTED COMMUNITY RECREATION	45
Year-Round Broad Activities Program	47
Daily Program Schedule for One Week	53
Use of Community Buildings	54
Cooperation of Organized Groups	54
V. SUMMARY AND CONCLUSIONS	56
Recommendations	57
BIBLIOGRAPHY.	59
APPENDIX	61

CHAPTER I

INTRODUCTION

In the year 1909-1910, the Dallas Federation of Women's Clubs donated the parttime services of a man, regularly employed by the City Playgrounds, as supervisor of physical education in the schools. In "odd hours" he instituted an athletic league in nearly all the schools. Much benefit resulted from the exercise and many boys were induced to study diligently in order to keep up the standard required for admission to athletic contests.¹

High school athletics received special attention in football, baseball, track and field events. However, shortly before World War I, the lack of facilities for recreational programs and time devoted to these programs was deplored by the school board.

As a result of their actions, by 1915, programs for boys as well as girls were included in physical activities on an organized basis.

Gymnasiums were provided but were usually restricted to use by girls. The boys had to meet the coaches on the playground and they were put through a series of exercises with little regard for their individual needs or stages of development. No showers

¹Walter J. E. Schiebel, Education In Dallas, (Dallas: Taylor Publishing Company, 1966), p. 77.

were available. After-school use of the gymnasiums was assigned to athletics.

During the early 1940's, in the swirl of new buildings, separate gymnasiums were being built into the schools. Dressing rooms for boys with showers and lockers became the rule rather than the exception.

Graded classified enrollment was an aim but hardly an accomplishment in the face of the belief that all other subjects must be placed on the pupil's schedule first, and then whenever there was room, the Physical Education class.

This view is changing rapidly with the advent of the new improved enrolling processes and the day is approaching when physical education and recreation will stand on an equal footing with all other subjects and objectives.²

The Problem

A determination of the needs for an extended recreational activity program for the citizens living in the West Dallas Community.

Need For The Study

In 1964, when the L. G. Pinkston Senior High School was opened, a community survey was initiated by Dr. Thomas Tolbert,

²Ibid., p. 79

Principal, who said, "To have a most effective philosophy of education and a meaningful program of studies, we should not only become acquainted with the student while he is at school, but we should take advantage of the opportunity to become acquainted with the total community." As a result of this study we were able to proceed with the business of projecting both curricular and extra-curricular activities for the school and community.

It is our belief that to be effective, a recreational program must absorb the leisure time of the citizens of the community. Our modern environment requires recreation, correction of harmful amusements, a lessening of crime and delinquency, and an improvement in public health and community conditions.

Purpose Of The Study

Because of the apparent need for organized recreational activities in West Dallas, we set forth to

1. study the kinds of work the people are engaged in;
2. analyze the community housing problems and the number of undesirable places at which the citizens spend their leisure time; and to
3. encourage the play and recreational activities by choosing those activities which will meet the needs and interests of the community as well as those that benefit the group socially, mentally and physically, thus helping the community to be a desirable place in which to live.

Methods Used

In an effort to procure all information as relates to the

community (West Dallas), resource persons from the local administration devised an instrument which was entitled "The American High School and The Contemporary World Scene". (Table #1)

Enough copies of this were given each administrator and teacher to canvass every family served by the L. G. Pinkston High School.

Each canvasser went into the homes of all students assigned to him where he talked to parents and children in an effort to complete all of the questionnaires.

Those persons whom it was inconvenient to visit because of their work schedules or reluctance to entertaining questions were called by telephone and most of them cooperated when it was explained to them the real value of the survey.

TABLE #1

THE AMERICAN HIGH SCHOOL AND THE CONTEMPORARY WORLD SCENE

SCHOOL-COMMUNITY SURVEY

PROBLEM: How can we best develop a Program of Education in keeping with the philosophy and objectives of the Dallas Independent School District as presented in the Plan Of Action and Curriculum In Action which will meet the needs of our school population in the light of the social, economic and political conditions within the community structure, taking into consideration the outer spheres of influence which affect the total community life within?

OBJECTIVES

1. To understand the socio-economic structure of the school community and its impact upon the intellectual development of the student.
2. To examine the organization of our community's social structure to determine the class levels therein.
3. To look for attitudes as reflected within these class levels and analyze the interaction which takes place between the school professional personnel, the students and the parents.
4. To look for attitudes as reflected within the community structure towards inter-group relations locally and the world-at-large.
5. To observe individual achievements within the family units.
6. To determine aspirations and goals within family units.
7. To determine the interests of parents in their children attending public schools and their interests in their educational training beyond that level.
8. To determine the extent to which the students are motivated to goals in keeping with their potentials.
9. To examine the interests of family units in civic, social and political current issues and the extent of their participation in organized groups within the community.

10. To examine the interests of ethnic groups within the community resources.
11. To become acquainted with the economic resources of family units.
12. To structure an educational program to meet the needs of our community-at-large, taking into consideration the development of vocational and industrial areas.
13. To structure an educational program to meet the needs of the students of our school community.
14. To structure procedures of counselling and guidance to enhance the potential of the structured educational program.
15. To present data of the structure of the community with analysis and recommendations as to how the social, economic and political structure of the community can be rehabilitated to meet the needs of our society.
16. To examine the emotional response of our students and to examine conditions which contribute to the development of their behavior patterns.
17. To analyze objective test scores of our students to become acquainted with their intellectual abilities and needs.

TABLE #1a

COMMUNITY SOCIOLOGICAL SURVEY

Interviewer _____

STUDENTS' NAMES _____
Last First Middle

Age _____ Classification _____ Sex _____

Address _____

How long a resident of Dallas? _____. Place lived before
moving to Dallas. _____
City State

1. Number of Children in Family _____
Under 2 Years _____ Under 18 Years _____
2. Number in Public Schools _____; College _____;
Vocational _____; Private Schools _____
3. Number finished College _____; Vocational School _____
Area of Concentration (Majors) _____
4. How many children in the family have dropped out of school? _____
At what level (Grade)? Elementary _____; High School _____
5. How does student get to school? Walk _____ Car _____ Bus _____
6. If there are children under 2 years, who keeps them in the day?
Mother _____; Older children stay at home _____; Nursery _____
Neighbor _____.
7. What reasons cause child to be absent from school most often?
Lack of finance _____ Bad Conduct _____

Part-time work _____ Dislike for school _____
 Truancy _____ Keeping smaller children _____
 Illness _____ Lack of proper clothing _____
 Others (Specify) _____

8. Are there adults at home when the child leaves for school? _____
 When he returns in the afternoon? _____
9. Is the child able to get into the house while you are at work?
 Yes _____; No _____.
10. Does child bring lunch to school? Yes _____ No _____
11. How much money per day does child have for lunch?
 25¢ _____ 49¢ _____ 75¢ _____ 99¢ _____
 50¢ _____ 74¢ _____ 1.00 _____ 1.50 _____
12. Does child work? Yes _____ No _____ . Salary per week _____
13. During school hours? _____ After school _____
14. Does child desire to go to College? Yes _____ No _____
 Vocational School _____ Yes _____ No _____ .

FAMILY

1. Are parents together? Yes _____ No _____
2. With whom does child live?
 Both parents _____ Guardian _____
 Mother _____ Step-Mother _____
 Father _____ Step-Father _____
3. Do you own your own home? _____ Renting? _____ Buying? _____
4. How long lived at present address?
 Under one year _____ Five years _____
 One year _____ Life _____
 Two years _____

5. Do you live in: Private home? _____ Government Housing
 Project? _____ Apartment? _____. Where would you like
 to live? _____
6. How many rooms in the house: Three _____; Four _____; Five _____;
 Six _____; More _____.
7. Does the house have: running hot and cold water? _____;
 indoor bath _____; indoor toilet _____?
8. Does the house have: Bible _____; Newspapers _____; Radio _____
 Television _____; Dictionary _____; Encyclopedia _____;
 Magazines _____; Other books _____?
9. Do you own an automobile? Yes _____ No _____.
10. Year and make of each:
 A. _____
 B. _____
 C. _____
11. Church affiliation _____
 Father _____
 Mother _____
 Children _____
 How often do you attend church?
 More than once per week _____
 Once per week _____
 Two or more times per month _____
 Less often _____
12. Father's occupation: _____. Skilled or
 unskilled _____. How long at present position: _____
 How long since regular employment? _____

13. What grade level did father complete?
 Elementary _____ College _____
 Secondary _____ Vocational _____
14. Mother's occupation? _____ Skilled or
 unskilled? _____
15. What grade level did Mother complete?
 Elementary _____ College _____
 Secondary _____ Vocational _____
16. What is father's (or head of household's) income bracket per
 month?
 \$ 50 - \$ 99 _____ \$351-\$400 _____
 \$100 - \$150 _____ \$401-\$450 _____
 \$151 - \$200 _____ \$451-\$500 _____
17. Do you eat lunch at cafe (s) while on the job? _____
18. In what community or civic organizations do parents participate,
 not including church? Father _____
 Mother _____
19. Does family receive assistance from Welfare? _____
20. Does family have a Savings Account? _____ Checking Account? _____
21. Have you visited the L. G. Pinkston High School? Yes _____ No _____
 Attended school programs? _____ Voluntarily checked on children's
 progress? _____ Special request? _____ Member of PTA? _____
22. Is the family familiar with the child's abilities as revealed
 through testing? Yes _____ No _____
23. Do you belong to any organizations where Negroes and other groups
 attend? Yes _____ No _____
 If answer is "Yes", list organizations: _____

24. Do you, as a family, eat at restaurants or cafes? Yes ___ No ___
 If answer is "Yes", do you eat often _____ frequently _____
 seldom _____?
25. If the United States got into war today, do you think your
 country
 worth fighting for? _____
 not worth fighting for? _____
 no opinion. _____
26. Has anyone in the household served in the armed forces? _____
 Father _____ Branch of Service _____
 Son _____ Branch of Service _____
 Daughter _____ Branch of Service _____
27. Have any members of the family been confined in a hospital within
 the last year? _____
 Father _____ Number of times _____
 Mother _____ Number of times _____
 Children _____ Number of times _____
- If answer is "Yes", was this a public or private hospital?
 Private _____
 Public _____
 Name of hospital _____
28. Does everyone in the family have hospitalization coverage?
 Everyone _____ Father only _____
 Children _____ Mother only _____
29. Does everyone in your immediate family have a life insurance
 policy? Yes ___ No _____. If not all, whom? _____
30. Did you pay poll-tax this last year? _____
31. How many persons in your family are registered to vote? _____

Techniques in Presenting Data

Upon completion of the survey, the materials were submitted to a committee who assimilated all facts and figures and developed two (2) instruments which were then returned to canvassers for editing and revisions. After there were reassembled, the committee then published instruments which gave all data in chart form.
(Tables #2 and #3)

In a meeting of the total staff, Mr. Albert J. Williams, Principal of Franklin Delano Roosevelt High School, Dallas, Texas, an expert in community affairs, interpreted the findings and made suggestions relative to the use of information gathered and remedial procedures.

Subsequent meetings found each department in serious study in an effort to find workable applications for problems discovered.

Information concerning physical education and recreational activities will be defined further in the development of this treatise.

CHILDREN IN FAMILIES

TABLE #2

Size of family	Number of Children	100%	Under 2 Years	100%	Under 18 Years	100%
None	---	---	668	88.8	68	9.0
One Child	44	5.9	62	8.3	102	13.6
Two Children	62	8.2	16	2.1	122	16.2
Three Children	91	12.1	1	0.1	107	14.2
Four Children	102	13.6	2	0.3	102	13.6
Five Children	126	16.8			87	11.5
Six Children	74	9.8	3	0.4	61	8.1
More than Six	253	33.6			103	13.8

CHILDREN ENROLLED IN SCHOOL

Number enrolled	Number in Public School	Number in College	Number in Vocational School	Number in Private School
One child	124	40	10	8
Two children	120	7	2	2
Three children	152	1		
Four children	114			
Five children	80			
Six children	65			

TABLE #3

SOCIOMETRIC EXPLANATIONS

Children in Families

1. Thirteen (13) or 1.7% of the families of the 752 students surveyed have one child who finished college; 2 or 0.3% have two children who finished college; 5 or 0.7% have one child who finished vocational schools.
2. Number of families with children who dropped out of school:

390 (51.9%)	none	12 (1.6%)	three
113 (15.0%)	one	16 (2.1%)	more than three
47 (6.3%)	two	174 (23.1%)	no reply

Grade level of drop-outs:

- a. 24 (3.1%) Elementary school
- 185 (24.6%) High school

3. How does student get to school?

- a. 558 (72.3%) Walk
- 142 (18.4%) Ride in car
- 72 (9.3%) Ride bus

These figures take into consideration the fact that some students walk or ride depending on weather conditions.

4. Care for children under 2 years during the day:

- | | |
|-----------------------------|--------------------------|
| a. Mother - 49 or 6.5% | d. Neighbor - 18 or 2.4% |
| b. Older children-8 or 1.1% | e. Grandmother 5 or 0.7% |
| c. Nursery - 2 or 0.3% | |

5. Reasons listed for absenteeism:

- | | |
|-----------------------------|--------------|
| a. Lack of finance | 22 or 2.9% |
| b. Part-time work | 38 or 5.1% |
| c. Truancy | 25 or 3.3% |
| d. Illness | 575 or 76.5% |
| e. Bad conduct | 9 or 1.2% |
| f. Dislike for school | 22 or 2.9% |
| g. Keeping smaller children | 37 or 4.9% |
| h. Lack of clothing | 14 or 1.8% |
| i. Others | 10 or 1.4% |

6. Are adults at home when child:

- a. Leaves for school?

581 (yes) or 77.3%
171 (no) or 22.7%

- b. Returns in afternoon?
 532 (yes) or 70.7%
 215 (no) or 28.6%
 5 no reply or 0.7%
7. Is child able to get into house while parents are at work?
 a. 698 (yes) or 92.8%
 b. 34 (no) or 4.5%
 c. 20 no reply 2.7%
8. Does child bring lunch to school?
 a. Yes - 220
 b. No - 466
 c. No reply - 66
9. How much money per day does child have for lunch?

25¢ - 189	75¢ - 23
49¢ - 38	99¢ - 2
50¢ - 285	1.00 - 23
74¢ - 8	1.50 - 4
10. Does child work?
 a. Yes - 145
 b. No - 556
 c. No reply - 51
- Of the children who work, salaries of \$5.00 per week to above \$40.00 per week were being earned with \$25.00 being the median.
11. Does child work
 a. during school hours - 18 yes
 b. after school hours - 114 yes
12. Does child desire to go to college?
 Yes - 397
 No - 155
 Undecided - 200
 a. To vocational school?
 Yes - 136
 No - 79
 Undecided - 537

Family

1. The survey showed that 422 of the 752 students' parents are together; 319 of the students' parents are separated by death or divorce; 11 did not answer.

2. 381 of the students lived with both parents; 281 students live with their mother; 17 students live with their fathers; 52 students live with a guardian; 16 students live with a step-father; 2 students live with a step-mother; 2 students live with their husbands; 1 students lives with his wife.
3. 164 families of 752 students own their own homes; 394 families are renting; 180 are buying a home; 14 did not answer.
4. How long lived at present address?
 - a. under one year - 66
 - b. one year - 28
 - c. two years - 85
 - d. five years - 162
 - e. life - 376
 - f. no reply - 35
5. Families of 752 students live in:
 - a. private homes - 415
 - b. government housing - 261
 - c. apartments - 46
 - d. no reply - 36
6. Where would families like to live?
 - a. satisfied - 222
 - b. own home - 50
 - c. undecided - 33
 - d. Oak Cliff - 66
 - e. Bishop Heights - 14
 - f. North Dallas - 11
 - g. South Dallas - 14
 - h. Hillcrest - 1
 - i. Cedar Crest - 20
 - j. projects - 4
 - k. Hamilton Park - 4
 - l. Singing Hills - 2
 - m. Arlington Park - 1
 - n. other Texas city - 5
 - o. out of State - 7
 - p. nice apartment - 2
 - q. no reply - 296
7. How many rooms in house per family?
 - a. Three rooms - 25 families
 - b. Four Rooms - 118 families
 - c. Five rooms - 209 families
 - d. Six rooms - 346 families
 - e. More than six rooms - 146 families
 - f. No reply - 8 families
8. Does the house have:

a. running hot and cold water	719 Yes	33 No
b. indoor bath	725 Yes	27 No
c. indoor toilet	693 Yes	59 No
9. Educational media found in homes:

a. Bible - 729	e. Dictionary - 619
b. Newspapers - 627	f. Encyclopedia - 353
c. Radios - 723	g. Magazines - 446
d. Televisions - 731	h. Other books - 169

10. Do you own an automobile?
- a. 416 families have one car
 - b. 101 families have two cars
 - c. 22 families have three cars
 - d. 1 family has four cars

These figures include regular trucks as well as cars. These cars range from Plymouths through Cadillacs and Imperials, 1950-1966.

11. Church affiliation of families:

- | | |
|--------------------------|-----|
| a. Baptist | 563 |
| b. Church of God | 107 |
| c. Methodist | 48 |
| d. Christian | 13 |
| e. Church of Living God | 10 |
| f. Catholic | 6 |
| g. Pentecostal | 5 |
| h. Episcopal | 3 |
| i. Church of Christ | 3 |
| j. Seventh Day Adventist | 1 |
| k. Presbyterian | 1 |
| l. Jehovah's Witness | 1 |
| m. Lighted Church | 1 |
| n. Holy Church | 1 |

12. Church attendance:

- a. More than once a week - 246
- b. Once per week - 260
- c. Two or three times monthly - 65
- d. Less often - 32
- e. No reply - 149

13. Fathers' Occupation:

- a. Professional - 18
- b. Skilled - 129
- c. Unskilled - 341
- d. Unemployed - 32
- e. Unknown - 11
- f. Retired - 1
- g. No reply or deceased - 220

14. Grade levels reached by fathers:

- a. Elementary school - 393
- b. High school - 189
- c. College - 11
- d. Vocational school - 5
- e. No reply - 154

15. Mothers' Occupation:
- | | |
|-----------------|-----|
| a. Professional | 9 |
| b. Skilled | 62 |
| c. Unskilled | 300 |
| d. Housewife | 199 |
| e. No reply | 182 |
16. Grade levels reached by Mothers:
- | | |
|----------------------|-----|
| a. Elementary school | 301 |
| b. High School | 353 |
| c. College | 25 |
| d. Vocational School | 9 |
| e. No reply | 64 |
17. Monthly income of Father (or head of house):
- | | |
|--------------|-----|
| a. \$ 50- 99 | 62 |
| b. 100-150 | 119 |
| c. 151-200 | 278 |
| d. 351-400 | 183 |
| e. 401-450 | 22 |
| f. 451-500 | 8 |
| g. No reply | 80 |
18. 200 parents eat lunch at cafes while on the job; 492 do not; 60 did not reply.
19. 47 of the fathers participate in community or civic organizations; 101 of the mothers participate in organizations. These organizations listed in order of popularity are as follows: PTA (70), Lodges (39), NAACP (7), Negro Chamber of Commerce (7), Ministers Alliance (5), YWCA (4), Voters' League (4), YMCA (3), American Legion (3), West Dallas Community League (3), West Dallas Democratic Association (2), Nurses' Association (1).
20. 111 Families are receiving assistance from Welfare agencies.
21. 229 Families of those surveyed have savings accounts, while 144 families have chekcing accounts.
22. Parents visitations to school:
- | | |
|--|-----|
| a. Parents had visited school | 327 |
| b. Attend school programs | 234 |
| c. Voluntary check on child's progress | 183 |
| d. On special request | 65 |
| e. Member of PTA | 139 |
23. 385 families are familiar with the child's abilities as revealed through the testing program.

24. Interracial organizations in which parents participate:
 a. 39 parents belong to organizations where Negroes and other ethnic groups attend. The organizations in which they participate are: Labor Union (2), Vocational Nurses Association (2) Allied and Stone Local #142 (1), Recreational Council (1), Girl Scouts (1), Construction Workers Unio (2), and Teamsters Union (1).
25. Do you as a family eat at restaurants or cafes?
 127 families eat at restaurants or cafes:
 a. often - 10
 b. frequently - 16
 c. seldom - 101
26. If the United States got into war today, do you think your country
 a. worth fighting for? - 691
 b. not worth fighting for? - 8
 c. no opinion? - 40
 d. no reply. - 13
27. Has anyone in the household served in the Armed Forces?
 a. Yes - 266
 b. No - 439
 c. No reply - 47

Branch of Service	Father	Son
Army	161	37
Navy	32	11
Marines	5	3
Coast Guard	1	0
Air Force	20	27

28. Have any members of the family been confined in a hospital within the last year?
 180 families had members of the family confined in a hospital within the past year.
 a. 41 fathers were hospitalized
 b. 55 mothers were hospitalized
 c. 74 children were hospitalized
29. If any family member was hospitalized within the last year, was the hospital private or public? List the name of the hospital.
 a. 120 of the families were in public hospitals
 b. 31 of the families were in private hospitals
 c. Name of the hospital
 (1) Parkland 114
 (2) Veterans 8

(3)	East Town Osteopathic	8
(4)	Baylor	6
(5)	Children's Medical Center	6
(6)	St. Paul	5
(7)	International	4
(8)	Terrell State	3
(9)	Dallas Osteopathic	3
(10)	Methodist	2
(11)	Woodlawn	1
(12)	Ft. Worth Mental	1

30. Does everyone in the family have hospitalization coverage?

a.	Everyone	280
b.	Mother	70
c.	Father	55
d.	Children	46

31. Does everyone in your immediate family have a life insurance policy?

a.	Yes	557
b.	No	81
c.	No reply	114

Life Insurance policy on

a.	Mother only	178
b.	Father only	85
c.	Children only	110

32. Did you pay your poll taxes last year?

a.	Yes	518
b.	No	215
c.	No reply	19

33. How many in family are registered voters?

a.	None	114
b.	One	232
c.	Two	352
d.	More than two	29
e.	No reply	25

Philosophy of the Physical Education Department

The Physical Education Department believes it should develop a program of education in Physical Education to meet the needs of our school and community.

We believe that our program should be organized and planned in such a way that every student is given the best possible opportunity to develop physical fitness, sportsmanship, recreational ability, an appreciation for health and exercise, and desirable social and leadership qualities. Here the wholeness of the individual is involved. We are concerned with the total personality of our students. In this, we seek to satisfy such basic desires as those for activities that will best meet the needs and interests of students with whom we will be working.

Objectives of the Physical Education Department

1. To provide experiences which will give each student opportunity to develop physically, mentally, socially, and morally so that they may become well-rounded, healthy, happy and productive citizens for democracy.
2. To help students develop the type of physical fitness that will enable them, within their ability, to perform the necessary daily task of life through work and play.
3. To help students gain deep satisfactions, pleasures, and favorable attitudes toward themselves and others that would be vital experiences in meeting their own daily problems of living.
4. To encourage students to realize that health habits formed early in life are most likely to carry over into adult patterns for living abundantly.

5. To develop in each student the ability to judge and choose wisely the learning experiences that each learns about life and learns either to shy fearfully away from it or to joyfully welcome it.
6. To have learning experiences which will call forth the desirable attitudes and behavior patterns.
7. To help students realize that the proper use of leisure time, which includes aesthetic as well as popular recreational activities as participants or spectators, contributes to a healthy life.³

Definition of Terms

Physical Education: Systematic instruction in sports, exercises, and hygiene given as a part of a school or college program.

Recreation: Recreation is an agreeable activity by which a person refreshes himself mentally and physically.

Activities: Any large learning situation in which children willingly engage, because to do so is satisfying and serves as a means of reaching a worthwhile goal desirable to the children.

³"Lifting the Horizon", Philosophy of Education and Educational Objectives of the L. G. Pinkston High School, 1965-1966.

CHAPTER II

HISTORICAL BACKGROUND OF WEST DALLAS

So this is West Dallas -- now known as Dallas West! Many years ago, the only things mentioned about West Dallas were high water and snakes. This was, of course, before the building of the levee and before there were any streets such as Hampton Road or Beckley connecting West Dallas with Oak Cliff. Between the two areas there was a wilderness that was penetrated only by armed hunters and desperados.

With the movements of industry into Frog Town and the Prairie, many Negroes, Mexicans and Caucasians came to West Dallas because of the lower rental rates and squatter opportunities. All of these persons were not in good standing with the County Sheriff, especially Clyde Barrow and Bonnie Parker.

The physical aspects of West Dallas in the years past were not too representative of what we like to think of as good community planning. There were no paved streets, sewage, electric lights or sidewalks. As far as could be seen were shanties, many of them with tin roofs and dirt floors. There was little that represented law, education, religion, citizenship, virtue or honor.

It is good that we have time in our favor because the story of the escapades of Clyde Barrow and Bonnie Parker have become legends which, in the light of the type of citizens we have in West Dallas, now appear to be myths of the highest order.

Because of the social insight of our city fathers, we have enjoyed a complete evolution - social and economic - in West Dallas. The shanties have been razed, modest homes appear on paved streets, the housing project has given opportunities to enjoy modern housing, fine school facilities have been provided, and recreational centers, with competent workers, operate around the calendar. This is now Dallas West - a part of town with a high potential for continued physical growth and improvement in human worth.

The Population

West Dallas is made up primarily of Negroes (50%), Latin Americans (30%), Caucasians (10%), and Indians (10%).

Among the Negro population are found families who qualify for lower-middle class status as well as those who are considered poverty cases. In between are the most families - those who manage to house, feed and clothe each member.

The Latin Americans are made up primarily of American-born Mexicans with a very small percentage of Mexican-born families. Because of various native inborn prejudices, there is very little contact between these Latin American groups. Each group tends to shy away from the other.

The Caucasian element is a transient one. As soon as they are able to do so, the younger members seek to move out of the community, while the older ones tend to remain where their roots are.

This group tries very hard to remain apart from other residents.

Their social activities are geared to family and friends. They seek outlest outside the community as often as they can.

The Indians are the most clannish group of citizens in the community. They seek no identification with the Negro or white groups. Least of all do they want to be identified as "Mexican". Many maintain their old customs and Indian names (Johnny Whitefeather, Red Horse Warre, etc.), but, many of the younger groups are changing this idea in order to be absorbed into the mainstream of the community.

Economic Status of Negroes

Citizens of West Dallas reflect the economy of the community principally in their housing preferences. However, this is not true in all cases because as was shown by the survey, there are families who could afford to live in more desirable parts of the city, but, because of tradition and other mores, they remain.

Studies show that there are more people who live in government projects and low-rent housing than live in single family units.

Government projects and low-rent housing groups most persons who are welfare recipients. This is not to imply that everyone in the projects receives assistance nor does it say that single family unit dwellers live without welfare aid.

Most of the elderly people receive Social Security and Old Age Assistance Benefits or other community agency assistance.

It was found that mothers of dependent children who receive aid live in the projects because it is cheaper to do so. Many unmarried mothers with from one (1) to eleven (11) dependent children receive all or part of their financial assistance from government welfare agencies. Many have their rent paid, groceries purchased and extra money given them dependent upon the social worker's reports to the respective agencies.

Canvassers found, upon entering homes, many contrasting situations, naturally. Many of the apartments and houses were spotlessly clean, neatly arranged, and apparently well cared for; although some showed gross neglect. Furniture - what there was of it - was in all stages of disrepair. Some homes had no visible chairs, tables or beds. How they slept and ate remains a mystery.

In the areas of single family units a large percentage of homes, through Urban Renewal and individual loans, have been upgraded. Flowers and trees have been planted as well as lawns put in.

Some units in this same area are deplorable -- old cars and garbage in the front yards, grass knee-deep and many in need of paint, screens and general repair.

In contrast to the housing situation, most of the residents are extremely clothes conscious. Most of the students will miss school or leave school completely if they feel that their dress is not up to the standards they set for themselves. Many boys are seen going to school wearing very expensive alligator shoes, suede jackets, leather coats, tailored slacks and shirts which they have worked to

purchase. Girls are equally well dressed with matching ensembles, expensive wigs, latest fashion shoes and bags and all other accouterments.

While many are beautifully dressed, one needs only to drive through portions of the community to see children who are ragged, dirty, barefoot and seemingly destitute of the barest essentials for decent coverage.

Most of the families appear well fed. Here, too, assistance from welfare agencies and food surplus plans play a large role.

School lunchrooms reflect the fact that students enjoy good food in that they are highly selective and discriminating in their food choices and are quite vocal when these needs are not met.

Desserts are extremely popular, which leads school authorities and dieticians to conclude that this part of the meal is missing in the homes.

Fresh, hot breads, fresh vegetables and beef entrees are popular with students and parents who visit the schools.

There are still some families who do not get enough food to meet basic daily needs. These families are oftentimes too large for the amount of income in the home to support. As a result, some of these children steal, take smaller children's money or lunches and generally reflect a deficiency on the part of the community.

Community Health Conditions

Most of the homes and buildings in West Dallas have running

hot and cold water with indoor bathrooms.

In the area called "Trinity Valley", outdoor toilets are the rule instead of the exception. There is no city sewage or drainage. The only families with indoor toilets are those with septic tanks.

All the government projects and low-rent housing areas are required to have hot and cold water and sewage. This they have. There are single family units with hot and cold water inside but the toilet remains outside. These make up a small percentage of the total community. Too, there are still some families who carry water wuite a distance for cooking, washing, and sanitary needs. Several families chare one outdoor surface toilet.

While most streets are paved or black-topped, there are still people who cannot get to their homes by automobile after a rain. Westmoreland and Trinity Valley are, again, the hardest hit areas. Families leave their cars as much as three (3) blocks away until the streets are passable.

The Trinity River, which virtually separates West D₂llas from Dallas proper, presents problems after heavy rains. While levees have been built, they are inadequate to keep the river from overflowing its banks and flooding low-lying areas. This makes mosquitoes a health hazard and debris in its wake makes for gigantic cleanup campaigns.

Legislation in the state courts is now in process to remedy some of these situations and Urban Renewal is being considered to make it possible for homeowners to improve their property.

Typical Community Recreation

Recreational sports are assuming a greater importance in our modern living where it is becoming more difficult to maintain for all age groups an adequate level of physical fitness. Our nation in late years has frequently been characterized as physically soft, a criticism which caused Dwight D. Eisenhower to issue his presidential proclamation in 1959 for a National Youth Fitness Week.

Many physicians have indicated that physical activity of at least a mild nature is essential for healthful living and that such activity prevents children and adults from becoming overweight in addition to providing relaxing and joyful play experiences so essential in our fast moving world.

Skills learned in recreational sports can be carried over into later school and adult life. Carry-over activities are being recognized as of increasing value by authorities in the field. A person will continue to participate in an activity he enjoys and in which he has developed a certain degree of skill.⁴

In West Dallas, the neighborhood church provides the major social outlets for the community. This could be called a "community of churches" because there are places of worship representing every organized religious body in Dallas. Many street intersections have from two (2) to three (3) churches adjacent to each other. These

⁴Clifford L. Brownell, Roy B. Moore, Recreational Sports, Creative Educational Society, Inc., Mankato, Minnesota, 1965, p. 5.

are open constantly and many people attend services at several churches in order to "have someplace to go."

There are no movie houses in West Dallas - the nearest ones being downtown. Also, there are no night clubs in the area since the Oak Cliff Precinct (of which West Dallas is a part) is a dry area. People who desire to bowl or skate must travel to other parts of town for these activities.

There are, however, two (2) well organized community club-houses: Boys' Clubs of Dallas, Westmoreland Branch, whose activities are for boys 6 - 18, and Hampton Recreation Center, an affiliate of the Dallas Parks and Recreation Department, with coeducational activities for youth from 6 - 16 or those who retain high school eligibility.

The Boys' Club activities include: pool, table tennis, arts and crafts, music activities, and reading facilities in the game rooms. Swimming is available on a limited basis for girls. Teachers and college students, along with neighborhood teenagers, organize and supervise activities as prescribed by the National organization.

A typical day's activities are:

9:00-10:00	Volleyball
10:00-11:00	Tumbling and Tennis
11:00-12:00	Soccer Practice and Badminton
12:00- 1:00	Punching Bag and Boxing (Midget)
1:00- 2:00	Midget Basketball Skill
2:00- 3:00	Junior-Intermediate Basketball Skill
	Softball Practice, Trampoline Team
3:00- 4:00	Senior Basketball Skill, Trampoline
	Beginners Golf
4:00- 5:00	Baseball Practice
	Soccer Practice

5:00- 6:00	Volleyball and Trampoline Punching Bag
6:00- 7:00	Wrestling and Weight Lifting Midget Basketball League
7:00- 8:00	Wrestling - Boxing - Baseball Game
8:00- 9:00	Junior-Intermediate Basketball
9:00-10:00	Senior Basketball League

Saturday activities are somewhat different in that many of the older boys have an opportunity to participate.

Saturday activities may include:

9:00-12:00	Physical Fitness
12:00- 1:00	Volleyball Game
1:00- 2:00	Tennis Game and Badminton
2:00- 3:00	Basketball Game
3:00- 5:00	Table Games and Rest
5:00- 7:00	Midget Basketball and Trampoline
7:00- 8:30	Junior-Intermediate Basketball
8:30-10:00	Senior Games

Hampton Recreation Center activities include:

Lifetime Sports and Activities

Badminton, Bowling, Golf, Tennis
Swimming
Bridge
Physical Fitness Programs

Family Recreation

Family Game Night
Family Picnics
Family Swimming
Parent-Child Game Tournaments and Contests

Recreation and the Arts

Arts and Crafts Displays
Book Displays
Performing Arts - Talent Shows
Costumed Story Hours
One-Act Plays
Community Singsong - Folk Song Festival
Community Musicians Concert - Barbershop Quartet Program

Being sponsored by the Dallas Parks and Recreation Department, the Hampton Recreation Center has a more varied program than has the

Boys' Club. In addition to the above mentioned activities, boys and girls have opportunity to participate in the following activities:

Track and Field

Midget Division - 11 years and under
 Junior Division - 12 and 13 years
 Intermediate Division - 14 and 15 years
 Senior Division - 16 and retaining high school eligibility

Combos

Open to all - Activity on Tuesday and Thursday nights, 7:00-10:00 p.m., Samuel-Grand Park

Band Concerts and Chamber Music

Band shell concerts on June 22, 29, July 6, 13, 20, 27, August 3, 10
 Chamber concerts - Museum of Fine Arts, Sunday afternoons at 3:30 p.m.

Museum of Natural History

Lectures and exhibits in each recreation center on schedule from the Director of the Museum

Day Camping

"Camping provides a creative educational experience in cooperative group living in the out of doors. It utilizes the resources of the natural surroundings to contribute significantly to mental, physical, social, and spiritual growth." -American Camping Association

Program begins June 9 for a nine (9) week program. Boys and girls are scheduled through individual playgrounds for one week periods.

Learn to Swim Programs

Beginners and advanced beginners classes Monday through Friday, 9:00 a.m., 45 minute period
 Junior and Senior Lifesaver programs conducted by Park and Recreation Department personnel with responsible adult volunteers
 Red Cross swimming instructors are scheduled to serve each district on a regular basis

Dramatics

One-act plays - Competition in two (2) divisions: musicals and non-musicals

Performing Arts

- Instrumental combos, bands, solo instruments
- Vocal quartets, choruses, solos
- Dance - ballet, tap, folk, etc.
- Pantomime
- Impressions
- Readings
- Stunts and Tumbling

A sample of the three (3) summer months calendar of activities follows this section.

In September, 1968, a new, olympic-sized swimming pool was opened at the Thomas Edison Junior High School. Although it was designed for school use primarily, families of students and other persons of the community use it on weekends, during holidays and the summer. It is under constant supervision with a licensed lifeguard, instructors and other emergency attendants on hand.

Many restaurants, from the drive-in type to the sit-down type, abound in the area with barbecue pits, hamburger stands and chicken-to-go places being the most frequented.

The community does not use the facilities of the schools as much as they could or should. With the pending new innovations (air-conditioning and twelve-month use of school buildings) this is expected to improve greatly.

To give an honest description of the community's recreational activities, all elements - good and bad - must be examined. To that end it must be mentioned that there are several pool halls and cafes available with very little or no supervision nor regulations concerning who may attend and what activities should go on there. Many boys and

girls are introduced to narcotics, alcohol, sex, and all other forms of delinquency there. These are places where drop-outs congregate to encourage weaker-willed boys and girls to join them. Prostitution among boys and girls flourishes there.

It is in the light of this that the community recognizes a need for organized recreational activities on a continuing basis for youths and adults.

In the preface to the guidebook, "Happiness Is Recreation", published by the Dallas Parks and Recreation Department, Dallas, Texas, 1969, is found the following quotation which gives reason, if one is needed, for the channelling of youth activities.

"If a child lives with criticism, he learns to condemn;
 If a child lives with hostility, he learns to fight.
 If a child lives with fear, he learns to feel guilty;
 If a child lives with tolerance, he learns to be patient.
 If a child lives with encouragement, he learns to be confident;
 If a child lives with praise, he learns to be appreciative.
 If a child lives with acceptance, he learns to love;
 If a child lives with recognition, he learns it is good to have a goal.
 If a child lives with honesty, he learns what truth is;
 If a child lives with fairness, he learns what justice is.
 If a child lives with security, he learns to have faith in himself and those about him;
 If a child lives with friendliness, he learns the world is a nice place in which to live."

SUNDAY MONDAY TUESDAY WEDNESDAY THURSDAY FRIDAY SATURDAY

END OF REPORTING PERIOD FOR REPORTS
PAYROLL TIME SHEETS, STRATIFICATION
REPORTS, ETC. (ATTENDANCE REPORTS WEEKLY)

JUNE

CHECKS ISSUED
DISTRICT STAFF
MEETINGS

MAY 31
GENERAL STAFF
MEETING
9:00AM
SAMUELL GRAND
6200 E. GRAND

1 2 3 4 5 6 7

1
OPENING DAY: JUNIOR POOLS
2:00 PM BOYS, 3:00PM GIRLS.
Neighborhood Pools. FREE HOUR
8:30AM-9:30AM & 3:30 PM-
4:30PM
REGISTRATION FOR LEARN TO
SWIM & LIFETIME SPORTS
DISTRICT WORKSHOPS FOR
NEW LEADERS
SENIOR LIFESAVING CLASSES:
SAMUELL POOL
DAY CAMP TRAINING
JENNIS CLASSES: BEGIN
DIST 6-7-8-10 & SAMUELL

3
DISTRICT WORKSHOPS
BEGIN SWIM TESTS
BEGIN ORGANIZATION:
ATHLETIC LEAGUES, BICYCLE
CLUBS
W.S.L. CLASSES (1:30 PM AT
TLETZE, KIDD SPRINGS,
BONNIE VIEW, SAMUELL &
WALNUT HILLS POOLS.
DISTRICT SUPERVISORS WILL
SET UP CHARTS & GRAPHS
FOR PLAYGROUNDS COM-
PARISONS.

4
PHYSICAL FITNESS PROGRAM
REGISTRATION FOR DAY
CAMPING
MUSEUM NATURAL HISTORY
PROGRAM: FRUITDALE 11AM
SCHEDULE SPECIAL
ACTIVITIES ON FRIDAYS

5
DUE: JUNIOR POOL DATA,
FILL & DRAIN SCHEDULE,
POOL FILLER DATA
LIST OF ORGANIZATIONS
USING FACILITIES REPORT
INSPECTION REPORT
FIVE-DAY COUNT, MADONNE
& EXTRA SWIM SCHEDULE
FOUNTAIN REPORT,
SCHEDULE OF LOCAL &
DISTRICT POSTER
CONTEST.

6
DISTRICT STAFF
MEETINGS: PLAY-
GROUNDS CLOSE 4:00PM
LOCAL COMMUNITY
PICNIC -
FLOWER SHOWS

7

8
CHAMBER MUSIC:
MUSEUM OF FINE
ARTS. 3:30 PM
9
LEARN TO SWIM CLASSES:
JUNIOR & NEIGHBORHOOD
POOLS - FAMILY RECREA-
TION
DAY CAMPING
TEEN VOLUNTEER WORKSHOPS:
2:00PM SAMUELL & MARTIN
WEISS
GOLF INSTRUCTION: 10:00AM
SAMUELL, WALNUT HILL,
MARTIN WEISS

10
SCHEDULE PARENT-CHILD
GAMES TOURNAMENT &
OTHER FAMILY ACTIVITIES
TEEN VOLUNTEER WORKSHOP
HARRY STONE, KIDD SPRINGS &
EXLINE. 2:00 PM
GOLF INSTRUCTION: 10:00AM
SKYLINE, HARRY STONE

11
MUSEUM NATURAL HISTORY
PROGRAM PLEASANT OAKS
11AM
TEEN VOLUNTEER WORKSHOP:
BECKLEY SNAVER, PLEASANT
OAKS, WALNUT HILL
GOLF INSTRUCTION: 10:00AM
PLEASANT OAKS, FRUITDALE

12
DUE: DISTRICT TRACK &
FIELD SCHEDULE, DISTRICT
BALL SCHEDULES, REPORTS
GOLF INSTRUCTION: 10:00AM
EXLINE, VETERANS

13
DISTRICT STAFF
MEETINGS: PLAY-
GROUNDS CLOSE 4:00PM
GOLF INSTRUCTION: 10:AM
NORTH HAMPTON, KIDD
SPRINGS
DISTRICT TRACK
MEET

14
FLAG DAY

15
CHAMBER MUSIC
MUSEUM OF FINE
ARTS. 3:30 PM
16
BEGIN LEAGUE PLAY A.S.A
SOFTBALL & LEAGUE PLAY
BASEBALL
DAY CAMPING -
PERFORMING ARTS TRY-
OUTS
GOLF INSTRUCTION: 10AM
SAMUELL, WALNUT HILL,
MARTIN WEISS

17
LOCAL MUSIC CONCERTS
COSTUMED STORY HOUR
GOLF INSTRUCTIONS: 10AM
SKYLINE, HARRY STONE

18
MUSEUM NATURAL HISTORY
PROGRAM KIDD SPRINGS
11:00 AM
GOLF INSTRUCTIONS: 10AM
PLEASANT OAKS, FRUITDALE

19
DUE: LIST OF JUNIOR
VOLUNTEERS, PLAYGROUND
ADVISORY COUNCIL
OFFICERS & MEMBERS
REPORTS, ETC.
ONE ACT PLAY TRY-
OUTS
GOLF INSTRUCTION: 10AM
EXLINE, VETERANS

20
DISTRICT STAFF
MEETINGS: PLAY-
GROUNDS CLOSE 4PM
LOCAL POSTER
CONTESTS
GOLF INSTRUCTION: 10AM
NORTH HAMPTON, KIDD
SPRINGS

21

22
BAND CONCERT
DUE: IN FAIR PARK
CHAMBER MUSIC
MUSEUM OF FINE
ARTS. 3:30 PM
23
PROGRAM HONORING ADULT
JUNIOR VOLUNTEERS
DAY CAMPING
GOLF INSTRUCTION: 10AM
SAMUELL, WALNUT HILL,
MARTIN WEISS

24
LOCAL PERFORMING ARTS
PROGRAMS
GOLF INSTRUCTION: 10AM
SKYLINE, HARRY STONE

25
MUSEUM NATURAL HISTORY
PROGRAM EXLINE
11:00 AM
GOLF INSTRUCTION 10AM
PLEASANT OAKS, FRUITDALE

26
DISTRICT LITTER
POSTER JUDGING
FORM HIKING & WALKING
CLUBS
GOLF INSTRUCTION: 10AM
EXLINE, VETERANS

27
ENTRY DEADLINE:
JUNIOR TENNIS
TOURNAMENT
DISTRICT STAFF
MEETINGS: PLAY-
GROUNDS CLOSE 4PM
GOLF INSTRUCTION: 10AM
NORTH HAMPTON, KIDD
SPRINGS
DISTRICT TRACK
MEET

28

29
BAND CONCERT
DUE: IN FAIR PARK
CHAMBER MUSIC
MUSEUM OF FINE
ARTS. 3:30 PM
30
DAY CAMPING
PHYSICAL FITNESS TESTS
GOLF INSTRUCTION: 10AM
SAMUELL, WALNUT HILL,
MARTIN WEISS

30

30

30

30

30

▲ END OF REPORTING PERIOD FOR REPORTS.
 ANNUAL TIME SHEETS, STERILIZATION REPORTS,
 ETC. (ATTENDANCE REPORTS DUE WEEKLY).

JULY

CHECKS ISSUED AT
 DISTRICT STAFF
 MEETINGS

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
<p>6</p> <p>BAND CONCERT: 8:15 PM FAIR PARK</p> <p>NATIONAL SOFTBALL WEEK JULY 6 - 12</p>	<p>7</p> <p>DISTRICT PERFORMING ARTS COMPETITION DAY CAMPING - DISTRICT TENNIS TOURNAMENTS BEGIN</p> <p>GOLF INSTRUCTIONS: 10 AM SAMUEL W. WALNUT HILL, JUNIOR & SENIOR LIFE SAVING CLASSES - BEGIN KID'S SPRINGS POOL</p>	<p>8 ▲</p> <p>JUNIOR & SENIOR LIFE SAVING CLASSES BEGIN TEEZE POOL GOLF INSTRUCTION: 10 AM SKYLINE, HARRY STONE</p>	<p>9</p> <p>NATURAL HISTORY MUSEUM PROGRAM: 11 AM - NORTH HAMPTON GOLF INSTRUCTION: 10 AM PLEASANT OAKS, FRUIT DALE</p>	<p>10</p> <p>DUE: LOCAL & DISTRICT GAMES TOURNAMENT SCHEDULE, WINNERS OF DISTRICT JUNIOR, TENNIS TOURNAMENT, REPORTS, ETC. ENTRY DEADLINE FOR ADULTS MUNICIPAL-TAAF REGIONAL TENNIS TOURNAMENT GOLF INSTRUCTION: 10 AM EXLINE, VETERANS</p>	<p>11 <input checked="" type="checkbox"/></p> <p>ENTRY DEADLINE: TAAF REGIONAL TRACK & FIELD MEET, DISTRICT SWIM MEET GOLF INSTRUCTION: 10 AM NORTH HAMPTON, KIDD SPRINGS DISTRICT STAFF MEETINGS PLAYGROUNDS CLOSE 4 PM</p>	<p>12</p>
<p>13</p> <p>BAND CONCERT: 8:15 PM FAIR PARK</p>	<p>14</p> <p>GOLF INSTRUCTION: 10 AM SAMUEL W. WALNUT HILL, MARTIN WEISS DAY CAMPING - PERFORMING ARTS AREA COMPETITION</p>	<p>15</p> <p>GOLF INSTRUCTION: 10 AM SKYLINE, HARRY STONE</p>	<p>16</p> <p>NATURAL HISTORY MUSEUM PROGRAM: 11 AM - WALNUT HILL GOLF INSTRUCTION: 10 AM PLEASANT OAKS, FRUIT DALE</p>	<p>17</p> <p>TAAF REGIONAL TOWN MEET DRAWS TO BE COMPLETED. GOLF INSTRUCTION: 10 AM EXLINE, VETERANS</p>	<p>18</p> <p>TAAF REGIONAL TRACK & FIELD MEET GOLF INSTRUCTION: 10 AM NORTH HAMPTON, KIDD SPRINGS DISTRICT STAFF MEETINGS PLAYGROUNDS CLOSE 4 PM</p>	<p>19</p> <p>TAAF REGIONAL TRACK & FIELD MEET</p>
<p>20</p> <p>BAND CONCERT: 8:15 PM FAIR PARK</p>	<p>21</p> <p>DAY CAMPING - MUNICIPAL-TAAF REGIONAL TENNIS TOURNAMENT: ALL AGE DIVISIONS AT SAMUEL-GRAND COURTS</p>	<p>22 ▲</p> <p>LOCAL PLAY: DRESS REHEARSALS NATURE STUDY DISPLAY: LOCAL PLAYGROUNDS</p>	<p>23</p> <p>NATURAL HISTORY MUSEUM PROGRAM: 11 AM - MARTIN WEISS</p>	<p>24</p> <p>DUE: DISTRICT BICYCLE SKILLS CONTEST, SCHEDULE REPORTS, PHYSICAL FITNESS REPORTS, ETC.</p>	<p>25 <input checked="" type="checkbox"/></p> <p>GOLF INSTRUCTION: 10 AM NORTH HAMPTON, KIDD SPRINGS TAAF WOMEN'S STATE EAST PITCH IN LUBBOCK DISTRICT STAFF MEETINGS PLAYGROUNDS CLOSE 4 PM ART & CRAFTS FAIR</p>	<p>26</p>
<p>27</p> <p>BAND CONCERT: 8:15 PM FAIR PARK</p>	<p>28</p> <p>DAY CAMPING - DISTRICT ONE ACT PLAY COMPETITION</p>	<p>29</p> <p>BEGIN: PLANNING - SUMMER CARNIVAL FOR EACH DISTRICT MINOR GAMES TOURNAMENTS: LOCAL PLAY- GROUNDS</p>	<p>30</p> <p>PUNT, PASS, KICK DISTRICT COMPETITION NATURAL HISTORY MUSEUM PROGRAM: 11 AM BECKLEY SAVER</p>	<p>31</p> <p>DUE: LOCAL & DISTRICT STORY TELLING SCHEDULE REPORTS, ETC., SCHEDULE DISTRICT TABLE TENNIS TOURNAMENT</p>		

END OF REPORTING PERIOD FOR REPORTS, PAYROLL TIME SHEETS, STERILIZATION REPORTS (ATTENDANCE REPORTS DUE WEEKLY)

AUGUST

SUNDAY MONDAY TUESDAY WEDNESDAY THURSDAY FRIDAY SATURDAY

CHECKS ISSUED A DISTRICT STATE MEETINGS

2

1. DISTRICT STAFF MEETINGS: PLAYGROUNDS CLOSE 4 PM
STATE TAAE TRACK AND FIELD MEET: DENTON

9

8 DISTRICT STAFF MEETINGS: PLAYGROUNDS CLOSE 4 PM
DISTRICT TABLE TENNIS TOURNAMENT
TAAE STATE MEN'S SLOW PITCH: PASADENA

15 TAAE MEN'S SOFTBALL EAST PITCH STATE TOURNAMENT: GRAND PRAIRIE
DISTRICT STAFF MEETINGS: DUE
INVENTORY, ALL REPORTS, KEYS, LISTING OF PERSONNEL & ADDRESSES

7

TAAE STATE TENNIS TOURNAMENT: SAMUELL-GRAND COURTS
TAAE STATE BOYS CHURCH SOFTBALL TOURNAMENT: KIBST
TAAE STATE GIRLS SOFTBALL TOURNAMENT: RICHARDSON
TAAE STATE CHURCH SLOW PITCH: FT. WORTH

14

DUE: PAYROLL TIME SHEETS, REPORTS, ETC.
TAAE STATE CHURCH EAST PITCH SOFTBALL TOURNAMENT: AUSTIN

6

CITY PUNT-PASS-KICK COMPETITION: 1 PM
SAMUELL-GRAND
NATURAL HISTORY MUSEUM PROGRAM: 11 AM- SAMUELL-GRAND

13

NATURAL HISTORY MUSEUM PROGRAM
11 AM BIG THICKET

5

AREA ONE ACT PLAY COMPETITION
WATER SHOW-BALLET: JUNIOR POOLS

12

CITY FINALS ONE ACT PLAY: DALLAS THEATRE CENTER
CITY WIDE BICYCLE SKILLS CONTEST: IDAM, AAR BUILDING, FAIR PARK
TAAE STATE GOLF TOURNAMENT: FT. WORTH

4

DAY CAMPING- PHYSICAL FITNESS TESTS
WEEK OF SUMMER CARNIVALS

11

CITY FINALS ONE ACT PLAY: DALLAS THEATRE CENTER
SENIOR LIFE SAVING CLASSES: SAMUELL
POOL
SPECIAL DAY CAMP WEEK

3

BAND CONCERT: 8:15 PM FAIR PARK

10

BAND CONCERT: 8:15 PM FAIR PARK
FINALS TAAE STATE TENNIS TOURNAMENT
SAMUELL-GRAND

Organizational Attendance of Youth

Ninety per cent (90%) of all children interviewed attended church on a regular basis. Many sing in choirs, serve as deacons, stewards, ushers and altar boys. A large group of them work in youth oriented organizations in the church and community.

School organization most popular with students are Future Teachers of America, Future Business Leaders of America, Student Council, Concert Choir and Chorus, marching band, cheerleaders, pep clubs, ROTC drill teams, girls' marching units, and language clubs. Membership in National Honor Society is highly sought by those students whose character, scholarship, leadership, and service make them eligible.

Where membership is not limited by many restrictions, sponsors find more students than they can handle in one group. This has necessitated duplications of many groups to facilitate smoothness of operation.

Boys who are high achievers and campus leaders are invited to participate in the Alpha Merit Group, a club sponsored by the Alpha Phi Alpha Fraternity. This is one of the most prestigious groups on the campus and is aspired to by every young man who feels he can qualify.

Girls who are expert in leadership, academic and character-wise, on campus, are involved in activities sponsored by several sororities. Zeta Phi Beta, Alpha Kappa Alpha, Delta Sigma Theta,

and Sigma Gamma Rho Sororities present groups of young owmen as deb-
utantes and specialized groups.

YMCA and YWCA groups are active to a lesser degree because the
nearest "Y" buildings are a distances which are not conducive to
participation.

Delinquency Among Youths

Among the youth of West Dallas, delinquency is no more nor no
less widespread than in any other American community.

Cases of alleged rape, murder, gambling, robbery, "hookey
shooting", glue sniffing, prostitution, and narcotics practices are
problems that the families of the children involved must come to grips
with.

Case workers, truant officers and juvenile officers give many
extenuating facts as some of the reasons for delinquency. Listed
were:

- a. Parental delinquency - Children see and hear parents
doing things and saying things that they should be
protected from.
- b. Projects and low-rent housing, where people are in
such close proximity, are breeding grounds for crime.
Too many children have too little to do to keep them out
of trouble.
- c. Eight (8) out of ten (10) family groups in the projects
are homes where there is no father present.
- d. Too many mothers make older sisters and brothers stay
out of school to care for younger children. After the
child misses so much time he finds himself several grades
behind his peers and he becomes disgusted and drops out
of school, thus becoming a statistic.

- e. Many families make boys go to work as soon as they are old or large enough to secure a job. Juvenile authorities have, on several occasions, had parents fined who have kept children out to work during school hours.
- f. Pre-teen and teenaged children do not have enough supervised social outlets for their energies. Most activities are geared to younger children, therefore the older ones create their own excitement.
- g. Girls have resorted to prostitution to buy clothes. Many illegitimate children have resulted from these practices.
- h. School programs need revising or reshaping to allow for more flexibility of programs and scheduling in order that the student who has to work can continue to train and earn money to help the economy of the home.

School truant officers report that the highest percentage of drop-outs occur at the 9th and 10th grade levels. More junior high school students are handled by juvenile authorities than any other age group. Of the more than 400 children processed in the Pinkston district, over two-thirds were enrolled in Sequoyah and Thomas Edison Junior High Schools.

Parents who must be away from home at hours when children need supervision find themselves with the most serious problems. Neighbors who either do not care or who are afraid of reprisals fail to report incidences of parties, gatherings of children and other instances of delinquency.

Too many parents whose education is negligible or unsatisfactory will not cooperate with school authorities in keeping students in school. Something has to be done to make them realize the importance of education for their young.

Dr. Thomas Tolbert, Principal of the L. G. Pinkston High School,

in a speech to the faculty said: "The only way to have a better child is to have a better parent. Better parents make a better community."

A nation is as strong as the people in it who possess courage, conviction, and calm determination. This strength comes not only from satellites revolving in space and the multitude of labor-saving devices but also from proper diet, moderation in daily living, and a measure of healthful activities pursued during leisure hours. Fortunately, most persons in these United States appreciate the benefits to be derived from recreational sports available to citizens of all ages.

Recreation implies many things. Webster's Collegiate Dictionary defines recreation as ". . . a refreshment of strength and spirits after toil, a diversion or a mode of diversion, play."

A person who enjoys vigorous and wholesome activity during his leisure hours usually is better prepared to face day-to-day responsibilities than the one who "recreates" from the sidelines. Most persons gain emotional perspective by active participation in recreational sports.

For a more pleasurable and healthful life, people of all ages and in all walks of life should do something that refreshes body and spirit.

CHAPTER III

ANALYSIS OF DATA

From the information presented in Chapters I and II, it is the opinion of this writer that the only way to help the youth of West Dallas find a more meaningful use of their leisure time is to establish some sort of programs in which they can be interested and which will cause them to want to change.

The Socio-Economic Survey of the L. G. Pinkston High School showed that 253 families had more than six children, 74 families had six children, 126 families had five children, 102 families had four children, and families with two and three children numbered 153.

With this many children in one community - not counting the single child families nor the families not included in the survey - recreational leisure time activities grow in increasing importance.

The number of students who remained in school far outnumbered those who dropped out but even this is too many. Of those who dropped out, 3.1% left school in elementary years while 24.6% left at the junior-senior high school level.

What happened to these children who dropped out? Many of them work at odd jobs while others stay home to care for younger children.

Too many of them are idle vagrants who find too many opportunities to experiment in sex and drugs, while others resort to major and minor offenses which result in temporary or permanent incarceration in federal institutions.

Families are not very transient in that the largest percentage of those surveyed have been in the community for most of their lives. Too, they are content to remain where they are.

Private homes account for the residences of 415 families surveyed, while 261 families live in government projects. The rest of the families surveyed live in apartments or other low-rent housing.

Health facilities may be rated Fair to Good, seeing that most homes have running hot and cold water with indoor baths and toilets.

Church attendance provides the larger percentage of recreational activities. There are many families who attend more than twice a week while most attend at least once per week.

Occupation-wise, most fathers are unskilled laborers having completed elementary school, while the mothers, though unskilled, have completed more formal education.

The West Dallas community is comprised predominantly of Negroes, with Latin Americans making up the next larger group.

Too many of the resident of the community are welfare recipients. Due to the fact that there are so many broken homes, many mothers of dependent children must depend upon welfare assistance and are doomed to a life in the projects or other low-rent government housing.

Community recreation, while available in some degree, leaves a lot to be desired. Existing facilities provide limited activities for all members of the family, but, not all community needs are being met. For instance, youths to pre- and teenaged groups find their activities limited to the degree that they are left with much too much

free time.

Community and school organizations have proven a boon to most of the students interviewed, for here they are able to participate in group and intergroup activities which make for social, moral and character development.

Delinquency among the youth of the community is no more pronounced than in any other community in Dallas. "Hockey shooting", glue sniffing and petty thefts are the three (3) most prominent areas of delinquency.

Hard narcotics, while used to some degree, are not too major a problem due to the fact that the schools in the area are making strides in education of the dangers.

Too many families require the older siblings to miss school or drop out completely in order to work to enhance the family income or to babysit with younger sisters and brothers.

Although there is much to be desired in West Dallas, it still has the greatest potential for growth of any other community in the city of Dallas.

It is going to be the responsibility of teachers, parents, community leaders and concerned and dedicated persons in the city to help make this part of the city one of the most outstanding in Dallas. It can be done only when the community residents decide they are ready to improve their own lot.

CHAPTER IV

SUGGESTED COMMUNITY RECREATION

"Children 'walk the tightrope' on the bar where the seesaws used to be and 'climb rope' where swing boards are supposed to be." This quotation comes from a related article in the Dallas Morning News, written by Carolyn Barta of the news staff, on Thursday, June 26, 1969.

The area referred to is a rundown playground in a West Dallas federal housing project.

Tenants would like to improve the playground facilities, but Dallas Housing Authority officials maintain that their budget can only stretch so far and that upkeep on such equipment is a constant job. In this location there are two (2) slides, two (2) jungle gyms and broken down swings and seesaws with no supervision. Lack of this supervision causes the older children to dominate the facilities and it is of no use in the late afternoon to small children.

When asked why there was no supervision and upkeep of this equipment, Dallas Housing Authority Director James Stephenson said, "We would welcome some supervision, but we cannot provide it because of Department of Housing and Urban Development policy."

Why doesn't the city park department step in and help?

Recreation Superintendent W. H. Keeling explained that "We have no controls in there because it is operated by the federal

government. But if they had some leadership, the city would issue a set of supplies for use in the summer."

Nearby recreation centers are available but they are inadequate to provide all the necessary recreational activities for all the children whose needs are not being met.

It is on this premise that a total-community recreational program is sorely needed in this area of town.

One has only to look around to see that there is this crying need which must be undertaken by the community itself, the community schools, local federal agencies and interested persons.

The philosophy of the physical education department of the L. G. Pinkston High School is simple. We believe that exercise in moderation is essential for all, old and young. Anything which gets a nation exercising - any game, sport or pastime that can induce even one child or adult to lift himself from the steps of his home - is useful and good. Watching a football team from the bleachers or yelling, "Kill the big bum", from a ringside seat is not recreation.

Recreation is those sports done for the fun of it; because it gives you pleasure. Sport can be divided into two (2) kinds: the contests of man against nature such as sailing, swimming, hiking and the like; and the contests of man against man, as golf, handball, bowling, etc. Experience shows that games played in the open air are vastly more beneficial than indoor sports, but indoor sports are far better than none at all.

We are a nation of sportsmen today, or so we like to think.

At any rate, people spend astronomical sums upon their leisure time activities. As a result of the increased skill of a few individuals, a kind of vested interest in athletics has arisen in the United States. However, this does not serve the needs of the poor and underprivileged people who have much time on their hands and nothing to do with it. These people must be shown that involvement in recreational activities can add much to their lives and to the ways they approach adulthood.

Year-Round Broad Activities Program

Any community that has no organized program for recreation for its inhabitants is doomed to a lifetime of delinquency and wasted lives.

To avoid this possibility in the West Dallas community, I recommend that many activities not now being engaged in and activities not peculiar to the neighborhood can provide many hours of relaxation and education.

In the following paragraphs it shall be pointed out that there are many activities which are relatively inexpensive to participate in and are interesting to many persons.

Archery: Archery is excellent for posture. It develops the chest, straightens the back, and is especially useful in crippled and postoperative cases. With lightweight bows, even sufferers from cardiac trouble who can play no other game find they are able to

shoot a bow and arrow. It is a playing game for everyone. Archers can shoot outdoors in summer and indoors on ranges in winter.

This is a game that can be engaged in on an open field, in the backyard or anywhere there is room enough.

Equipment needed includes bows, arrows, targets and quivers. As one becomes more expert he can invest in better finger tabs and arm guards. Much of this is available through school recreation departments.

Badminton: Badminton is an ideal sport for everyone. Just about anyone, in a matter of minutes, can learn to hit the shuttle back and forth across the net well enough to immediately enjoy playing the game.

There is a feature in this game which makes it different from any other sport. The range of speed is greater than in any other sport. When gently tapped, the shuttle floats more slowly than any object hit in any other game, but when hit hard and timed just right, the shuttle travels at a speed of over 110 miles per hour. It is this feature that causes badminton to provide fun and excitement to all levels of players including the family that enjoys using the backyard set and the young man or woman who takes part in tournaments.

Equipment needed includes a racket, shuttlecocks, tennis shoes and a net. Any hard surfaced area can be marked off to make a playing area.

Bicycling: Nearly every child has gotten a bicycle for some occasion - a birthday or Christman - so this is no real problem. This

vehicle provides both young and old with many hours of pleasurable enjoyment. Groups can make up bike-hikes or other neighborhood games which provide good recreation and fun for the whole family.

If safety rules are taught and observed, this can be one of the most enjoyable and least expensive of activities for children and adults.

The only equipment needed is a bicycle. It need not be new but it should be mechanically safe. The maintenance of this vehicle can provide many hours of leisure time activities for boys who have a proclivity for mechanics. Not only does he repair his bicycle but he is also learning a skill which he can put to use later in life.

Bowling: Bowling, probably the most ancient of sports, is now considered one of the most popular participation sports in the United States, and millions of boys and girls, men and women, regularly enjoy it today, in its modern version.

Bowling lanes are available to everyone who likes the game. While most people "watch" games like baseball, football, and basketball, more people "participate" in bowling than any other sport. Neighborhood leagues can be formed and whole families can take advantage of the opportunity to enjoy an activity together.

No special equipment need be bought for all lanes in the city have relatively inexpensive shoes, balls and scoring materials on a rental basis and the rates are within reach of anyone who wishes to engage in the sport.

Golf: Because of interest shown in this particular sport in

schools, golf is becoming one of the most popular sports among youth today. Many gain experience while working as caddies on the local courses. Schools are providing golf coaches who are teaching students the fundamentals of the game and instilling good sportsman-like qualities in each.

The most expensive part of the necessary equipment is the clubs, but, like bowling, many courses have rental clubs and many of the youth of the community are purchasing their sets by buying one club at a time until they have completed a set.

The main reason this sport is becoming more popular with the youth of West Dallas is because they have seen one of their peers, Leonard Jones, a 1965 graduate of the L. G. Pinkston High School, given an athletic scholarship to Prairie View College because of his prowess in golf.

Horseshoes: Any persons who like the out-of-doors will enjoy a good game of horseshoes. While this game requires skill, it is one that girls enjoy as much as boys simply because it is fun to play.

Any backyard can be converted into a playing area. There are no complicated rules and no special clothing is required. The horseshoes can be purchased very cheaply.

Rollerskating: This, too, is a sport which can be enjoyed both summer and winter by every member of the family. Rinks are available near enough to each community so that transportation can be arranged, leagues formed, and schedules arranged so that all

persons who wish can participate.

Rinks have facilities for the handicapped players and even blind players can enjoy limited skating because of the specially constructed rinks and enforcement of safety rules.

Table Tennis: Table tennis is one of the finest, fastest, most spectacular and difficult of sports. It is a game which can be enjoyed the first time anyone plays it since it requires little skill to have fun with the ball. For the swift and agile athlete, it is a thrilling scientific game which requires amazing dexterity and endurance. Each of the clubs in the area has tables, rackets and balls.

No special equipment is needed by the individual player since all items necessary to enjoying the game are available. All the persons have to do is make themselves available to the facilities.

Volleyball: The amazing growth in popularity of volleyball has been the result of several factors: the interest and backing of the YMCA, playgrounds, and schools; the simplicity of the rules; the ease with which the game can be set up for outdoor recreation, with a net, ball, and level surface.

Another factor is that it appeals to both the skilled and unskilled; the young and old. It is one of the most popular co-recreational sports. With slight rule modifications it can be played with four to one-hundred players at the same time on the same court.

The popularity of volleyball stems from the fact that the game

can be enjoyed in simple and informal or fast and competitive play. Either way it is a vigorous game which develops body strength, agility, and coordination. It requires jumping, stretching, and lunging. The actions call for quick starts and stops, quick thinking and immediate response.

Tennis: The astonishing growth of what was once a game for kings, and later, in a changed form, was played by rich sportsmen on a lawn, is due to several things. One is that tennis is a comparatively inexpensive game. Thanks to the public parks developments in recent years, no one is obliged to join expensive clubs. Equipment is less costly and more durable than it used to be. Moreover, tennis is a game everyone can play; that everyone of every age can enjoy.

All the previously named games and activities along with the offerings of the Boys' Club and the Hampton Recreation Center should make for a very successful year-round broad activities program.

The only thing left to do is to implement the program with volunteer and professional assistance. With this assistance, many of the young people who, with nothing better to do with their time, can be steered into recreational activities which will make their lives more complete and useful.

Daily Program Schedule for One Week

The following activities are suggested for boys and girls:

Monday:	Checkers Dominoes Ping-pong Croquet Gymnastics Weight-lifting (Boys only) Swimming
Tuesday:	Softball Cards Arts and Crafts Volleyball Dress and Make-up (Girls only) Swimming
Wednesday:	Basketball Pool (or Snooker) Chinese Checkers Bike Hike Nature Study Swimming
Thursday:	Soccer Roller Skating Track Bridge Chess Swimming
Friday:	Horseshoes Basketball Softball Touch Football Swimming Evaluation
Saturday:	Overnight Camping Trip

Use of Community Buildings

With the emergence of the idea of year-round use of schools and community resources and facilities, there is no reason for a child's desiring a place to engage in wholesome recreational activities without his needs being met.

In the community - West Dallas - there are gymnasiums in the L. G. Pinkston High School, Sequoyah and Edison Junior High Schools, and in most of the elementary schools. The Boys' Club and the Hampton Center are available with their facilities. There is, also, a building which formerly housed a YMCA Branch which is available.

St. Theresa's Catholic Church, Tabernacle Baptist Church, and the Westerfield Center, a subsidiary of the First United Methodist Church of Dallas, all have facilities which can be utilized for community projects.

There is one lighted playing field for baseball or softball. Each of the schools has a lighted campus which can be used for evening activities.

With the facilities of the community, all age groups and all ethnic groups can engage in activities which are enjoyable to them.

Cooperation of Organized Groups

The job of providing recreational activities for the youth of West Dallas cannot be left to any one single group or foundation.

It is going to be the responsibility of the schools, churches,

sororities and fraternities, private groups, dedicated individuals and the federal government to make the lives of these young people real and meaningful.

For too long the residents have been dependent upon outside forces to provide their needs, but, in this case, it will take concerted group action on the part of parents and children of the community to improve their conditions.

It will not be enough to sit idly by and wait for a "handout". The only way conditions can be improved is for the community to busy itself, along with the leadership and guidance from persons cognizant of their needs, in improving leisure time activities for themselves - both young and old.

CHAPTER V

SUMMARY AND CONCLUSIONS

In the light of all that has been discovered by the use of the Community Socio-Economic Survey initiated by the L. G. Pinkston High School and follow-up studies made by private individuals, it is concluded that the West Dallas community has a pronounced need for recreational and leisure time activities.

Further, the community has the potential for growth that no other community in Dallas possesses. With this in mind it is felt that much must be done immediately if the youth of the community are to be directed into activities which can make their lives more meaningful.

While there are many activities available to limited numbers of youth, it is further concluded that activities involving the whole family must be improvised and utilized for the good of all the residents.

Delinquency is out of proportion because there are too many people crowded into too small an area. Therefore, persons who can do so must be encouraged to spread out into other areas of town where they can provide space, integrated activities and broader experiences for their children.

Health problems of the neighborhoods can be improved only as the younger members of the families become better educated to the evils of drugs, delinquency, and misuse of sex. Parents must

be shown the real value of education for their children. Total enlightenment is the answer to this problem.

While this community carries a stigma, the people of the area must rise above this handicap and prove their worth. In today's world there is no place for complacency and contentment with things as they are. It is our responsibility to lead the way to better lives for the children with whom we work.

Recommendations

To improve recreational activities for West Dallas, the following measures are suggested:

1. Facilities which are presently available should be used to better advantage.
2. Individuals who have lost their desire for education should be sought out and shown the advantages of self-improvement.
3. Independence of action should rest upon the shoulders of the members of the community with the understanding that any professional help needed will be provided at little or no cost to the residents.
4. Activities which are enjoyable to both sexes - young and old - must be provided so that no person is left out.
5. School personnel - teachers and administrators - must address themselves to the problems of the community. It is not enough to teach assigned classes and leave the area. Time, before school and after school, as well as during holidays and vacations, must be given for the improvement of community conditions.
6. Local ministers, who have much influence with the people of the community, should be enlightened to the ideas to be advanced and their cooperation recommended.
7. Park and recreation boards should be encouraged to keep

all their facilities in first-class shape. Nothing is more conducive to pride of community than the sight of well-kept grounds and playgrounds in good repair.

8. Finally, the youth of the community must be encouraged to remain in school until graduation, or at least until they have learned a salable skill, with the idea that the only way to improve their surroundings is first to improve themselves.

To reiterate, it has been proven that the only way to have a better child is to have a better parent; and, the only way to have a better parent is to have a better community in which to live, work and raise a family.

In this light, I feel that with an improved recreation program for the community of West Dallas, greater strides can be made toward personal and group improvement.

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B. UNPUBLISHED WORK

- Lifting The Horizon. Philosophy of Education and Educational Objectives of the L. G. Pinkston High School, 1965-1966.

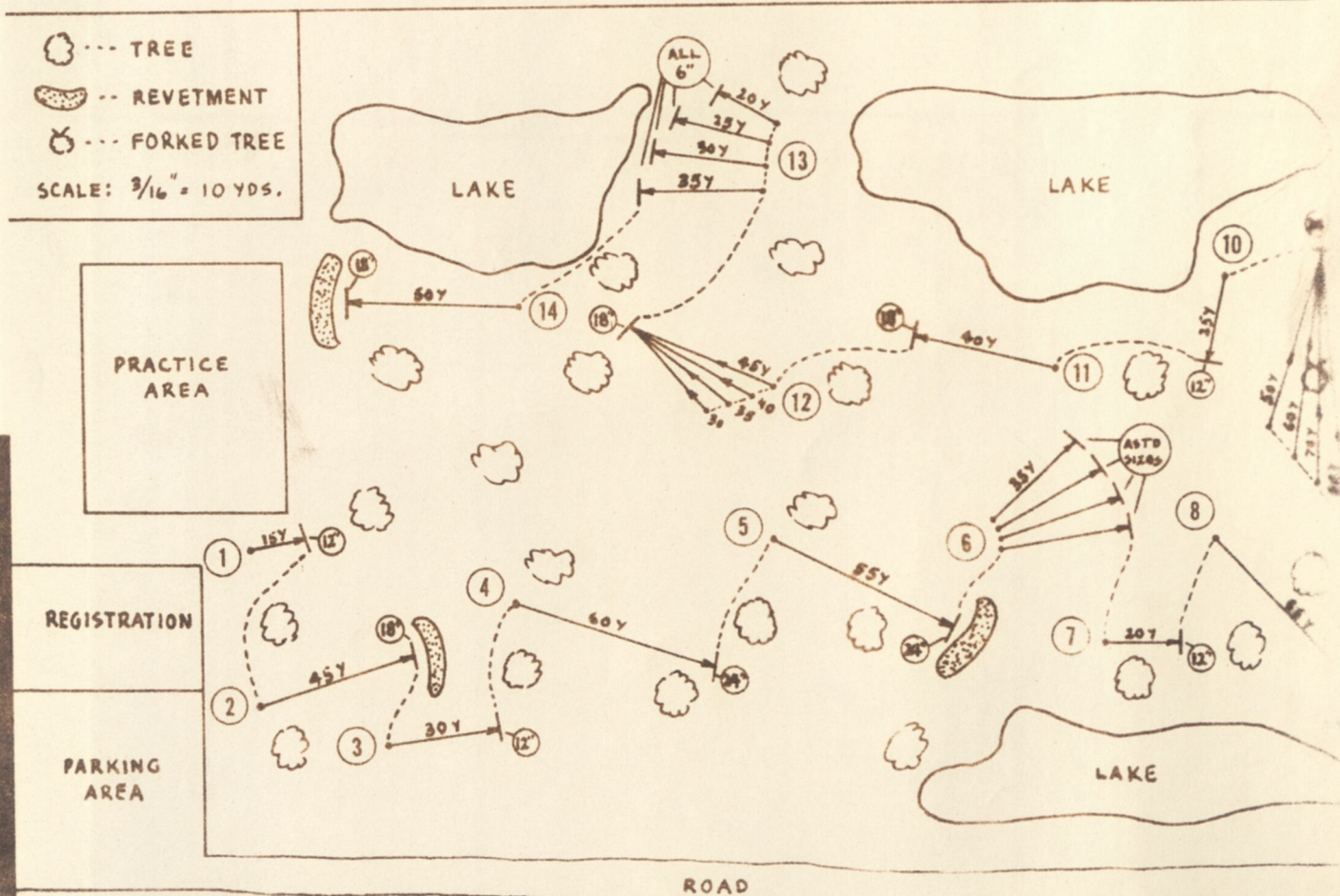
APPENDIX

The field archery range is a simulated hunting area, and might be compared to a golf course with its hazards and long and short distances. The targets, generally 14 in number for a field round roving course, are set at varying distances and are of varying sizes. The archers following the numbered posts shoot around the range in groups of not less than three.

Archers shoot in groups from three to five in number over a 14-target course. The course plus all the official shots is a unit. A round is two units or twice around one. Each archer shoots four arrows (an end) at each of the 14-target layouts in a unit. In ten cases this means

the four arrows from a single post (shooting position) at a single target face. In the other four cases it means either: (1) shooting one arrow from each of four posts at a single face; or (2) shooting all four arrows from a single post but at four separate faces. Four face sizes are used. The outside ring of the targets is black. **Field Scoring.** — The bull's-eye is white and the aiming spot black. Animal targets with these official round faces may be used. An archer scores 5 points for hitting the bull's-eye, including the spot, and 3 points for the outer circle. A standard unit consists of the following 14 shots, 4 arrows at each distance:

Layout of a 14 Unit Roving Range



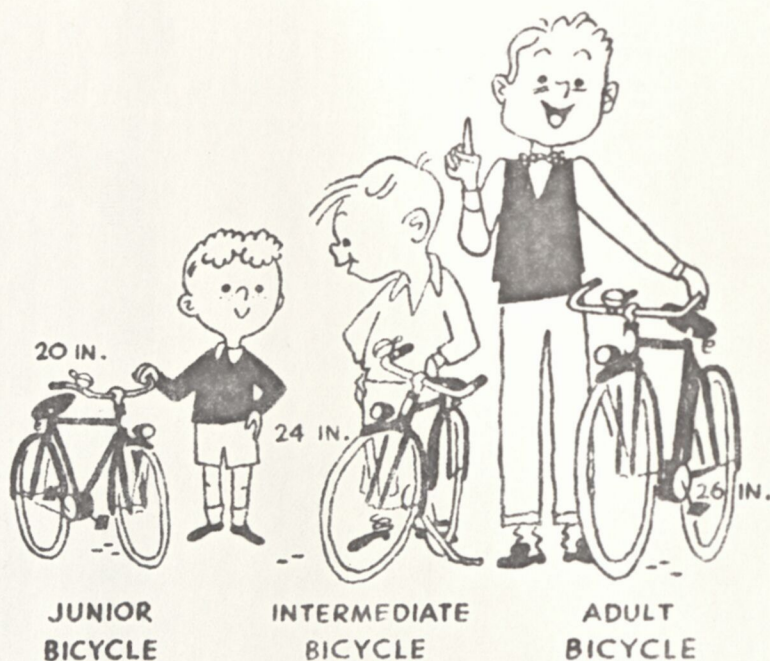
SPORT FOR THE FUN OF IT

RIGHT SIZE BIKE IMPORTANT
FOR SAFE RIDING

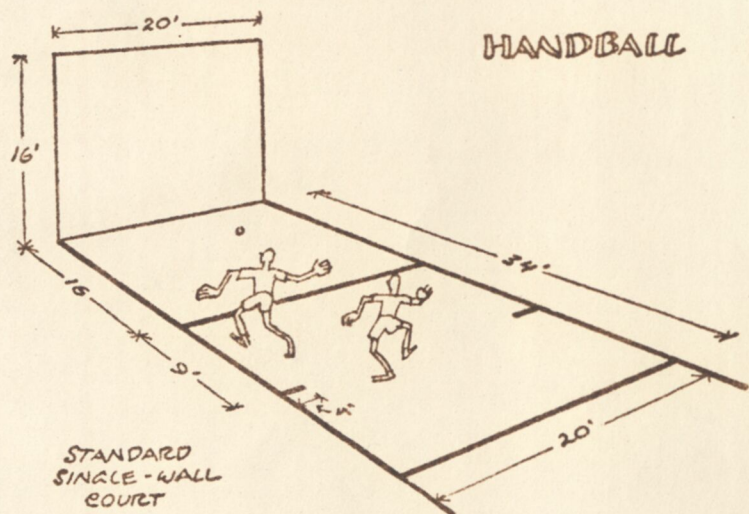
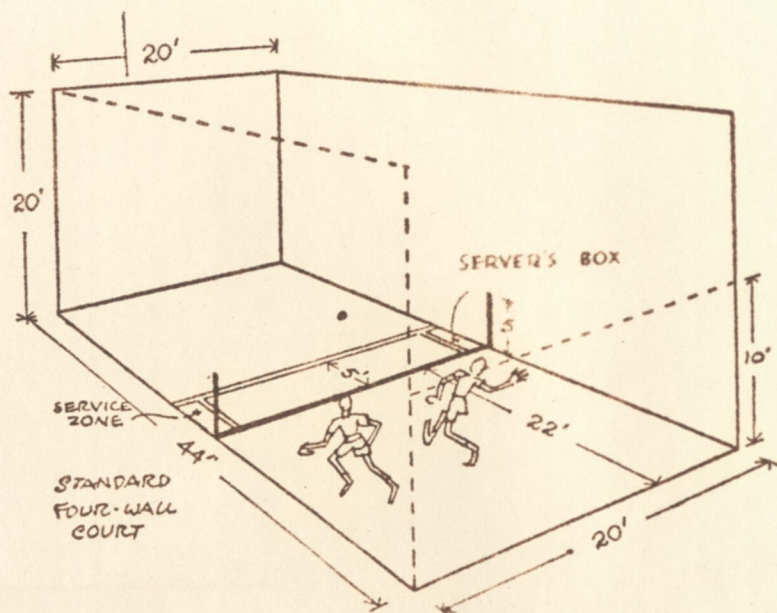
5-7 YRS.

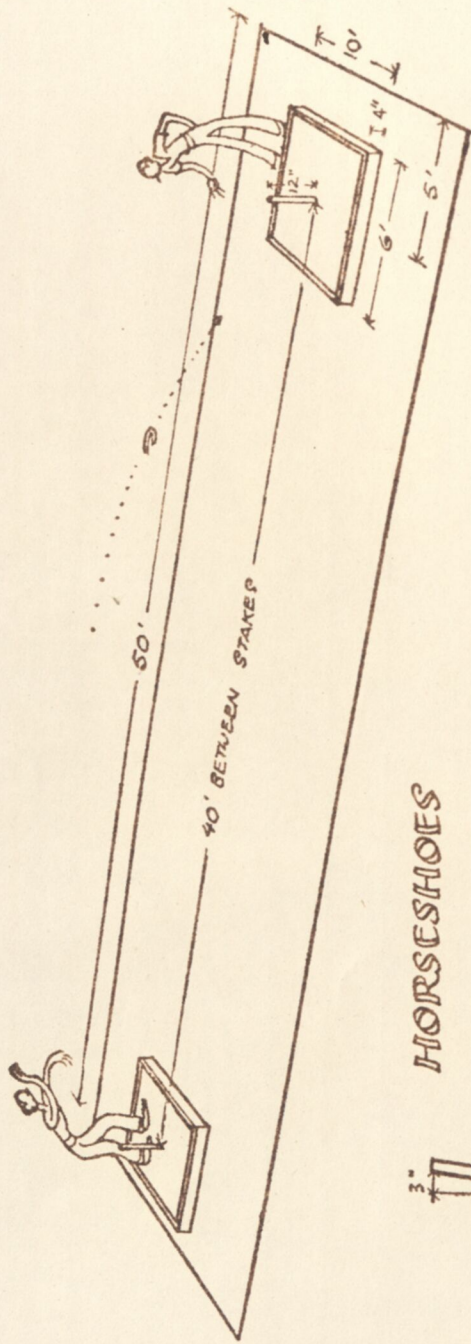
8-10 YRS.

11-75 YRS.



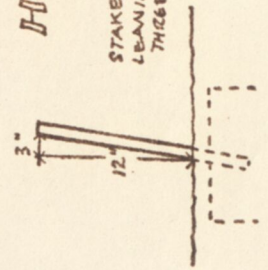
For safety and comfort's sake parents should match bike size and rider size when buying bicycles for the junior generation, the Bicycle Institute of America, industry-wide association, reports. A bike that fits is easier to ride and to handle. The small 20" wheel fits the 5-7 age group, the 24" wheel model is designed for 8-10-year-olds and the standard 26" wheel for youngsters from 11-75 years. Easily adjustable seats and handlebars on American-made bicycles allow for their growth along with the child's development within the respective age limits.



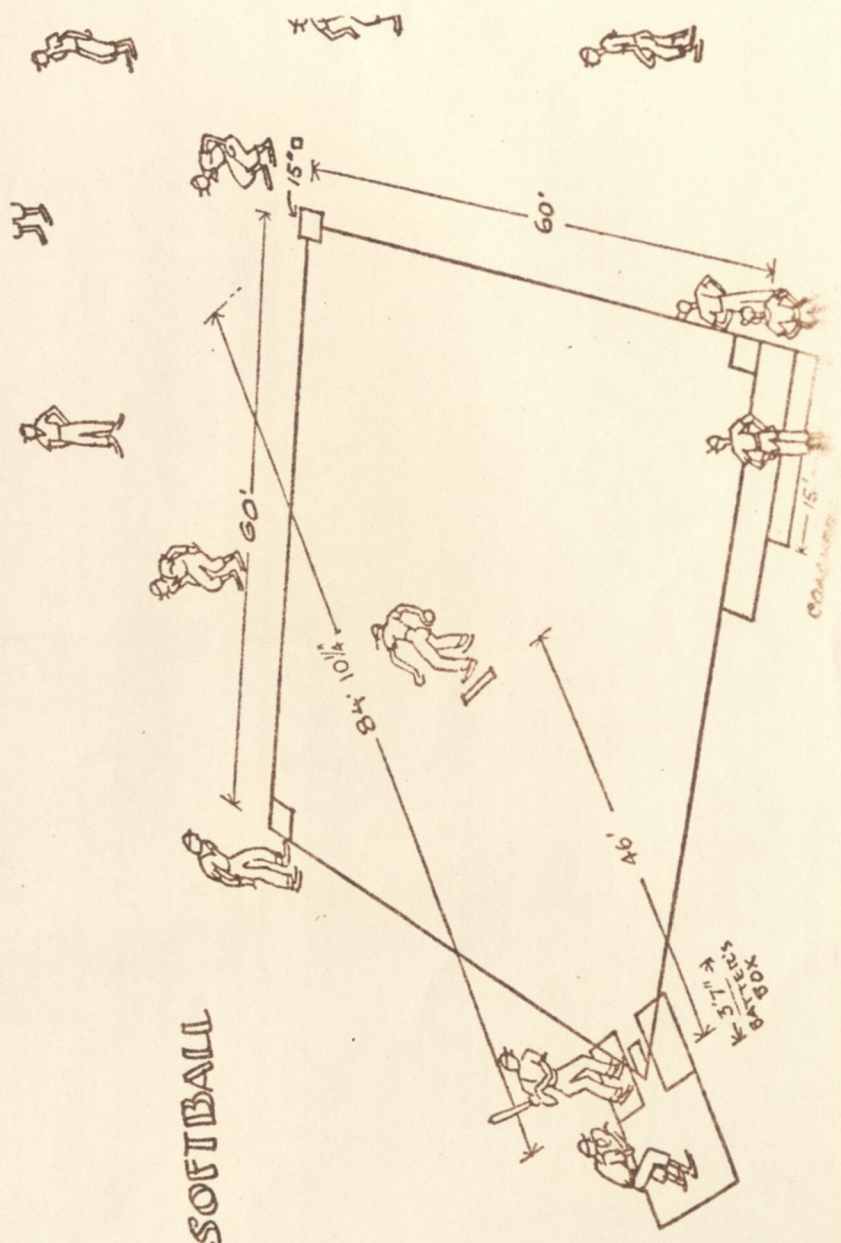


HORSESHOES

STAKE 1 INCH THICK
LEANING FORWARD
THREE INCHES



SOFTBALL



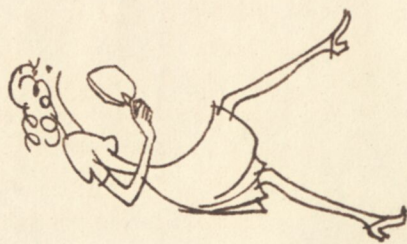
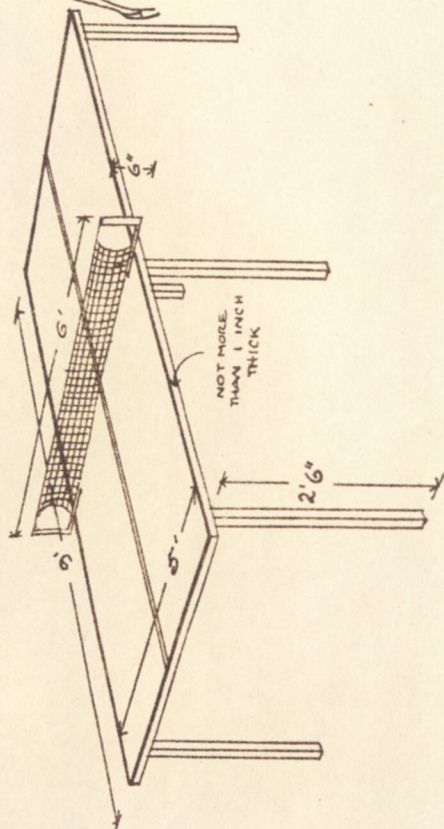
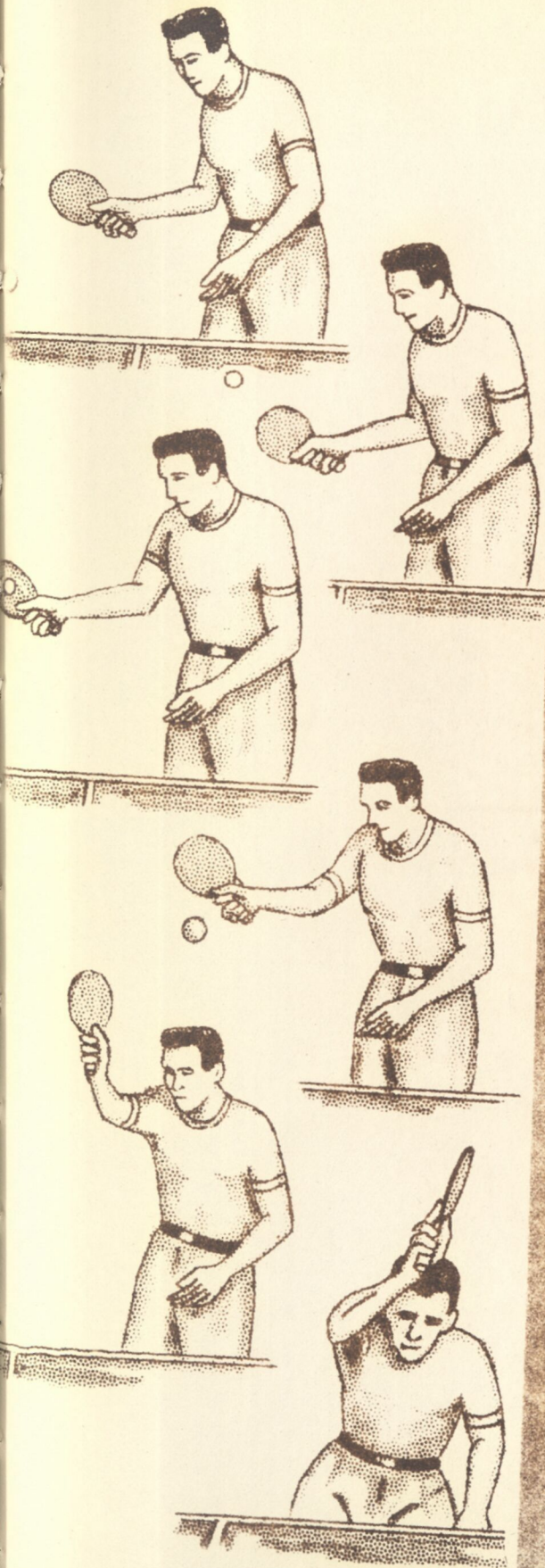
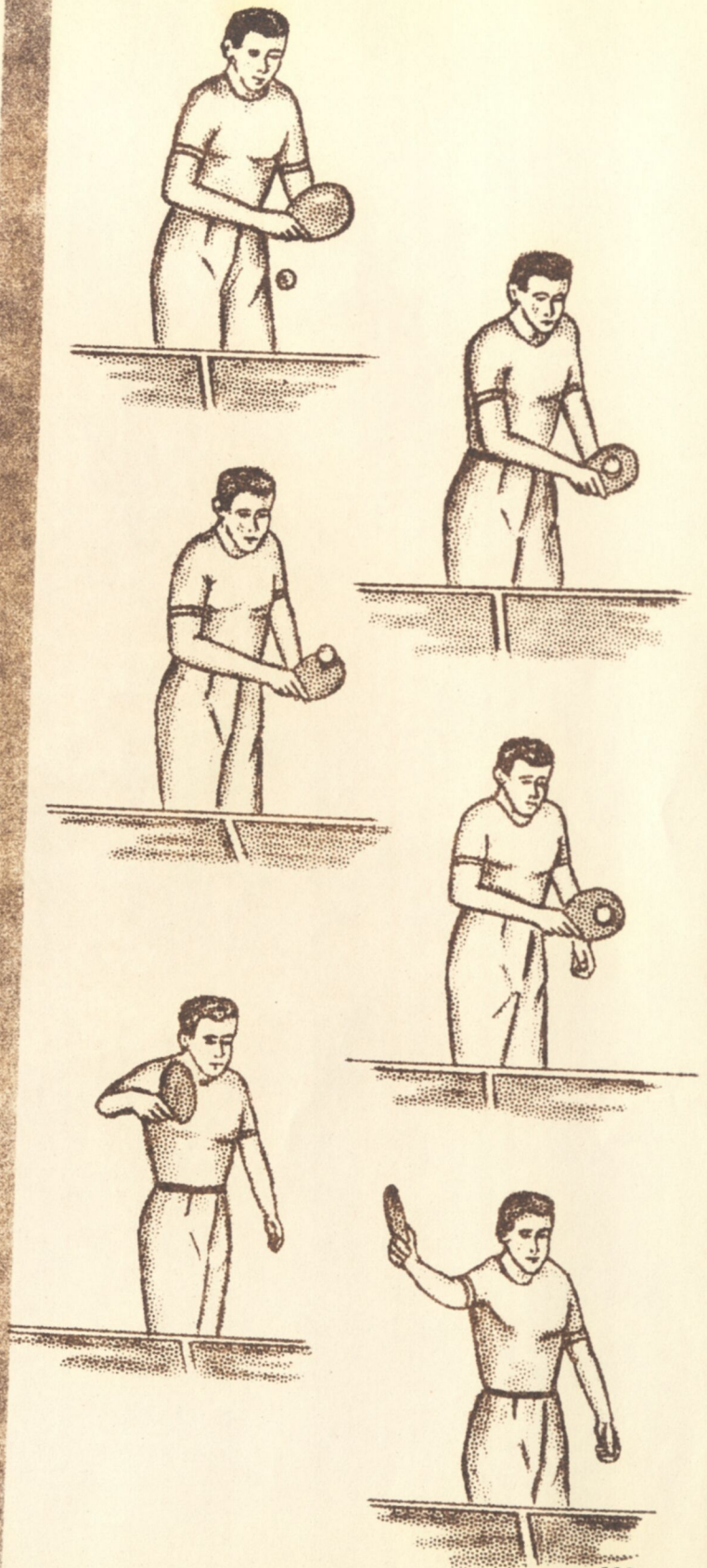


TABLE TENNIS

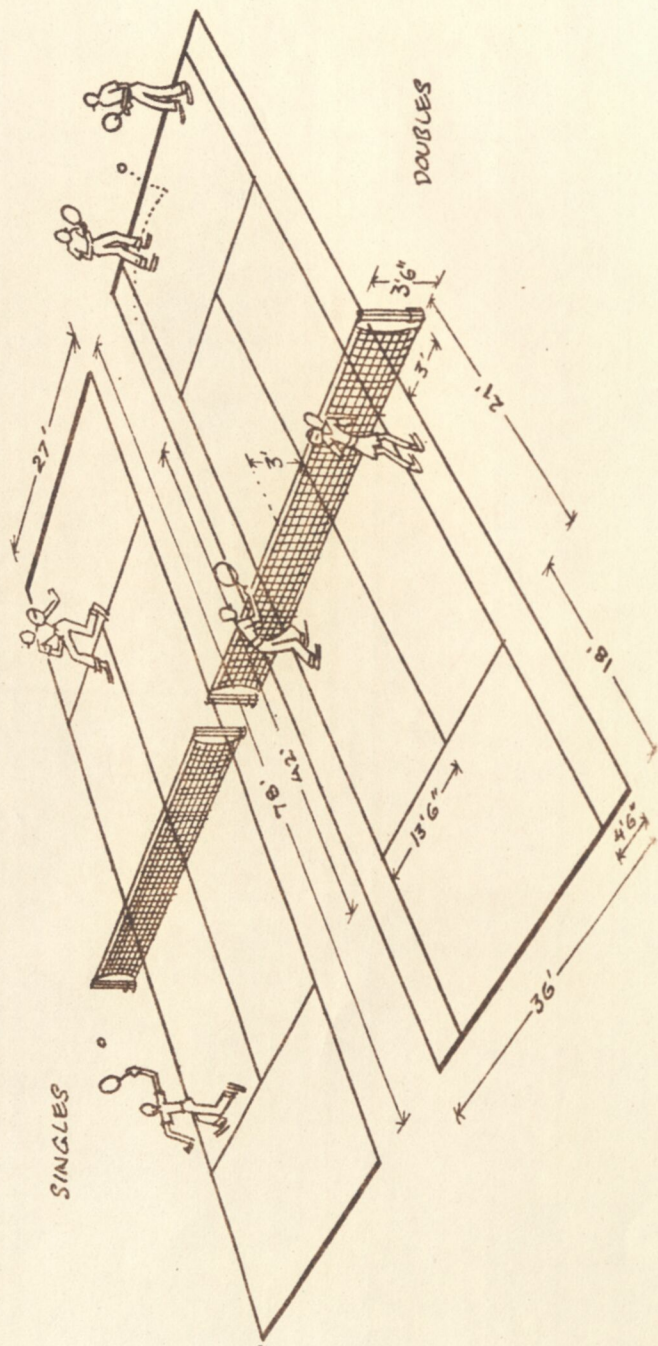
Forehand Drive

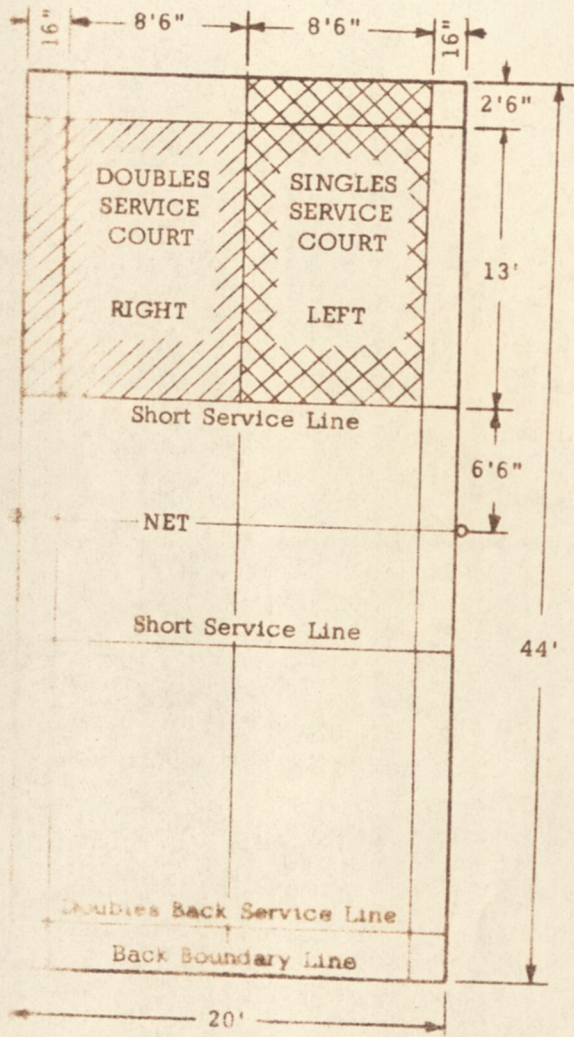


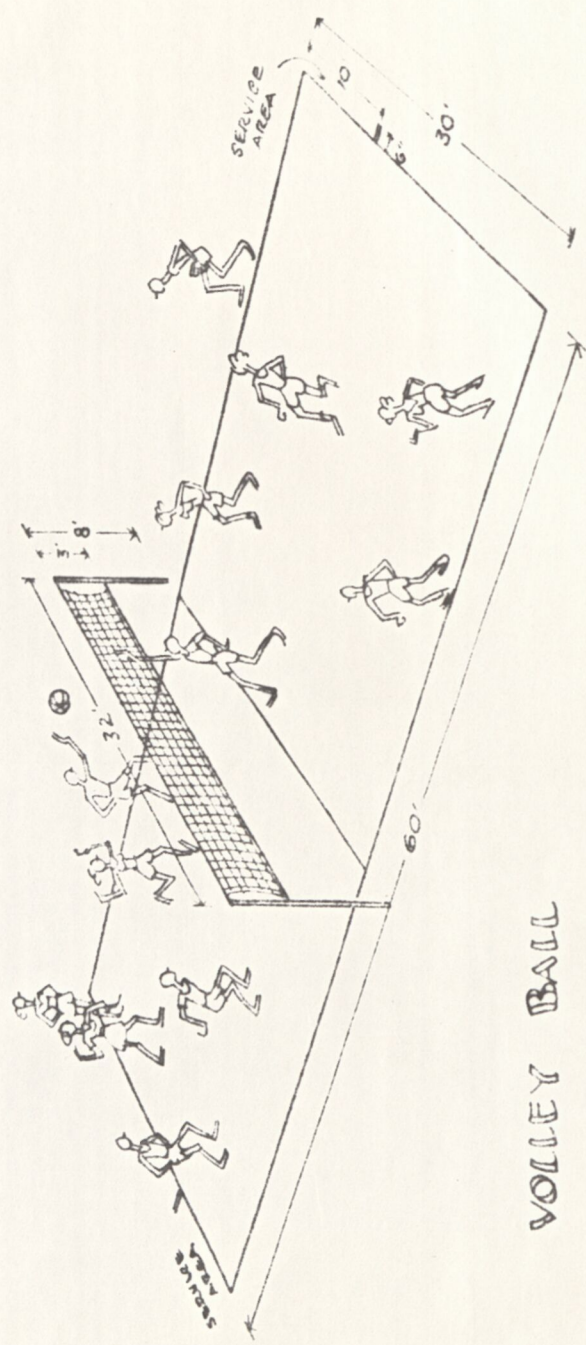
Backhand Drive



TENNIS







VOLLEY BALL