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## A Study Of Community Recreation Areas Facilities And Activities For Negroes In Brayan, Waco, Corsicana, Tyler, Texas, And Limestone County

John Daniel Hardin

*Prairie View Agricultural and Mechanical College*

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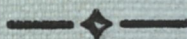
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A STUDY OF COMMUNITY RECREATION AREAS,  
FACILITIES, AND ACTIVITIES FOR NEGROES IN BRYAN,  
WACO, CORSICANA, TYLER, TEXAS, AND  
LIMESTONE COUNTY



HARDIN

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By

John Daniel Hardin

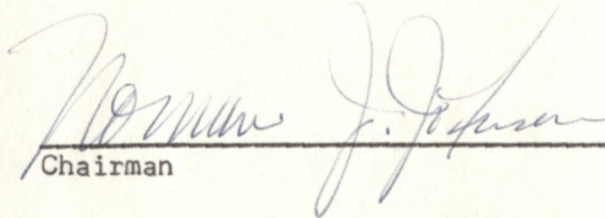
A Thesis Submitted in  
Partial Fulfillment of the Requirements  
for the Degree of  
Master of Science  
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Graduate Division  
of

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Prairie View Agricultural and Mechanical College  
Prairie View, Texas

August, 1963

This Thesis submitted in partial fulfillment of the requirements for the Degree of Master of Science in the Graduate Division of Prairie View Agricultural and Mechanical College, Prairie View, Texas has been approved by:

  
Chairman

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DEDICATION

To my wife, Florine Johnson Hardin, and to every American Community with its natural recreational resources begging to be developed into vital areas in which youths and adults may walk abroad and recreate themselves.

J.D.H.

#### ACKNOWLEDGMENT

For his assistance and counseling in the preparation of this thesis, the writer expresses his genuine thanks to Dr. Norman Johnson, Professor in the Department of Physical Education, Prairie View Agricultural and Mechanical College, Prairie View, Texas.

J.D.H.



## AUTOBIOGRAPHY

The writer is the third son and fifth child of three boys and two girls born to the union of Dave Hardin and Jessie Anne Daniel Hardin of Mexia, Texas. He was born in Mexia, Limestone County, Texas, on January 15, 1930.

He received his high school education in Mexia, Texas, at Dunbar High School, where his high school work was completed in 1948. In 1954, he was graduated from Texas College, Tyler, Texas.

After graduating from Texas College in 1954, he was employed at the Central High School, Troup, Texas, as teacher-coach. After being employed five months at Troup, the writer was inducted into the service where he served three years, eight months, and three days in the United States Navy. There, he received the highest honor in Company Ninety-Eight-Honorman.

Upon being honorably discharged from the Navy, he resumed his studying at Prairie View A. and M. College in the spring of 1959.

The following September, 1959, the writer was employed at Washington High School, Groesbeck, Texas, where he is presently employed as teacher-coach.

John Daniel Hardin is an active member of Head Branch Baptist Church, Groesbeck, Texas. He is married. His wife is Mrs. Florine Johnson Hardin.

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## CHAPTER I

### INTRODUCTION

The need for recreation became more apparent after World War I. The interest, concern, and investment of both money and energy are compelling testimony to this fact. At one time, recreation was the by-product of the average breadwinner, since he worked twelve hours a day, totally dependent upon his employer. Today the shorter working day and increased wages have paved the way for greater recreational pursuits.<sup>1</sup>

From the beginning of time, girls as well as boys, have had their play ways; women, as well as men; their recreations. The leisure activities for girls and women connected with home duties have been largely individual and self-initiated. Recently, many radical changes in women's lives have indicated that if every girl is to have an adequate opportunity to play and develop a wholesome and satisfying way of using free time some of their recreational needs should be re-organized.<sup>2</sup>

Modern civilization and the development of the last fifty years have greatly changed the leisure life of the people, just as the work life has been modified. Fifty years ago, America was predominantly a nation of small towns and rural communities. Most homes were surrounded by large

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<sup>1</sup>Frederick M. Chapman, Recreation Activities For the Handicapped (New York: The Ronald Press Company, 1960), p. v.

<sup>2</sup>Ethel Bowers, Recreation for Girls and Women (New York: A. S. Barnes and Company, 1934), p. xi.



front and backyards and were situated in the midst of open country; others were located close to woods, streams, and vacant lots to provide some recreational activities. Streets were safe for play; there were barns and sheds and animals; cellars, attics and porches for play room and equipment. People were acquainted with their neighbors; there was friendliness and social life among the people. Young people lived at home with their families and in stable neighborhoods.

Much of this has changed. We are now a nation of city dwellers, living in apartment houses. Our urban population has increased. Streets are dangerous for play, and vacant lots are rapidly diminishing. Commercialized recreation, including dancing, movies, radios, organized professional sports, has provided much of our adult leisure. Technological progress and hours of leisure have increased the need for wholesome recreation.<sup>3</sup>

Decker, in his findings, predicted "Recreation's" future that, although the span from 1950 to 1975 is along period for predicting trends, as people come into cities, recreational needs must be met. Each state must prepare to meet these needs.<sup>4</sup>

He further stated that about four per cent of the total personnel consumption expenditures (not including industry or government expenditures) in 1925 went into recreation, as defined by the U. S. Department of Commerce.

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<sup>3</sup> Ibid., p. xii.

<sup>4</sup> John Vemeth Decker, "Can We Predict Recreation," Journal of Health, Physical Education, and Recreation, XX (March, 1955), 31.



By 1950, the proportion was nearly six per cent. Meanwhile, items not included by the Department of Commerce, such as recreational travel had grown to the point where they represented another six per cent. A continuation of this trend to 1975 would result in eight per cent of personnel consumption going to recreation. This percentage may seem large and not possible to predict with accuracy, but the foes at work, which will bear on recreation demands suggest that the estimate may not be far off the mark. Our population growth is predicted to increase from 1.5 million in 1950 to 193 million in 1975. This is a twenty-seven per cent increase, which we have almost accomplished in 1963.

Realizing this, our recreational facilities must also be increased because of the growth in population, goods and services, income per capita, people employed, average work week, paid vacations, paid holidays, and automobile owners.<sup>5</sup>

Harbo follows this trend of thought by asserting that "Recreation" has a job to do. It should challenge youth and cause them to develop physically, mentally, and spiritually. Youth is vigorous, energetic, and inquisitive, and the recreation program must be suited to its needs. Recreation leaders have a strong influence over youth, sometimes greater than parents or teachers. This, of course, brings a great responsibility. Recreation leaders should bring to the attention of boys the kind of record they are making. Recreation leaders should warn young people that they jeopardize their future careers if they are thoughtless, careless, and

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<sup>5</sup>Ibid.



indifferent as to the quality of the records they are making today, just because it is easy to get a job at the present time.<sup>6</sup>

Bard, in his remarks on recreation in the hospitals, stated that the recreation worker, of all members of the hospital staff, has a unique and most advantageous role. The recreation person can regard himself as one who provides "things" to the patient to divert him or to facilitate "taking his mind off his troubles." In a hospital setting, the patient becomes alert to all environmental cues and constantly reaches for human contact as a source of support. The worker who is alert to the possibilities in using himself as a recreation tool will contribute much to the reduction of anxieties in the ill. The "how" of doing is infinitely more important than the "what". Any profession responsible for the welfare of people must recognize the powerful force of human relatedness and harness its energy for the purpose of achieving professional goals.<sup>7</sup>

In proportion to the statistical support of the need for increased facilities, it was observed that recreation activities have profound influence upon the youths themselves. The writer, therefore believes that a diversified recreation program should be planned.

Support of this belief was offered by Randall who said that no field offers greater opportunity for human understanding, respect, and fellowship than does recreation. It is on the playground that the

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<sup>6</sup>R. T. Harbo, "Recreation Has A Job To Do," National Recreation Association, XXXVII (July, 1944), 23.

<sup>7</sup>Morton Bard, "Recreation and the Anxious Patient," National Recreation Association, XLIV (January, 1956), 19-20.



brotherhood of man is demonstrated. Every race and every nation has its special characteristics passed down through the ages. The folklore, and folk tales, the music, dance, arts and crafts, sports, dress, food, and language of each country all have their place in the culture and the development of our present civilization.<sup>8</sup>

Randall continued by saying that the influence of the recreation program through all the various channels of clubs and special activities is far-reaching. By focusing the attention of all groups, for a given period on one country, an intimate knowledge of that country is acquired, resulting in friendship and a better understanding of all people living there.<sup>9</sup>

Recreation is man's voluntary, satisfying constructive use of free time. It restores vitality, refreshes the mind and spirit, gives expression to creative ideas and feelings, and helps to provide the proper balance of fitness qualities.

It can be said with a reasonable amount of certainty that recreation makes a conspicuous contribution to physical fitness by providing outlets for participation in physical forms of recreation. It is particularly significant now because our present way of life, with all its conveniences, comforts, and gadgets, makes fewer and fewer physical demands upon the individual. The need for exercise, therefore, must be met through regular, planned participation in sustained, vigorous activity.

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<sup>8</sup> Josephine Randall, "Recreation and Human Understanding," National Recreation Association, XLVII (May, 1954), 285.

<sup>9</sup> Ibid.



A part of one's physical needs can be met by participating in healthful, restful recreation activities, both organized and informal. The larger the proportion of exercise gained through such means, the better.

Conversely, man's recreation needs transcend the maintenance of physical attributes. Therefore, a reasonable share of free time should be given to other valuable aspects of recreational life.<sup>10</sup>

#### Statement of the Problem

This study is concerned with an investigation of the recreation areas, facilities, and activities which are provided for Negroes in the cities of Bryan, Waco, Corsicana, Tyler, and Limestone County.

#### Purpose of the Study

This study proposes:

1. To ascertain what recreation exists in the cities and county under study.
2. To find out what or if any facilities for the development of the recreation program are available to the above mentioned cities and county.
3. To observe the types and kinds of activities carried on in each community for the purpose of making suggestions for needed improvement.
4. To review professional literature in order to ascertain what professional writers are saying in the interest of the development of the recreation programs for typical communities, like those involved in this study.

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<sup>10</sup>President's Council On Youth Fitness, Physical Fitness Elements in Recreation (U. S. Government Printing Office, Washington 25, D. C., October, 1962, p. iii.



5. To make recommendations for needed program facilities where such are missing and to provide information pertinent to the development of an acceptable recreation program.

#### Limitations of the Study

This investigation or study was limited to community recreation areas, facilities, and activities for Negroes that exist in Bryan, Waco, Corsicana, Tyler, and Limestone County- Kosse, Cooldige, Mexia, Woodland, and Groesbeck.

#### Importance of the Study

This study is pertinent to one of man's social needs-recreation. It is further important in that it shows evidence of being the first such study to be made of the four selected cities including one county. Bryan, Waco, and Tyler are the only three cities included in this study, reported in the Park and Recreation Yearbook for 1961.

#### Procedure

In securing data for this study a checklist<sup>11</sup> composed of five major categories was constructed. The categories were Areas, Special Areas and Facilities, Activities and Equipment, and Building and Indoor Facilities. Each of the major categories contained items making up mid-sections. The checklist was submitted to recreation directors and playground leaders in Bryan, Waco, Corsicana, Tyler, Texas and Limestone County.

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<sup>11</sup> See APPENDIX -- Checklist.



Columns were set whereas the answer would be either "Yes" or "No" relative to items contained in the sub-section of the major categories. The data were analyzed and conclusions and recommendations made.

#### Definition of Terms Used

Community. A group living in one locality or region under the same culture and having a common geographical focus for their major activities.<sup>12</sup>

Community Center. A meeting place in a city or rural community, where people living near by come together to participate in social, recreational, cultural, and philanthropic activities and to build up a democratic organization that will minister to the needs of the community.<sup>13</sup>

Recreation. Agreeable activity by which persons refresh themselves mentally or physically.<sup>14</sup>

Community Recreation. Play activities sponsored or engaged in by the people of a community acting collectively.<sup>15</sup>

Recreation Center. A building and grounds serving as a community center devoted to various forms of public recreation under trained leadership and operated as a unit in a city recreation program.<sup>16</sup>

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<sup>12</sup>Carter V. Good, Dictionary of Education (New York: McGraw-Hill Book Company, Inc., 1945), p. 86.

<sup>13</sup>Ibid., p. 86.

<sup>14</sup>Ibid., p. 336.

<sup>15</sup>Ibid., p. 336.

<sup>16</sup>Ibid., p. 336.



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.<sup>17</sup>

Area. A flat surface, as of the ground; also a region; tract.<sup>18</sup>

Apparatus. A complex device or machine, or a set of tools, appliances, or the like, for a particular work or purpose.<sup>19</sup>

Equipment. Whatever constitutes an outfit for some special purpose or service.<sup>20</sup>

In the light of the definitions of the terms secured from reputable dictionaries, the writer uses these terms as related to this study of recreation areas, activities, and facilities in Bryan, Waco, Corsicana, Tyler, and Limestone County.

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<sup>17</sup> Ibid., p. 336.

<sup>18</sup> Ibid., p. 7.

<sup>19</sup> Webster's Student Dictionary (New York: American Book Company, 1947), p. 45.

<sup>20</sup> Funk and Wagnalls, New Practical Standard Dictionary, Vol. 2 (New York: Funk and Wagnalls Company, 1956), p. 68.

## CHAPTER II

### RELATED LITERATURE

The strength of our communities is no greater than the collective well-being of the people within them. The level of physical, mental, moral, and spiritual fitness of every American citizen must be recognized.

It has been stated that today's young people are fundamentally healthier than the youths of any previous generation. In order for man to maintain this physical ability, he must have the opportunity to take part in activities that are socially accepted. Communities both large and small should provide areas and facilities that will cause man to appreciate leisure and recreation.

Many professional writers, medical doctors, recreation leaders, nurses, and lay people, have been considering the intrinsic value of wise use of leisure time, time that should be used to recreate the worn, tired, and excited physical body.

Strumpf and Cozens observed that from the earliest times, games, sports, and recreational activities constitute one of the universal elements of human culture. Hence, they stated that all individuals engaged in the gigantic enterprise, which is American education, and, who are groping their way toward an understanding between social phenomena and educative process, must eventually recognize that it is as important



to understand the recreational phase of culture as it is to understand the economic, familiar, religious, or political phases.<sup>21</sup>

Likewise, Ponitz said that recreation should be considered a part of human growth. Recreational activities can be educational in the highest sense. Recreation is a phase of education for any school system that lays claim to the concept of education for the whole individual, child or adult. Self improvement, life enrichment, and better mental health are all concomitants. Whether these be labeled recreation or education is relatively immaterial.

One of the over-all objectives of such an activity program should be that of providing parents with an understanding and practice of their role in re-creating through the medium of the home and family.<sup>22</sup>

Ponitz further stated that recreation and education are the first community functions and responsibilities, for it is there that children and adults alike have over ninety per cent of their life's experiences.<sup>23</sup>

Newell in his study of several college graduates of the classes of 1927 and 1932 of different colleges, asked alumni to submit information as to the physical education activities they engaged in, which they felt were most deserving of a place in the physical education program.

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<sup>21</sup>Florence Strumpf and Frederick Cozens, "Some Aspects of the Role of Games, Sports, and Recreational Activities in the Culture of Modern Primitive Peoples," The Research Quarterly of the American Association for Health, Physical Education, and Recreation, XX (March, 1949), 2-3.

<sup>22</sup>Henry J. Ponitz, "From One to One Hundred," Journal of Health, Physical Education, and Recreation, XXV (January, 1954), 25.

<sup>23</sup>Ibid.



He found that the ten activities now engaged in by the largest number of alumni were: swimming, tennis, golf, hiking, skating, fishing, squash, skiing, baseball and badminton. It is of interest that except for swimming, tennis and baseball, the activities which they are now engaging in, are not among the activities with which the men became familiar due to the requirements and opportunities of the college physical education program.

Newell further stated that the ten activities in order of preference which men would like to have learned while in college are golf, tennis, squash, skiing, swimming, handball, boxing, badminton, horseback riding, and skating. This list emphasizes the opinion of eighty-one per cent of the men that more emphasis should be placed on activities that can be used after graduation. Ninety-one per cent of the men believe that physical education should be a required college course and fifty-five per cent of them feel it should be compulsory during either three or four years. Among the conclusions from the study are stated herein that in addition to competitive sports such activities as camping, hiking, fishing, skating, and skiing should have a place in the physical education program and that students should be given more choice in selecting the activities in which they engage in college.<sup>24</sup>

Sullenger, in his study of the recreation of high school extra-curricular recreation activities used sixty-one different forms of recreation. For the boys, the largest number indicated that dancing, baseball,

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<sup>24</sup>John R. Newell, "A Study of Recreational Interest of College Alumni and Their Evaluation of College Physical Education," Recreation, XXXVI (March - April, 1942-43).



football, basketball, golf, reading, and swimming led the list. For girls, dancing was by far the largest group, representing nearly one-third; swimming a close second. Hiking, skating, tennis, and reading were the next largest groups. More of the twelfth grade than eleventh grade boys preferred dancing. The same was true in respect to swimming. In general, the twelfth graders of both sexes were interested in recreation activities which afforded them an opportunity to associate with the opposite sexes.

He also found that girls showed much more interest in social clubs than did the boys. The twelfth grade girls showed an increase in interest in educational clubs, while twelfth grade boys showed a small decrease.

This study indicated the various phases of leisure time activities that need more emphasis in our modern high schools. No doubt a well organized leisure time program would be one of our most important assets in our public school system.<sup>25</sup>

A study of leisure time activities of certain elementary school teachers of Long Island was made by Lucile Allard. She found that there was no such individual as the "typical" Long Island school teacher so far as leisure patterns of activities are covered. The activities which appeared most frequently in every study are reading, radio, movies, visiting friends, entertaining friends and swimming. Physical activities, except walking, are only slightly more popular with Long Island teachers than with other groups. Participation in activities in the order of their

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<sup>25</sup>T. Earl Sullenger, Recreation, XXXII (April - March, 1938-1939).



popularity is as follows: reading newspapers, radio, automobiling, reading fiction, visiting friends, reading non-fiction, playing musical instruments, attending movies, playing bridge and swimming. "Leisure behavior patterns of individuals and groups of today" says the author in her conclusion, "are influenced by cost and availability as well as by technological development, and perhaps even more by education of the individual in his early years." Also, participation of the teacher group in leisure activities may be limited by the number of hours or type of work expected in a particular school and community.<sup>26</sup>

Margaret Moldaschl made a study of the recreational life of teachers. Her information was gathered by means of anonymous questionnaires, and supplemented by diary records. Data were obtained as to time allotments for leisure and non-leisure activities, the variety and frequency of actual leisure activities, and the details of personal information necessary to an adequate interpretation of the data.

A total of 734 teachers in the state of New Jersey comprised the group studied. Seventy per cent were women; sixty-nine per cent of the women and thirty-two per cent of the men were unmarried. The average age was thirty-five years.

Activities enjoyed by the greatest number of individuals were: reading fiction, auto riding, swimming, dancing, and legitimate theater. Activities not enjoyed, but participated in to maintain social or professional status were: professional meetings, extension courses, bridge and club or lodge meetings.

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<sup>26</sup> Lucile Allard, "A Study of Leisure Time Activities of Certain Elementary School Teachers of Long Island," Recreation, XXXIV (September, 1940).



Dissatisfaction with lack of recreational life was quite general throughout the group. Most of the complaints were that recreation was inadequate in amount because of lack of time, which in the majority of instances was due to the pressure of outside school work. Another complaint was that those activities which were really enjoyed and desired could not be participated in because of insufficient money. A third complaint was that fatigue directly due to the nerve wrecking character of teaching, prevented either undertaking or enjoying recreational activities.<sup>27</sup>

Gloss stated that scientific research in recreation is a relatively new development, but there is, however an increasing need of research in this field in order to prevent mistakes, clarify objectives, formulate programs, study effects of various types of leadership and discover the efficiency of different forms of program organization or leadership training curricula.

He further stated that although man has always in one way or another sought recreation, his acceptance of adequate planning for socially valuable use of leisure time has failed in previous civilization. It has now reached about the same point in its cycle as other civilizations faced with the problems of leisure. In America, the first stage of development in public recreation stressed largely the play life of children. Since the World War I, however, the promotion

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<sup>27</sup> Margaret Moldaschl, "A Study of the Recreation Life of Teachers," Recreation, XXXIV (April - March, 1940-41).



of adult education for returned service men and increased appreciation of the leisure time needs of all adults have given adult recreation a place in the good life.

Recreation within the home, studies have shown, occupies the greatest amount of time, with reading, the radio, visiting, and conversation using the largest share, attending movies, automobile riding, watching athletic spectacles and other passive, non-creative activities retaining their popularity. He concluded by saying, that recreation to a greater degree should be taken over as a public responsibility without, permitting governmental centralization of authority.<sup>28</sup>

Butler corroborated the ideas of most present-day recreation leaders by saying:

Thus recreation is activity that is satisfying and engaged in for its own sake. In recreation, the individual finds opportunity for self-expression, and from it, he derives fun, relaxation, or pleasure.<sup>29</sup>

Butler continued his confirmation when he said that, in determining the nature of recreation, it must be recognized that recreation is a powerful social influence and that it has important contributions to make to modern life. The most important of these are happiness, satisfaction, and pleasure an individual derives from recreational activity. One must consider health and physical values also to be gained from activities of

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<sup>28</sup>G. M. Gloss, Research in Recreation, XXXIII (April - March, 1939-40).

<sup>29</sup>George D. Butler, Introduction to Community Recreation (second edition; New York: McGraw-Hill Book Company, Inc., 1949), p. 5.



recreation. Other factors contribute to an understanding of the place and meaning of recreation in our present day social structure and way of living. Among these are technical and scientific developments which have created leisure time in ever increasing amounts, the patterns of urban and rural living, earlier retirement, and the potential usefulness of recreational activities as therapeutic measures in the control of juvenile delinquency.<sup>30</sup>

Nordy continued the same trend of thought toward recreation by saying that a good recreation program will help to ease the problems of juvenile delinquency. She stated that the wave of juvenile delinquency which has been sweeping the county as a corollary of war has alarmed the public. The people are literally "up in arms" to prevent its further spread. Although recreation is not a panacea for this ailment, it has been widely discussed as an aid in preventing delinquency. Parents and outraged citizens will be more willing than ever before to support expanded programs of recreation.<sup>31</sup>

Horney, speaking in the same vein of support, stated that organized recreation programs offered in the neighborhoods of the cities and towns throughout the country will aid in the control of delinquent acts of various age groups. He said:

We have little concern about an individual when he is eating or sleeping or working. It is free time that weighs heavily on idle minds. Although recreation is not prescribed as a cure-all, it can be depended upon as a good antidote.<sup>32</sup>

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<sup>30</sup> Ibid.

<sup>31</sup> Margaret Nordy, "Recreation Tomorrow," The Journal of Health and Physical Education, XVI (February, 1945), 71.

<sup>32</sup> Robert L. Horney, "Community Recreation," National Recreation Association, XLVIII (January, 1945), 17.



As if to explore the intrinsic values of recreation, Davis asserts that it is more than fun. He said that, while everyone agrees that recreation is fun, few realize that the pleasurable character accepted as characteristic of this natural phenomenon has limited our understanding of one of the most important facets of living. The vastly increasing use of play as a method of treatment in child education is bringing to light both facts and fallacies which pertain to the sick and the well, and is enabling us to gain insight for a more practical application of recreation to everyday problems of behavior.<sup>33</sup>

Davis continues by saying that one should realize that there are all kinds of play and many conflicting and confusing ideas about recreation. Whether we become physically strong or are enabled to get along better with others through recreational experiences depends manifestly upon the character of recreation employed, the purpose set forth, and the methods used. Probably the most comprehensive concept of recreation is that it is simply a slice of life, a way of living which changes as people become older.<sup>34</sup>

Todd found in his "Survey of Recreation for Small Communities" that most small communities have made at least a sporadic attempt to provide a community program. It may have been a limited program in the summer, a teen center, baseball and softball playing, or some special community

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<sup>33</sup> John E. Davis, "Recreation is More Than Fun," National Recreation Association, Vol. XLIV-A, No. 2 (May, 1953), pp. 75-77.

<sup>34</sup> Ibid.



events. These were sponsored independently by civic groups, the schools, or the city.<sup>35</sup>

Zeigler, in studying the recreation interest of undergraduate men, who were majors in physical education found that many people from all walks of life, together with a large number of professional people within the field of health, physical education, and recreation, holds the opinion that the average physical education graduate is fully qualified to undertake a position as a director of recreation.<sup>36</sup>

Zeighler further stated that people have basic needs which motivate them to participate in various types of recreational activities, namely: physical activities-- golf, tennis; social clubs; communitive interests- writing, discussion; creative and aesthetic interests- painting, music; learning interests- educational hobbies.

There are roughly four levels of recreational "participation." They are: passive (e.g.) watching television with slight interest; emotional or vicarious (e.g.) displaying marked identification with a term or an actor by showing interest; active (e.g.) regular active engagement in sport or other activity; creative (e.g.) participation at a high level of performance in any area of recreational interest.

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<sup>35</sup> Arthur Todd, "Recreation Surveys of Small Communities," National Recreation Association, Vol. XLVI-A, No. 5 (October, 1953), p. 280.

<sup>36</sup> Earl F. Zeigler, "Recreational Interests of Undergraduate Men, Physical Education Majors," The Research Quarterly of the American Association for Health, Physical Education, and Recreation, XXX (December, 1959), 486-487.



Work and play should be balanced because recreation is an "area of daily living." It varies not only with the personality, characteristics, needs, and environment of the participant, but also, with his exposure to recreational resources, his skills, and with his motivations; it comes in many forms to different people and in different people, and in different forms to the same people at different times. As people progress, they have many needs which must be met for normal growth and development; therefore, an individual has a responsibility to use his leisure in a manner that improves him as a member of his community, state, and nation.<sup>37</sup>

Fink recalled some recreational pursuits in the Old South. In this he said that the recreational pursuits of the Old South according to the accounts of partial and impartial observers were not far different from those of the present in Virginia, Alabama, or Louisiana. The early southerner danced, hunted and fished, enjoyed himself at picnics and barbecues, and played cards. Games during his youth that were not unlike our modern baseball, bowling, and tag games. He was a spectator at sporting events for which he paid admission, or bought subscriptions, and sometimes was criticized for gambling at these sporting occasions.

In Flink's conclusion, it was found that the types of activities engaged in by the people of the Old South were not far different from that of most Americans today.<sup>38</sup>

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<sup>37</sup> Ibid.

<sup>38</sup> Ruth White Flink, "Recreational Pursuits in the Old South," The Research Quarterly of the American Association for Health, Physical Education, and Recreation, XXII (March, 1952), 29-36.



Further development of the importance of recreation was revealed by Crockett in his study of "Sports and Recreational Practices of the Union and Confederate Soldiers." His study comprised thirty-four sports and recreational practices that were engaged in by Civil War soldiers. The sports and recreational practices discovered during the course of study were participated in by a large proportion of the common soldiers and officers on both sides. Almost every source investigated mentioned some sport or recreational practice engaged in by the author or his comrades. Although there was evidence to show that both officers and men participated in most activities mentioned, such sports as card playing, singing, hunting, fishing, swimming, baseball, and snowball fights had more participants than fencing, target shooting, boating, and chess. Officers tended toward such activities as horseback riding, fencing, target shooting, boating, and chess while the common soldiers' games were more strenuous. Officers confined themselves to games that could be played for relaxation. This was accounted for, in part, by the fact that the activities selected by officers were those more directly concerned with the business of war, and, therefore, were more befitting the dignity of an officer. Participation in the sports and recreational practices discovered most often took place during periods of inactivity, such as winter quarters in camp during training, and the field during the long lapse of time between battles.<sup>39</sup>

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<sup>39</sup>Samuel Crockett, "Sports and Recreational Practices of the Union and Confederate Soldiers," Research Quarterly, XXXII (October, 1961), 22-23.



It has been said by some that recreation is a State business.

Weepley and Woodward stated that until the present century, recreation was considered largely a concern of the individual or a group of individuals. The evolution of recreation shows that the private agencies were first interested in promoting recreation for people. Later it became the concern of public agencies, primarily municipal governments, with tax-supported facilities, areas, and programs of recreation. In this way the entire community could be reached. Now recreation has reached a stage of development where state governments are concerned with recreation.<sup>40</sup>

Hence, in conjunction with authoritative feelings that cities, states, and communities should promote and share in the development of their recreation programs, Hzelte found in his "Research in Recreation" that cities are often interested in appraising their recreation services in relation to standards which apply generally. In some fields of public work objective standards have been developed by which the work of cities may be compared. In public work, for example, standards have been published by the American Public Health Association and cities are scored periodically in relation to numerous indices accepted by the association as standards. This procedure enables a city to detect the probable weaknesses in its public health provisions and is also a stimulant for improvement. Public recreation has not reached the stage of development

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<sup>40</sup> Harold J. Weepley and Stewart Woodward, "Recreation A State Business," Journal of Health and Physical Education, XVI (May, 1945), 237.



where authoritative standards can be set up. However, the National Recreation Association has compiled suggested standards for appraisal of community recreation areas.<sup>41</sup>

On a broader scope, Means, of the state of California, feels that recreation is coming to be a profession and that California is going forward. In 1951 the legislature passed a law, among others of recreational value, which permits any school district to levy an additional five-cent tax for recreation and community services, provided the school district is already at tax ceiling. Two hundred and thirty-two (232) school districts made use of the law in its first year of possible application, allocating a total of 4,084,041 for community services that year. In 1952-53, the administration in operation in California budgeted a total of 33,263,290 dollars for operating expenses and capital outlay. Almost one-half of these were partly furnished by school districts. These figures do not take into account the millions of dollars worth of facilities made available to all for recreation, nor does it take into account the large numbers of communities operating programs on a part-year basis. They do, however, bring into focus for the reading public emphasis on the need for recreational facilities available to all.<sup>42</sup>

Newer concepts of education recognize the importance of interest in the learning process. These concepts give first place to the dynamic

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<sup>41</sup>George Hzelte, "Research in Recreation," The Research Quarterly of the American Association for Health, Physical Education, and Research, X (March, 1939), 5.

<sup>42</sup>Ibid.



influences of play because of their appeal to the inherent biological urge of youth, an appeal far superior to methods associated with man-made social inheritance.

Allen clearly made known the reason for their organized recreation program in Tennessee by saying:

The purposes of our organized state program of recreation throughout Tennessee are to make life more wholesome, adequate, and satisfying (with particular emphasis on the rural communities of the state), to train potential local leadership, and to provide a common community bond. Such a program might well be divided into three separate phases, namely: Publicity, promotion, and demonstration; training; program for leaders; and follow-up of a training program.<sup>43</sup>

Likewise, in San Francisco, the teen-age activities are classified under the following with a schedule of highly diversified activities for the teen-age group: ballet dancing, dramatics, and puppetry, the girls' choirs, the Junior Civic Symphony, playground singing groups, photography; junior museum activities, including the building of model planes; handicraft, which consists of weaving and Junior Red Cross work, victory gardening on playground plots, and a complete program of athletic activities with special seasonal tournaments.<sup>44</sup>

In the same essence of thought, Tedford P. Lewis noted that health, physical education, and recreational practices in any country are dependent in a large measure upon the traditions and customs of the

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<sup>43</sup>Catherine L. Allen, "Training Student Leaders in Group Recreation," The Journal of Health, Physical Education and Recreation, XX (May, 1949), 315, 350-351.

<sup>44</sup>Ibid.



people, upon independent or emulated intellectual developments and social practices, and upon the attitude of those in power in the country. It is, therefore evident that recreation is a vital asset in the future development of Lebanon and the Near East.<sup>45</sup>

Again, with emphasis on facilities for recreation, McAllister stated that fortunately, considerable attention has been given to the matter, particularly by an influential organization known as the National Playing Fields Association. In the United States of America, he comparatively stated that town-planning experts recommend a minimum provision of public open space of five acres per thousand of the population. The National Playing Fields Association recommends a minimum of six acres per thousand in Britain. Ideally, eight acres should be provided, (five acres made up of four acres devoted to teams and other games and one acre for gardens and amenity purposes generally), and a further three acres of playing fields per thousand of the population for colleges, schools, private sports, clubs, and the recreation ground of industrial firms.<sup>46</sup>

The National Park Service, found that there is a great need for open public space in and near the urban centers. These open spaces should bring the country into and through the urban area in the form of wide parkways, tying together a system of large open areas.

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<sup>45</sup>Tedford P. Lewis, "Health, Physical Education, and Recreation in Lebanon and the Far East," The Journal of Health, Physical Education, and Recreation, XX (March, 1949), 159.

<sup>46</sup>Gilbert McAllister, "Britain Plans for Recreation," National Recreation Association, XXXIX (March, 1946), 634, 635.



A study of land and water areas reveals interesting data such as "from about fifty-five per cent of the prospective population of the United States for food, wearing apparel, shelter and commodities for export, except forest products can be met for an indefinite period, with only about six tenths of one per cent of the total area now occupied by urban populations." It is unlikely that more than one per cent including the playgrounds, playfields, parks and parkways within urban limits, will be required for our cities.

In the consideration of planning by regions, the conclusion is reached "that the great bulk of the recreational requirements of its inhabitants, including all strictly day use of recreation, must be met within it in spite of the improved means of transportation and increased leisure time.

In discussing the subject of fees and charges the report states: "It is well recognized that no park system has ever been made self-supporting through a system of fees and charges and a determined effort in this direction inevitably will restrict the service of the parks agency and diminish the public benefits which occur from it. In the essential function of government, however, the primary consideration is public service; and financial returns must be considered subordinate to the purposes for which any particular agency is established. Service provision of opportunity for recreation is an essential function of government, policies and practices should be determined accordingly."<sup>47</sup>

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<sup>47</sup> National Parks Service, "A Study of the Parks and Recreation Problem of the United States," Recreation, XXXVI (April - March, 1942-43).



Wargo stated that it can be seen that accidents happen more frequently on summer playgrounds than on those conducted as year-round centers. This may be due to a partially trained personnel on the summer playgrounds as compared with trained personnel employed on a year-round basis at the year-round centers. A trained personnel pays dividends by assuring a safer place for children.<sup>48</sup>

Diversional programs are also vital for the morale and adjustment of the institutionalized persons. Motion pictures, television, and entertainment duplicate typical community life and surely are desirable if the disabled one is to turn to this kind of living. Even for these chronically ill, the provision of entertainment and physical activity is human and desirable. The use of volunteers or provision of equipment for recreation will serve as a nucleus for the program. When leadership is not readily available, wise judgment is necessary in planning the activity most beneficial for the handicapped, because particular phases of a program that may be of value to one person may not be of value to another. This refreshment of spirit and strength can make the sick and injured more receptive to pills and injections.<sup>49</sup>

In a retrospective appeal, Somers holds that in keeping with the current physical education theory, that of "developing each individual to

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<sup>48</sup>Michael E. Wargo, "A Study of Play Accidents in Pittsburgh," Recreation, XXXII (April, 1938).

<sup>49</sup>Frederick M. Chapman, Recreation Activities for the Handicapped (New York: The Roland Press Co., 1960), pp. 17-18.



his greatest possible capacity within the range of accepted educational objective," the intramural program offers athletic participation to practically all students, in contradistinction to varsity competition where only the few highly skilled may participate. The one great objective of any intramural program should be recreation. Moreover he stated that participation in class team competition does not appreciably affect, either adversely or favorably, the academic grades of student participants. It would seem, therefore, that it is possible to enjoy the benefit of extra-curricular sports and still maintain good academic grades.<sup>50</sup>

The writer felt compelled not to close this portion of the study without some mention of women in sports.

Toogood, factually and pointedly, related that in sports participation by college women was relatively low. If student desires for activities were satisfied, as to golf, archery, ice skating, riding, sailing, etc., the percentage of women participation in sports might be raised. Noting the high percentage of dating in the home, and remembering the list of activities in which students have had instruction (basketball, volleyball, swimming, baseball, clog, and tap), it would seem that very few, if any of the activities which students learn in physical education classes can be continued in mixed home recreation. In a special study of the

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<sup>50</sup>Madeline R. Somers, "A Comparative Study of Participation in Extra-curricular Sports and Academic Grades," The Research Quarterly of the American Association for Health, Physical Education, and Recreation, XXII (January, 1951), 84-89.



physical education activities in which students would like to participate, certain activities were found to be noticeably low. These were found to be aerial darts, clock golf, handball, paddle tennis, tether ball, track and field, tumbling, lacrosse, and speedball. In the case of all of the activities, except track and field, and tumbling, the percentage of those who had had physical education instruction was also low.<sup>51</sup>

Trends in public recreation studied by Hutchins emphasizes the importance of educational authorities, planning school facilities in terms of leisure time needs and use these facilities for recreation purposes. He stressed that art, music, homemaking, vocational and physical education teachers should stress leisure time aspects. Beginning camping can be an additional facility of the school.

Hutchins, referring to certain legislation, feels it's significant to both schoolmen and to recreation leaders. After the California Community Recreation Enabling act became effective, it authorizes any city, county or school district within the state, either singly, or jointly, to organize recreation and (quote) "to acquire improve, maintain and operate recreation centers within or without the territorial limits of the public authority."

This act was cited because of the tremendous potential implications it carries for the several million adults and children of California.

The author states that authorities charged with organizing recreation need to know "what should recreation do to the individual" and "how

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<sup>51</sup> Ruth Toogood, "A Survey of Recreation Interests and Pursuits of College Women," The Research Quarterly of the American Association for Health, Physical Education, and Recreation, X (October, 1939), 99.



can we bring about this change within the individual." He says one should get leisure time values out of whatever he may do. In other words, recreation should engender a philosophy, or a point of view, which is so much a part of a person's habitual ways of thinking and acting that he captures recreative values, in a quiet natural manner, from his work as well as his play. Hutchins also states that when we desire to change the habits of a people, the first steps are most logically taken with young children, so that the change comes to effect the whole population as succeeding generations of young children grow up. But an unsupported attack at this level is not enough. Adult conservation is usually more than strong enough to overcome changes introduced at the childhood level unless these adults can be educated to the change along with children. We must make changes along with children. We must make our major attack, therefore at the early childhood level, and follow it up with our approach to youth and adults.<sup>52</sup>

The writer concludes Chapter II of Related Literature with Nash's apt perception that recreation must be thought of as a creative procedure, as an opportunity for the individual to achieve, and to establish a sense of significance and belonging. As work becomes mechanized and routinized, it no longer furnishes the individual an opportunity for creative experiences. Then recreation is the name which we give those activities which provide man with a spiritual outlet for creativity.<sup>53</sup>

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<sup>52</sup>Heriot H. Hutchins, "Trends In Public Recreation," Recreation, XXXV (April - March, 1939), 40.

<sup>53</sup>Jay B. Nash, "The Contribution of Physical Education to Recreation," Journal of Health, Physical Education, and Recreation, XXII (October, 1951), 53-54.



## CHAPTER III

### ANALYSIS OF DATA

Through the years there has been an expression made which seemed to have expressed a point of need, "all work and no play" can make a dull day in the life of boys and girls as well as the lives of community folk. The idea of doing something about all work and no play should be the concern of many recreational minded people including both professional and laymen.

In the cardinal principles of secondary education, we find that health and worthy use of leisure time are very essential to the total development of the individual. As the teacher attempts to do something about intelligence of children, the minister attempts to do something about the spiritual life of children and adults; the community should assume the responsibility of doing something for the recreational needs of the children and adults.

Nordly, stated in his survey in the "Development of a Community Recreation Program," that there should be criteria for a comprehensive recreation survey, and that the survey of community organization for leisure would include for each organization the name of the leader, places and number of meetings per month, number and age group of members, kinds, frequency of

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<sup>54</sup>Edward Voltmer, and Frank Esslinger, The Organization and Administration of Physical Education (New York: F. S. Crofts and Company, 1938), p. 14.



recreative activities sponsored, and the age groups served. The organization can be classified as educational, youth serving, civic, athletic, musical, social, fraternal, patriotic, and social religious.<sup>55</sup>

Data presented in Table I show the responses from six recreational leader and six directors. The items of the Checklist were divided into several statements under areas. The "Yes" and "No" responses were used to clarify the opinion of the recreation leaders and directors. About questions asked, the responses of all recreation leaders and directors did show that land and water were provided for seven Negro areas in Bryan, Corsicana, Waco, Tyler, Texas and Limestone County. Three land only, and two, natural water only.

One showed that their total acreage was three and twenty-five hundredths. None of the responses were four, five and six acres. Eleven showed that they had more than the above mentioned land. Only one had less than the above mentioned land. Only one had less than the above mentioned acreage, and eleven of the responses showed that they did not have less than the above.

Areas for outdoor recreation include a variety of features which serve men, women, young people, and children. Some are used for the year round; others during a single season.

Many afford opportunities for highly organized competitive sports; others provide recreation for individual or family groups. They differ

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<sup>55</sup>Carl L. Nordly, "The Survey in the Development of a Community Recreation Program," The Research Quarterly of the American Association for Health, Physical Education, and Recreation, XVI (December, 1940), 23.



TABLE I

RESPONSES OF SIX RECREATION LEADERS AND SIX DIRECTORS RELATIVE TO RECREATION  
AREAS PROVIDED FOR NEGROES IN BRYAN, CORSICANA, WACO, TYLER, AND LIMESTONE COUNTY

ITEMS	RESPONSES		PERCENT OF RESPONSES	
	YES	NO	YES	NO
<b>I. AREA</b>				
1. Is there an accommodation of land and water provided for recreation?				
a. Land only	7	5	58	42
b. Natural water only	3	9	25	75
	2	10	17	83
2. Which of the following categories does your total acreage fall into?				
a. 3.25 acres	1	11	8	92
b. 4.00 acres	0	0	0	0
c. 5.00 acres	0	0	0	0
d. 6.00 acres	0	0	0	0
e. More than the above	10	2	83	17
f. Less than the above	1	11	8	92
3. Are the areas provided one of the following?				
a. Children's playground	3	9	25	75
b. Playfield	2	10	17	83
c. Neighborhood playground	0	12	0	100
d. Play lot	4	8	33	67
e. Large park	3	9	25	75
4. Is the area located at a school?	9	3	75	25



widely in the activities they make possible; in their construction and operation cost, space requirements, location; in the number of persons served, and in the amount of leadership of supervision required.

The responses from six recreation leaders and six directors of Bryan, Corsicana, Waco, Tyler, Texas and Limestone County showed that three of the responses did provide a children's playground. Ten provided a playfield for the non-whites in Bryan, Corsicana, Waco, Tyler, Texas and Limestone County. All of the responses showed that there was no neighborhood playground. Four of the responses did show that they provided a play lot. Nine provided a large park in Bryan, Corsicana, Waco, Tyler, Texas and Limestone County, located at the school.

Special recreation areas and facilities play an important role in meeting the recreational needs and interests of the people of a community. Each community should strive to provide these special areas and facilities. Table II presents data relative to the responses of six recreation leaders and six directors in reference to special recreation areas and facilities.

Special areas and facilities for golf, swimming, camping, baseball diamonds, tennis courts are sometimes included among the features of the playfield, large park or reservation. There is an increasing tendency for cities to acquire and develop special-use areas, such as a camp site, golf course, bathing beach, or athletic field. Six of the responses reported that an outdoor swimming pool had been provided in Bryan, Corsicana, Waco, Tyler, Texas and Limestone County. Five reported that there was a wading pool provided in the area. Ten reported that special areas and facilities had been provided for baseball. All of the responses reported that a softball diamond was provided for as a special area and facility.



TABLE II

RESPONSES OF SIX RECREATION LEADERS AND SIX DIRECTORS RELATIVE TO SPECIAL RECREATION AREAS AND FACILITIES PROVIDED FOR NEGROES IN BRYAN, CORSICANA, WACO, TYLER, AND LIMESTONE COUNTY

ITEMS	RESPONSES		PERCENT OF RESPONSES	
	YES	NO	YES	NO
II. SPECIAL AREAS AND FACILITIES				
1. Do you have an outdoor swimming pool?	6	6	50	50
2. Is there a wading pool in the area?	5	7	42	58
3. Is there a baseball diamond?	10	2	83	17
4. Is there a softball diamond?	12	0	100	0
5. Is there a regular golf course?	0	12	0	100
6. Is there a basketball court?	11	1	92	8
7. Is there a tennis court?	7	5	58	42
8. Is there a badminton court?	10	2	83	17
9. Is there a volleyball court?	10	2	83	17
10. Is there a area provided for horseshoes?	10	2	83	17
11. Others?	10	2	83	17



All responses reported that no special areas or facilities was provided for golf course for the Negroes of the various communities. Eleven of the six recreational leaders and six directors reported that there were basketball courts and tennis courts provided as special areas and facilities. Eleven were provided with badminton courts and volleyball courts as a special area and facilities, and horseshoe pitching.

Croquet, archery, football, hopscotch, paddle tennis, soccer, touch football court, and tether tennis courts, were listed with others, compiled a total of ten special areas and facilities provided in Bryan, Corsicana, Waco, Tyler, Texas and Limestone County.

Recreation buildings and indoor centers play an important role in the service of the community recreation programs because they make possible certain indoor activities and in most cities a continuous, year round program can not be carried on without them. Data in Table III revealed the responses of six recreational leaders and six recreation directors concerned with recreation buildings and indoor centers. Six of the responses revealed that there were indoor centers for general recreation. Three showed that there was a combination of shelter house and field house. Four of the six recreation leaders and six directors show in responses that they have only shelter houses. Five revealed that they have only field houses.

Under indoor recreation facilities six did have a gymnasium and six showed that they had the use of the school's gymnasium. Five revealed that they had social rooms and play rooms. However, four did have lounges for formal use, and game rooms. Five had club and multiple use rooms. Three of the results showed that they had art and craft workshops.



TABLE III

RESPONSES OF SIX RECREATION LEADERS AND SIX DIRECTORS RELATIVE TO RECREATION BUILDINGS AND INDOOR FACILITIES PROVIDED FOR NEGROES IN BRYAN, CORSICANA, WACO, TYLER, AND LIMESTONE COUNTY

ITEMS	RESPONSES		PERCENT OF RESPONSES	
	YES	NO	YES	NO
<b>III. BUILDINGS AND INDOOR FACILITIES</b>				
<b>A. Recreation buildings and indoor centers</b>				
1. Is there a recreation building for general recreation?	7	5	58	42
2. Is there an indoor center for general recreation?	6	6	50	50
3. Do you have a combination shelter house and a field house?	3	9	25	75
a. Shelter house only	4	8	33	67
b. Field house only	5	7	42	58
<b>B. Indoor Recreation Facilities</b>				
1. Do you have a gymnasium?	6	6	50	50
a. If not, do you have the use of the school's gymnasium?	6	6	50	50
2. Do you have social rooms and play rooms?	5	1	42	58
3. Do you have lounges for formal (in) use?	4	8	33	67
4. Do you have game rooms?	4	8	33	67
5. Do you have club and multiple use rooms?	5	7	42	58
6. Are there arts and crafts workshops?	3	9	25	75
7. Is there an indoor swimming pool?	1	11	8	92
8. Are there other special rooms?	2	10	17	83



It is significant to note that one and only one of the responses had an indoor swimming pool. Two had special rooms for formal meetings, committee meetings, banquet room, and advisory boards.

Table IV presents the responses of six recreation leaders and six directors relative to recreation activities that were provided for in Bryan, Corsicana, Waco, Tyler, Texas and Limestone County.

There was a time when recreation programs provided only a few forms of highly competitive games and sports, primarily for men and boys, but today a great variety of athletic activities appealing to a wide range of ages is included in most programs. An effort is now made to encourage participation by large number of individuals rather than by a few highly skilled players, and special attention is given to the development of programs for women and girls. Table IV confirmed the responses of six recreation leaders and six directors involved in this study. Ten showed that athletic games and sports were included in the recreation program.

Arts, crafts, drama and music are part of the recreational program. These are skills and activities that the children of any community may be able to find useful in their life time. Seven stated that arts were a part of their program. Crafts were revealed to be the reply of six. Drama was listed by four responses. Six reported camping and outing as activities provided for in Bryan, Corsicana, Waco, Tyler, Texas and Limestone County.

No phase of the recreation department's program is in greater interest and importance than nature, gardening, and outing activities carried on as a part of the playground and day camp programs. These activities foster in the Children a love of natural beauty and a respect for growing



TABLE IV

RESPONSES OF SIX RECREATION LEADERS AND SIX DIRECTORS RELATIVE TO RECREATION  
ACTIVITIES PROVIDED FOR NEGROES IN BRYAN, CORSICANA, WACO, TYLER, AND LIMESTONE COUNTY

ITEMS	RESPONSES		PERCENT OF RESPONSES	
	YES	NO	YES	NO
<b>IV. ACTIVITIES</b>				
1. Are athletic games and sports included in the program?	10	2	83	17
2. Are the following activities a part of the program?				
a. arts	7	5	58	42
b. crafts	6	6	50	50
c. drama	4	8	33	67
d. music	6	6	50	50
3. Are the following activities a part of the program?				
a. nature	3	9	25	75
b. gardening	4	8	33	67
c. camp and outing	6	6	50	50
4. Is social recreation and dancing included in the program?	7	5	58	42
5. Are general clubs and other activities included in the program?	9	3	75	25



things, while the experience furnishes valuable training in observation. Children are taught the importance of conservation, by developing their interest in trees, shrubs, flowers, and other growing things that may be found on the playground, parks, gardening activities, and outing activities they are stimulated to learn more about the world in which they are living. Three of the responses showed that, nature was a part of the program. Four of the six recreation leaders and six directors revealed that gardening was a part of their program. Camping and outing were shown to be one half of the activities provided for in the various cities.

To encourage happier relationships among individuals by enabling them to take part in recreation activities with friends or others who have similar interests may be one of the objectives of the recreation program. This encouragement may be through social recreation and dancing. Seven of the responses from six recreation leaders and six directors from Bryan, Corsicana, Waco, Tyler, Texas and Limestone County, participated in this program and nine included general club and other activities in the program.

Table V presents the responses of six recreation leaders and six directors relative to how equipment provided for recreation was obtained in Bryan, Corsicana, Waco, Tyler, Texas and Limestone County.

Data presented in Table V showed the responses of six recreation leaders and six directors involved in this study. Seven of the responses showed that equipment obtained for games was from public sources. Four was obtained by the public for activities. Seven revealed that arts were a part of the public support for these activities. Seven of the responses



TABLE V

RESPONSES OF SIX RECREATION LEADERS AND SIX DIRECTORS RELATIVE TO THE EQUIPMENT PROVIDED FOR RECREATIONAL ACTIVITIES IN PUBLIC PLACES FOR NEGROES IN BRYAN, CORSICANA, WACO, TYLER, AND LIMESTONE COUNTY

ITEMS	RESPONSES		PERCENT OF RESPONSES	
	YES	NO	YES	NO
<b>V. EQUIPMENT</b>				
<b>A. Is the following equipment obtained by the public?</b>				
1. For games	7	5	58	42
2. For activities	4	8	33	67
a. arts	7	5	58	42
b. crafts	7	5	58	42
c. music	7	5	58	42
d. drama	4	8	33	67
3. For dances	4	8	33	67
a. records	8	4	67	33
b. record players	8	4	67	33
c. instruments	5	7	42	58



from six recreation leaders and six directors showed that equipment for music activities were obtained by the public. Four of the responses showed that equipment for music activities were obtained by the public. Drama represented four of the responses for equipment.

Eight reported that records for dances and record players were obtained by the public. Five showed that instruments for music activities were obtained by non-public support.



## CHAPTER IV

### SUMMARY, FINDINGS, AND RECOMMENDATIONS

The community has played a very important role in human development. As the community children grow and develop into adulthood, they are encased in great natural environmental forces of interacting powers which affect their total personalities. These forces make up the environment where the children live with other children, grow as social beings, and work for the common pleasures of the group.

This study concerns itself with cities in central Texas namely, Limestone County; Kosse, Coolidge, Mexia, Woodland and Groesbeck, Texas; Waco, Bryan and Corsicana, and one city in East Texas, Tyler, in which some form of recreation activities were offered for Negroes. Such items as facilities, areas, and activities were observed and reported in this survey. The selected cities and one county were good sources of information for valuable data in the development of this study.

Chapter I dealt with the introduction, statement of the problem which was concerned with an investigation of the recreation areas, facilities, and activities which were provided for Negroes in Bryan, Corsicana, Waco, Tyler, Texas and Limestone County. The purpose of the study was presented in order to develop a factual report. The study was broad in scope in that it discussed recreational offerings and programs in general. However, the material used in this thesis was limited to point out what



was being done in cities and one county in this report. Some professional writers who made contributions to the field of recreation areas, facilities, and activities were also included. The recreational leaders, lay people, and other personnel were made a part of this study.

The importance of the study was in the factual data which were presented for the reading and observation pleasure. A checklist, observations, research, and interviews were means of procedure by which the data for this survey were collected.

Chapter II of this study was a review of professional literature. Suggestions from professional writers were reviewed and considered. Facts and suggestions from the writings of the experts and authorities in the field of recreation which were of value to this study were included.

Chapter III dealt with an analysis of the checklist presented to recreation leaders and directors in Bryan, Corsicana, Waco, Tyler, Texas and Limestone County. It was organized and prepared in table form. The data are of significance to the total development of this present study. From the data found in the responses to the checklist the findings are herein stated:

1. That each of the five cities did offer some type recreational program for Negroes.
2. That only seven of the one-hundred percent responses was fully adequately equipped with land and water recreational (combination).
3. That ninety-two percent of the areas had six or more acres of land.



4. That only twenty-five percent of all the areas provided playground areas for the children.
5. That only seventeen percent of the areas were provided for playfields.
6. That one-hundred percent of the responses reported that there were no neighborhood playgrounds.
7. That one-hundred percent of the responses reported that there were no provisions for a regular golf course.
8. That there were only three large parks.
9. That seventy-five percent of the recreation areas were located near schools.
10. Such activities (all out-of-doors) as baseball, softball, basketball and volleyball were provided for adequately, with the exception of one or eight percent which had no basketball court.
11. That swimming areas and facilities had not been provided for adequately.
12. That badminton, volleyball, and horseshoes games were well provided for.
13. That there are seven recreation centers.
14. That there are three combination shelter houses and field houses.
15. That in three recreational centers, art and craft workshops were provided. Lounges, social, and game rooms were also provided.



16. That there was only one indoor swimming pool.
17. That the public purchases fifty-eight percent of the equipment for games and thirty-three percent for activities.
18. That the public obtained sixty-seven percent of the equipment for records and record players and forty-two percent for instruments.

In light of the findings the following recommendations are made:

1. That the cities of Bryan, Corsicana, Waco, Tyler, Texas and one county (Limestone), be commended for offering some type of recreation program for Negroes.
2. That the cities and county encouraged to review their offerings in the light of increasing, enriching, and enlarging the recreation program.
3. That each city will be guided by recreation standards in securing and providing land and water areas so as to provide for recreation activities for Negroes.
4. That planned areas will accommodate children according to age, size, and sex will be a consideration in the allocation of the play program.
5. That, as near as possible, the cities and one county will establish the recreation areas and facilities near the school campus so that they might serve dual purposes.
6. That equipment will be provided which may convert outdoor areas into indoor areas if there are not adequate funds to provide for separate outdoor and indoor activities.



7. That various types of activities will be provided for recreational and educational purposes.
8. That the schools and communities work jointly in providing centers for the youth of its community.
9. That there shall be provided on each recreational area adequate rest rooms, showers and dressing rooms for participants and the general public.
10. That the public will gain courage and be made aware of the worth and value received from supporting adequate recreation programs for the community's welfare.

#### Recommendations for Further Study

1. That more studies like this one be undertaken to determine how well our cities and communities provide recreational activities.
2. That more cities and communities provide better facilities for recreational needs.
3. To see what improvement will be made in years to come.
4. To find out if our state will continue to develop and meet our recreational needs.
5. To see how many cities and communities will have swimming pools, adequately to serve the people.
6. To find out if cities have complied with standards set up by the National Recreation Association.
7. To find out what cities and communities have done to provide further training in recreational leadership.
8. To see if the needs of the recreational program planned will meet the needs of the people.



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APPENDIX



NATIONAL RECREATION ASSOCIATION

A Service Organization Supported by Voluntary Contributions

8 WEST EIGHTH STREET

NEW YORK 11, N. Y.

Joseph Prendergast, Executive Director

GRamercy 5-7100

April 26, 1963

Mr. John Hardin  
Box 266  
Groesbeck, Texas

Dear Mr. Hardin

Responding to your letter of April 22nd, we have no information about recreation programs in Limestone County or in Corsicana over in Navarro County.

Our 1961 Recreation and Park Yearbook carried condensed reports about the public park and recreation programs in Bryan, Waco, and Tyler, but there is no breakdown to show what specific areas, facilities or activities were for Negroes and for Whites.

We are glad to give you the names of the executives in these three cities to whom you may write if you wish asking for any specific information you need about their local programs:

Mr. Jack O. Ashworth, Director  
Parks and Recreation  
City Hall  
Bryan, Texas

Mr. Robert L. Shelton, Jr., Director  
Parks and Recreation Department  
City Hall  
Tyler, Texas

Mr. Alva Stem, Superintendent  
Parks and Recreation Department  
301 City Hall  
Waco, Texas

Sincerely

GAN:rn/r

George A. Nesbitt  
Correspondence and Consultation Service



Post Office Box 266  
Groesbeck, Texas

TO: RECREATION LEADERS AND DIRECTORS

For the purpose of completing the requirements for a Master of Science degree in Physical Education, I am asking you to kindly furnish me with information about your recreation areas, facilities and activities.

Attached you will find a checklist. Please indicate your response to each of the items by a mark of a check (V).

Thanking you for your cooperation.

Sincerely yours,

John Hardin

JH:r



## CHECKLIST

Please indicate your response to each of the items below by a mark of a check (V):

ITEMS	RESPONSE	
	YES	NO
<b>I. AREA</b>		
1. Is there an accomodation of land and water provided for recreation?	( )	( )
a. Land only	( )	( )
b. Natural water only	( )	( )
2. Which of the following categories does your total acreage fall into:		
a. 3.25 acres	( )	( )
b. 4.00 acres	( )	( )
c. 5.00 acres	( )	( )
d. 6.00 acres	( )	( )
e. More than the above	( )	( )
f. Less than the above	( )	( )
3. Are the areas provided one of the following?		
a. Children's playground	( )	( )
b. Playfield	( )	( )
c. Neighborhood playground	( )	( )
d. Play lot	( )	( )
e. Large park	( )	( )
4. Is the area located at a school?	( )	( )
<b>II. SPECIAL AREAS AND FACILITIES</b>		
1. Do you have an outdoor swimming pool?	( )	( )
2. Is there a wading pool in the area?	( )	( )
3. Is there a baseball diamond?	( )	( )
4. Is there a softball diamond?	( )	( )
5. Is there a regular golf course?	( )	( )



ITEMS	RESPONSE	
	YES	NO
6. Is there a basketball court?	( )	( )
7. Is there a tennis court?	( )	( )
8. Is there a badminton court?	( )	( )
9. Is there a volleyball court?	( )	( )
10. Is there an area provided for horseshoes?	( )	( )
11. Others?	( )	( )

### III. BUILDINGS AND INDOOR FACILITIES

#### Recreation buildings and indoor centers

1. Is there a recreation building for general recreation?	( )	( )
2. Is there an indoor center for general recreation?	( )	( )
3. Do you have a combination shelter house and a field house?	( )	( )
a. Shelter house only	( )	( )
b. Field house only	( )	( )

#### Indoor recreation facilities

1. Do you have a gymnasium?	( )	( )
a. If not, do you have the use of the school's gymnasium?	( )	( )
2. Do you have social rooms and play rooms?	( )	( )
3. Do you have lounges for formal (in) use?	( )	( )
4. Do you have game rooms?	( )	( )
5. Do you have club and multiple use rooms?	( )	( )
6. Are there arts and crafts workshops?	( )	( )
7. Is there an indoor swimming pool?	( )	( )
8. Are there other special rooms?	( )	( )



## ITEMS

RESPONSE  
YES NO

## IV. ACTIVITIES

1. Are athletic games and sports included in the program? ( ) ( )
2. Are the following activities a part of the program?
  - a. arts ( ) ( )
  - b. crafts ( ) ( )
  - c. drama ( ) ( )
  - d. music ( ) ( )
3. Are the following activities a part of the program?
  - a. nature ( ) ( )
  - b. gardening ( ) ( )
  - c. camp and outing ( ) ( )
4. Is social recreation and dancing included in the program? ( ) ( )
5. Are general clubs and other activities included in the program? ( ) ( )

## V. EQUIPMENT

Is the following equipment obtained by the public?

1. For games ( ) ( )
2. For activities
  - a. arts ( ) ( )
  - b. crafts ( ) ( )
  - c. music ( ) ( )
  - d. drama ( ) ( )
3. For dances
  - a. records ( ) ( )
  - b. record players ( ) ( )
  - c. instruments ( ) ( )