

A STUDY OF
COMMUNITY RECREATION
PROGRAMS

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PARCHMENT
PREFACE

In the spring of 1943, two main factors caused an increased number of persons in Wagoner, Oklahoma to become aware of the evident need for providing adequate facilities for recreation. These factors were the greater number of cases of juvenile delinquency and the influx of population due to wartime conditions.

As a result of his interest in the situation, the local Superintendent of Schools appointed a committee to plan for improvement of recreational opportunity. In order to build a foundation for a recreation program, the members of the committee decided that the writer should make a study of the literature on recreation programs and submit a summary of conclusions to the school administrators.

The writer hopes that all or a part of the following study will be helpful in providing a full recreation program for Wagoner. With the people of the community thinking together, the possibilities for development are unlimited, and the writer is looking forward to future expansion.

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INTRODUCTION

The current increase in juvenile delinquency suggests that recreational activities need to become a more important part of daily living, but in order to let recreation assume its normal place in balanced living, the average individual needs multiple opportunity early in life for experiencing suitable recreation in connection with his home, his school, and his community. Furthermore, he needs to make definite plans to widen progressively his recreational program.

This factor of recreational training dare not be neglected by those who believe that the purpose of education is the furthering of the development of socially competent individuals alert to the need for clarifying their concepts of democratic values and for putting these into use in daily living. People cannot develop into socially competent individuals unless they live well-rounded lives, and such living must include time for relaxation and creative effort. Without periods of relaxation, man acts against the laws of nature characterized by rhythmic cycles of activity and of rest. In fact, the enrichment of individual, family, and community life often follows naturally certain creative activity growing out of the deliberate effort to turn leisure time to good account.

As has been suggested above, the socially competent citizen of this country continually is striving to clarify his understanding of democratic values. For our purpose, the socially competent individual may be said to be characterized

by the use of reliable thinking in meeting problems of living or problems arising from personal and group struggle to achieve freedom from want and oppression; by the ability and zeal to act cooperatively in meeting problems of common concern to himself and those with whom he comes in contact; and by progressively acquiring social sensitivity. In such a frame of reference, it seems fair to assume that planned recreation can help promote a more democratic society.

In the first place, scientific research supports the fact that physical and mental tiredness can impede the use of intelligence and that properly conducted recreational activity can promote a harmonious adjustment of mind and body. Many phases of recreation call for the use of a reliable pattern of thinking and for split-second decisions. For example, in a game of baseball, the pitcher must sense each new problem as it presents itself, gather hypotheses, act upon a decision reached through the exercise of his best judgment, and accept the consequences - the score plus his own reaction. Achievement in recreation also, may give to the individual self assurance and creative satisfaction not found in many modern jobs but essential to wholesome living. Furthermore, interest in some one recreational activity generally gives impetus to the individual to work with a problem until it is solved. Finally, recreation may help produce the joyful outlook on life and the buoyant optimism which characterizes the free man.

In order that young people may learn to become socially competent, they must have opportunity to experience

deliberately planned cooperative action which results in personal and group satisfaction. The adolescent may need help in recognizing interests which are of common concern to his group. Otherwise he may be persuaded to cooperate in the anti-social type of activity, which appears in the records of juvenile delinquents. In order to cooperate effectively in group recreation, the individual must learn to be self-reliant, to show initiative and ingenuity, and yet to subordinate himself to the whole group. Social sensitivity and tolerance may be achieved through consulting and working with others for a common good. Concern for fair play or seeing that justice is given continually appears in recreation of a social nature and cooperative action is an essential factor in many social games. Here also, appreciation for desirable moral patterns, ideals, and standards of conduct may be developed and the individual given a chance to sense that he should accept social responsibility.

While war conditions have accentuated the lack of adequate and planned recreational facilities in community life, the recreational needs of the individual are not essentially different in times of war or of peace. Whether the country be mobilized or not, social disorganization and human waste are the penalties paid for the lack of adequate recreational facilities. Democratic values basic to American home life can be thrown into relief through a program of planned recreation, whereas they may be totally unrelated to haphazard and unplanned individual schemes for leisure time activity.

During 1943, a ten per cent increase in juvenile delinquency was reported in our country. This increase reflected

especially such problems as alcoholism and sexual delinquency. Evidence of the national awareness to the increase of juvenile delinquency appears currently in radio programs, in newspapers, and in magazine articles. Examples can be taken from any typical community. During the past year, stores have been robbed by elementary school children. These robberies may be due partly to ever-changing and incompetent help in the stores, partly to the lack of suitable recreational facilities in the community, and partly to the fact that adults have less time to spend with children. It is well to remember in this connection that in England, children have stood bombing and hardships better than they have withstood the breaking up of home life due to the war. It is not uncommon to read of older boys being given penitentiary sentences or sent to Boy's Town because of repeated thefts of gasoline coupons. Boys, who have been accustomed to planning most of their recreation around the use of their cars and for whom nothing more exciting had been substituted by the community, may decide not to let the matter of gasoline rationing stand in the way of their pleasure. According to a fairly recent study, loafing, (probably in drugstores and pool rooms), is frankly given as the favorite pastime of about thirteen per-cent of the young men contacted.¹

The main problems of the average small community seem to be how to provide facilities for recreational activities and how to help each individual find the type of recreation

¹ Howard M. Bell, Youth Tell Their Story, p. 161.

best suited to his unique needs and interests.

In Wagoner, Oklahoma, a small group decided during the summer of 1943, to see what could be done about improving the community recreation situation. The author of this study was assigned the task of making a study of the literature on recreational programs and submitting to community leaders a summary with suggestions for future action. This assignment led to the analysis of philosophies of recreation, the factors tending to modify plans for recreation in this community, and recreational programs developed in other communities. From this study, conclusions and assumptions were developed and it is hoped that these will help in further development of the recreational program in this community.

THE PHILOSOPHY OF RECREATION IN HISTORICAL PERSPECTIVE

In line with changing customs and conditions, many philosophies of play and recreation have come and gone. The current educational concept of the value of recreation and of desirable types of leisure time activity have resulted from a gradual fusing of many earlier theories. At present, ideas of play throughout the world show definite similarity, even though they have differed greatly during the years.

Some form of play was apparently used by ancient peoples. Traces of play life have been found in drawings, paintings, crude sculpture, and toys. These suggest that the play was largely individualistic, spontaneous, unorganized, highly physical in nature, and often connected with the satisfying of hunger, thirst, and sex. Play also was related to waging war with wild animals or with human enemies and to crude rhythmic dances developed for ceremonials.

The first evidence of a systematic conception of play comes from the ancient Greeks. These people believed that play should be directed toward the definite end of preparing youth for military service. Prescribed activities for both boys and girls were designed to build strong bodies. The boys were forced to experience physical hardships as a training program for endurance, courage, and obedience. Plato advocated education through games and other play activities which would stress freedom of action and prepare youth for future occupations, including those of a military nature. He also advocated training in music lest mere

physical training might develop brutes. Similarly, the Romans believed in using play as a means of educating boys for military service. They required that boys enter into physical activities calling for skills which would enable them to become better fighters.

The Middle Ages reflected the militaristic theory of recreation in the feudal joustings, the dueling matches, and tournaments. In truth, the military concept of play has been used periodically throughout the centuries. Consistently, Germany and Japan have stressed as games many activities basic to and unique in the training of fighters. Moreover, since the World War 1, the United States and her allies have placed more emphasis upon combined military and recreational activities. The present military programs in this country include military drill, calisthenics, and athletics. So do many high school physical education programs affecting teen age boys and girls.

At about the same time that the military view of play first became important, the art point of view also developed. As has been suggested, play was considered an important part of the program for developing a well-rounded life among the Romans. From early childhood, Roman boys and girls had their attention directed upon play as a form of art. Without slighting physical activities, music, the dance, sculpture, painting, and philosophical "disputations" were stressed.

Unfortunately, in the Ancient World the excesses of play and corrupt spectacular entertainment soon resulted in unfavorable public reaction. During the Middle Ages the

disorganization of the political conditions also limited the quality of play so that organized play and all amusement traditionally came to be regarded as sinful. The church emphasized the evil factors in play because it turned men's ideas away from God, and human pleasure came to be associated with the next world rather than this present one. The Pilgrims and Puritans who helped found this country seem to have held the same point of view with regard to recreation, and signs of this belief persist in our present culture. Today, many people feel that time spent in recreation is "wasted".

Fortunately, during the Renaissance there was a general awakening of interest in athletics, music, dramatics, sculpture, painting, and dancing. Some educators of the late Renaissance felt that children should study the real things of life including how to play. In Germany, where the militaristic view was kept in mind, there developed an extensive program of gymnastics, and Germany became noted for the development of games and toys. England, in turn, developed sports which have become characteristic. The United States, however, developed a wide program of amusements and "spectator" sports, enabling a few to amass wealth by commercializing upon the need of mankind for recreation. Quite evidently, this trend has served to narrow the present choice of recreational interests and opportunities and to popularize the idea that recreation needs merely to amuse humans or to relax their nerves rather than to recreate their cultural and physical reserves.

As the philosophers have attempted to discover the place of play in the "good life", systematic theories of play have been developed. The first theories were largely biological in nature and are best expressed in the surplus energy theory developed by Shiller and Spencer. These men believed that play was the natural expression of surplus energy. Other closely related theories upheld the idea that play represented the activities of unused muscles and that when the overflow of energy reached a certain muscular pitch, the muscles tended to discharge the same. During the time this theory was prevalent, parents were apt to feel that play was unnecessary and that home life should focus upon work and plenty of it with little or no recreation. A slightly similar though different biological explanation for play was developed by Karl Groos. He believed play to be rooted in instincts and to be instinctive preparation for life; a belief found today among those who think that adults do not need recreation.

That play is an instinctive sort of activity was advocated also by those who accepted the psychological theory of its origin. Perhaps William James is most responsible for this idea. In effect, he strengthened the arguments in favor of the biological theory by supporting it on psychological grounds. In his "purposive" or "drive" theory he related instincts to fundamental appetites, desires, or inner urges of the organism. Slightly later, the psychologists developed the reflex or mechanistic theory and stressed the fact that instincts represented coordination of

reflexes. However, neither of these theories takes into consideration the fact that mankind is equipped to use his intellect purposively.

From these narrower theories came emphasis on play as a recreational device, and recreation was defined as play activity which tended to recreate the mind and/or the body. The term "re-create" was used to mean enjoyable activity supposed to give relief from stress and strain of life. This relaxation theory also had a social significance in that recreation was seen to afford a chance to release tensions which might otherwise produce maladjustments.

In contrast, the sociologists focused their interpretations of recreation upon group life. In effect, they thought that many recreational activities came from forces originating in group life and that group stimulation was necessary for the greater enjoyment of certain types of recreation. They felt that human wishes for new experiences, desire for recognition, and the desire to aid others were better satisfied by group than by individual recreational activity. One outgrowth of the sociological view of recreation appears in the present educational emphasis upon physical training for all rather than for a few physically fit students selected to represent the school. The sociologists may find support of their theory in the educational trends toward the extension of recreation to both rural and urban groups, toward providing recreational activity for all ages of persons, and toward offering recreational programs during the entire year. Forces originating in group life also

account for the growing recognition on the part of the community that it is more intelligent to support a community recreation program out of public funds than to depend upon financial grants from a few philanthropic persons.

In effect, at present, educators would seem to accept parts of two of the above theories. The one relates to man's need for relaxation, and the other to man's creative urges. The function stressed by the relaxation theory is one of "recreation" or the reparation of spiritual, physical, and mental ravages inflicted by the ordinary routine of life. This theory implies that we engage in recreation to forget work.

The creative function of recreation stresses the value of challenging the individual to use his leisure time deliberately to test his ability to express himself through cultural arts. Thus the person would enter into a certain recreational pursuit because of pleasure gained from the activity itself.

The above recreational philosophies and theories suggest that if the recreation program to be promoted in Wagoner, Oklahoma is to better the conditions of home life in the community, it must be characterized as follows. Opportunities should be provided for the encouragement of activities which tend both to relax the participants and to stimulate creative expression. Facilities should be provided for varying types of activity so that recreation can be enjoyed by individuals, specific age groups, family groups, or community groups. In other words, it should provide recreational activity for all ages throughout the entire year at a minimum cost to each

individual. Moreover, current theories of education suggest that the school and other educational organizations should be prominent in promoting and maintaining a progressively functional program for community recreation.

A SURVEY OF FACILITIES FOR RECREATION IN WAGONER, OKLAHOMA

Intelligent plans for any recreation program must of necessity be based upon an analysis of the situation of the community. For this reason, the writer undertook to make a study of the community facilities for recreation so that implications for a community recreation program might be drawn from knowledge of the local situation.

The conservative town of Wagoner, Oklahoma is located in the eastern part of the state. The 1940 census shows the town to have a population of 3,535 people, 566 of whom are colored. By 1943, the population of the town had reached approximately 5,000. This increase of almost 43% in the population was due to the moving in of workers from the Oklahoma Ordnance Works, a powder plant near Choteau, 19 miles distant; and from the Camp Gruber area south of Muskogee, 25 miles distant. The influx of population caused housing conditions to become acute. Rental prices skyrocketed to a high peak. The homes of permanent residents became crowded with renters and trailer houses appeared over-night in many backyards. While at the present time the trailers have disappeared and houses are less crowded, the population changes every few weeks.

Wagoner has three railway lines and good bus connections with near-by cities, but not many industries. In 1940, only 14 manufacturers were listed including the city power and light plant. Of the remaining, three owned cotton gins; five manufactured feed, grain, and meal; two had lumber or planing

mills; one each ran small establishments turning out printing and publishing, sheet metal, and brick and tile products.

Over half of the population of Wagoner County, of which Wagoner is the county seat, are farmers. The main crops are cotton, corn, spinach, and truck garden produce. Only small amounts of wheat and oats are grown, and but few farmers raise live-stock on an extensive scale. Most of them, however, own one or two cows and pigs and a few chickens. Farm tenancy is high in this county, and many tenant as well as owner operated farms have been neglected since the beginning of the war.

Community recreation facilities, never adequate, consist chiefly of two moving pictures and a park at the edge of town. The park has a swimming pool, a pavilion, rodeo grounds, swings, and out-of-doors fire places. There is a Carnegie Library and a community building located on town property, one tennis court on church property, and a baseball diamond and a football field both located on the school grounds.

Community youth organizations consist of Boy Scouts, Rainbow Girls, Rural 4-H clubs, school clubs, and church organizations. The lists of membership in these organizations, however, include only a small fraction of the youth population.

Before the war, car-riding seemed to be the most popular recreation and cars were owned by a large percentage of the town people. Much of the leisure time was spent in driving to near-by towns or to "honky-tonks". There was no

supervised play activity at the park and the facilities offered were not extensively utilized although the swimming pool was kept open during two or three summer months. Large groups of youth spent most of their leisure hours in the drug stores where time was wasted which could have been spent in planned worthwhile recreational activities. The Carnegie Library was never popular and was used largely by school children. The large fee charged for the use of the Community Building kept it from being used to any great extent. Erosion and weeds long since had made the one tennis court unsatisfactory and in 1943, no one could be found to operate the swimming pool and supervise its use.

The status of family recreation was about the same as that of the community. Few homes could boast of "rumpus rooms", of back yard courts, or indoor play equipment. In fact, going to the picture shows and car-riding made up the main leisure time activities of those who attempted to play. Even these were not participated in by many family groups. Few families had access at home to current books and magazines and very few enjoyed any creative craft work. Many, especially in the rural area, saw no need for planned recreation. They felt that there was enough work to take care of individual needs for activity and that going to town on Saturday, occasionally going to the picture show, and casually visiting their neighbors was recreation enough. The encouragement of musical and art talents was the exception rather than the rule.

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The status of family recreation was about the same as that of the community. Few homes could boast of "trunk rooms", of back yards courts, or indoor play equipment. In fact, going to the picture shows and car-riding made up the main leisure time activities of those who attempted to play. Even these were not participated in by many family groups. Few families had access at home to current books and magazines and very few enjoyed any creative craft work. Very especially in the rural areas, few had been for planned recreation. They felt that there was enough work to take care of individual needs for activity and that going to town on Saturday, occasionally going to the picture show, and casually visiting their neighbors was recreation enough. The absence of musical and art talents was the exception rather than the rule.

In pre-war days, the public schools encouraged some organized recreation in addition to training school teams in basketball, baseball, and football. The making available of supervised active sports and calisthenics to any student who chose to participate had been a step forward for this strictly football and basketball minded town. However, the very students who most needed active sports and corrective exercises seemed to be the ones who stayed in the study hall during their free periods. Opportunity was offered for training for and participation in the band, a girls' glee club, and elementary choruses. While the school band was of average size and the members were fairly enthusiastic about it, the girls' glee club was very small and not popular. The elementary school choruses, however, were traditionally good. No art training was offered above the sixth grade and the only chance to participate in dramatics came in connection with assemblies, grade school Parent Teacher Association programs, and Junior Class plays. The vocational agricultural and homemaking departments offered opportunities to develop hobbies and to experiment with such crafts as making farm and household articles of wood, repairing equipment, block-printing, making batiks, knitting, crocheting, stenciling, and embroidering.

Rural high school students, who arrived early and waited after school for the bus to make a second trip, had no alternative except to sit on the school yard lawn, loaf in town, or play baseball. No other opportunity was offered to them for play. Nor was there any playground equipment except

that needed for football, baseball, and softball for either elementary or high school students.

When, once a semester, class parties were held, very few of the students attended; and whenever opportunity was given for participation in active games, many of the students preferred to watch. Attempts to create opportunities for recreation in some cases had been dismal failures because of this lack of interest in participation. For example, at one party, folk games were played. One of the leaders, on noticing that a large group of students were not participating, asked if they would not like to play. The answer she received was, "No, we would rather watch". Since this group was composed of the less aggressive type of students, the leader suggested several games which would be more familiar to them and that they choose a game to play. But, her efforts were in vain. They still preferred to watch.

In short, before the war, the people of the community as a whole did not seem to sense any lack of opportunity or facilities for recreation although as shown by the above summary such opportunity was decidedly limited. However, with the advent of the defense workers, many of the local youth began to take up the refrain of the defense group; namely, that there was "nothing to do in Wagoner except go to the show". Some of the leading citizens also began to express opinions about the rising youth delinquency problem and the evident need for offering the young and the old better recreational facilities. The Superintendent of Schools had felt for some time that some community action

was imperative; so he appointed a committee and asked them to work on the problem in whatever manner the members believed best. This committee, composed of the grade school principal, two high school teachers, and a civic-minded community member, decided at their first meeting that all needed more information. So, the author was appointed to make a study of recreation in its relation to developing a community program for Wagoner.

This analysis of the pre-war community facilities for recreation in Wagoner, shows two theaters, a city park with a swimming pool, a few community youth organizations, a Carnegie Library, a Community Building, and a climate of opinion which limited church, home, and public school programs for the use of leisure time. This analysis also uncovered the fact that not only was the popular pre-war use of leisure time, (car-riding), curtailed by the effect of the war, but the complacency of the community with respect to recreation was threatened by the impact of strangers on community customs. Added to these factors, the relaxing of parental concern due to the business of war-work forced many boys and girls of school age to become prematurely self-directive.

In brief, there appears evidence of increase of juvenile delinquency, lack of recreational opportunity, and timidity of persons to enter into the available recreational activities. In other words, Wagoner seemed to need improved guidance in and facilities for more promising use of leisure time. It also revealed a readiness on the part of school administrators to extend the influence of the school in the

community through its attack upon the problem of providing an enriched recreational program.

STUDY OF COMMUNITY RECREATION PROGRAMS WITH
IMPLICATIONS FOR WAGONER

On the assumption that recreation programs already in operation in specific communities have features suggestive for the Wagoner committee, a study was made of selected recreation programs by the author before drafting a tentative plan for Wagoner, Oklahoma. Thirty-one of the reports read seemed applicable to the local situation. Each report was analyzed to discover the population of the town, the moving factor in stimulating the undertaking, the organization of the program, the plan for financing, the facilities provided, the activities made possible, and the variation in ages of the groups served.

These reports came largely from towns chosen for having characteristics in common with Wagoner, but the populations of the communities studied vary from 500 to 300,000.

In each report, the urge to improve the community recreation program was attributed to a specific person or to a specific group of persons sensing the need and possessing a sense of social responsibility strong enough to start "the ball rolling". Most frequently, the leaders of the movement were school officials - teachers, superintendents, principals, and members of the boards of education. Credit for bringing the problem into the open in the next highest number of instances goes to members of local recreation associations, municipal park commissioners, or an appointed director of recreation. In several communities, local study clubs, or

representatives of the Office of Civilian Defence, or such organizations of business men as the Chamber of Commerce and the City Council initiated the activity. In one case the directors of a foundation were responsible; while in another case a local pastor was the pioneer. In some few instances, the youth of the community started the movement by going to town or school authorities and asking for aid. While sponsorship varies, the predominant reason for starting or intensifying these programs appears to be a desire to provide recreation which will counteract juvenile delinquency.

The ways in which these persons went about organizing groups to put recreational programs into operation differed greatly. In many cases, school officials either appointed a community committee or asked for volunteers from the community to work out the plan to be used. Some of the school superintendents sent invitations to parents or to members of organizations to attend planning conferences and from these, committees were formed to plan accelerated programs. When these committees were composed largely of teachers and in-school youth, they worked chiefly to promote a better school program.

Frequently, where city recreation departments were already set up, all requests were referred to these departments. In some other towns, individual requests went to town officials. These, in turn, created recreation associations which operated through paid or voluntary members chosen from the civic organizations. Sometimes, committees of leading citizens, city councils, and youth associations were

presented with the task.

Financial problems naturally presented themselves in many situations and frequently were met through voluntary gifts and services, solicited subscriptions, appropriation of city funds, and donations of pieces of equipment and labor. Frequently, also, the cost of the program was kept down to a minimum by making use of school facilities. Some programs became partially self-supporting by charging the participants small fees for some of the activities or by selling refreshments at a profit.

No two programs offered exactly the same type of activity or possessed the same facilities for activities. The more fully developed programs called for a recreational center to be used by all age groups during the entire year. These centers made available a wide variety of leisure time pursuits. This variety included plans for "family nights" or recreation evenings, clubs, supervised play-ground activities, day-camps, organized teams for sports, and specified recreation centers or "teen towns".

In many communities, family night programs became the main leisure time activity rather than being merely a part of a more extensive program. Facilities for the typical family night included provisions for a progressive game room; a room for active sports such as basketball, table-tennis or badminton; a place for social dancing; and a room for storytelling or art-work for children. Most of the family-night programs were in charge of a leader who planned for and supervised the various events. He frequently had assistants,

each especially versed in specific activity. As a rule, the entire group met some time during the evening for singing, talks, or a short program of entertainment.

In contrast, in some communities each family night consisted of one definite activity. For instance, one night, outside games such as croquet or baseball might be played; another night, square-dancing or folk games; and another, community singing. These recreation nights were called "opportunity nights" in another specific instance.¹ The programs of these "opportunity nights" consisted of such activities as plays, musical entertainments, dances, skating parties, ice skating parties, snow trips, theater parties, stage production shows, banquets, fashion shows, and play nights. In one community a type of amateur hour program was held weekly.²

Several towns offered opportunity to join teams of organized sports. In one town, all persons desiring to participate in softball turned in their names to a specified person.³ Captains were elected and these in turn chose their teams. This organization continued during the summer and during the winter, the program called for a variety of indoor sports such as badminton, basketball, table-tennis,

¹ Clifton D. Boyack, "The Fourth 'R' of Recreation," Recreation, XXXVI (September, 1942), 339-340.

² Maurine V. Sharpe, "Successful Community Nights," Recreation, XXXVI (August, 1942), 293.

³ W. E. McCleery, "Recreation for Adults," Recreation, XXXVI (August, 1942), 289-290.

shuffle-board, and indoor horse-shoes.

The organization of clubs opened up new opportunities for recreation in many programs while other towns merely enriched the activities in clubs already organized. This club work often included the making of model airplanes, boats, automobiles, and tanks, and exploration into the different fields of art-craft work. Special interest clubs encouraged experimentation along the lines of radio, photography, dramatics, sewing, and cooking. Clubs with a patriotic purpose also were represented by first aid clubs, bond and stamp selling clubs, and "follow-the-war" clubs.

The improvement of playground facilities and the fostering of a wider variety of playground activities appeared to provide a focus of effort in many communities. The more developed playgrounds seem to include swings, teeter-totters, slides, tennis courts, baseball diamonds, lakes or swimming pools, equipment for outdoor cooking, picnic grounds, and frequently full time playground supervisors. Where supervision is provided, the supervisors plan schedules of activities to be presented for different age groups and carry out these schedules with the help of the necessary assistants. Under these conditions outdoor trips, nature study, story-telling, and social games proved popular.

Although recreation centers have been in use in a limited number of communities for years, at present, there appears a trend toward the organization of such centers in many towns. The better developed recreation centers include a floor for dancing with a bar for soft drinks and

refreshments and special rooms for one or more types of games, for crafts, for music, and for reading. In these club rooms, teen age boys and girls may dance, eat refreshments, talk, and enjoy table games more wholesomely than at "honky-tonks". Thus the "teen towns" answer youth's quest for companionship in a wholesome environment.⁴ Some schools have developed the community center in the school plant in order to make maximum use of the school facilities; to take care of before-school, noon, and after-school leisure time;⁵ and to acquire facilities for enriching in-class experiences. In one school, two periods a week were set aside in each grade for outdoor trips, craft projects in the center, and the planning of self-directed projects for leisure time.⁶

In brief, this analysis of selected current reports on community plans for recreation shows a trend toward providing opportunity for participation of all age groups in a wide variety of leisure time activities. However, the main emphasis seems to be placed upon challenging the teen age group to engage in more wholesome play.

A second apparent trend is the development of a leisure time program with a recreational center which supplies facilities for both supervised and free playground activity,

⁴ Marjorie G. Raish, "Teen Town," Recreation, XXXVIII (May, 1944), 83-85.

⁵ Paul Emerson, "You Can Do It, Too," Recreation, XXXVI (August, 1942), 295.

⁶ E. De Alton Partridge, "How One High School Trains for Living," Recreation, XXXV (April, 1941), 24-26.

and indoor as well as outdoor recreational pursuits. The facilities generally provide for exploring during the entire year of crafts, hobbies, games, sports, the arts, and the social graces. Such a program is instigated by civic-minded leaders and developed by recreational committees.

Another trend is to make the school the center of community life by centering the leisure of the community at school.

Probably the most hopeful trend which appears is that towards fuller realization on the part of community leaders that the provision of proper recreation programs is a community responsibility, the fulfillment of which will foster a society dedicated to the cherishing of national ideals.

Since Wagoner is not different from other communities, it naturally has many problems common with them. Therefore, implications for this specific community may be gleaned from these recordings of past and present leisure time programs.

As has already been implied in earlier chapters, the historical study⁷ of the philosophies of recreation throws light upon the current varying attitudes toward the purpose and place of recreation in balanced living. Traces of now obsolete theories and philosophies may be found even in the beliefs and attitudes of some people in Wagoner and some recreational activity in the community seems to be on the same plane as that of the individualistic, spontaneous, and unorganized play of earlier peoples.

⁷ Pages 6 to 12 of this study.

The attitudes and beliefs of others reflect the biological theories of play. For example, some influential citizens take the attitude that play is unnecessary because any surplus energy should be directed toward work rather than play. This seems to be a definite throw-back to the "surplus-energy" theory. Similarly, the idea that play is preparation for life is evidenced by those who argue that adults do not need recreation. Such belief accounts for the fact that certain individuals show a sense of guilt whenever they permit themselves to play. Laughingly, they may apologize for "reverting back to childhood by playing games".

A similar attitude closely related to the religious "blind-spots" of the founders of our country is the belief that all play is sinful. Although the passing of years has modified this point of view, it still accounts for much of the disapproval given indiscriminately to certain social activities. The most outstanding evidence of this is shown in the stand that many community members take in regard to dancing and the playing of card games.

Moreover, the community of Wagoner follows the national trend of using leisure time for commercial amusements and spectator sports. This trend is a direct outgrowth of the relaxation theory and carries the idea that recreation merely needs to amuse humans or to relax their nerves rather than to recreate their cultural and physical reserves. Some of the youth of the town claim to see at least six picture shows weekly. Those who are interested in public sports also fall into this class. Since most of the games are

competitive, only the best players participate actively, and the majority sit on the side-lines.

In contrast, some few people of the town accept more current and intelligent ideas about play and feel that it is the social responsibility of the community to see that a varied program of leisure time activities is provided for both rural and urban individuals of all ages during the entire year.

Undoubtedly the first step in achieving more adequate community facilities for the constructive use of leisure consists in coming to appreciate the origin of attitudes prone to block community progress in this respect. The second step may be guided initially by the review of current community recreation programs and the study of "leads" which they give for expansion of the recreation program in Wagoner. Since the programs analyzed in the preceding discussion were developed as a result of plural thinking on the part of various community groups, they naturally suggest ways and means applicable to the Wagoner situation.

The reports reviewed suggest not only that the public schools may be expected to take the initiative but that responsibility for the sponsorship of certain activities naturally falls upon the school. For instance, the Wagoner school has the same before-school, noon, and after-school leisure time problem as other communities, the Wagoner community has a need common with other communities for education in the wise use of leisure time, and the school curriculum lacks the enrichment that is made possible by having

multiple facilities available as do other community-school curricula.

The reports also suggest that a good plan for providing the development of a recreational program is that of selecting a leisure time council or committees for directing specific activities. To secure such a council, it seems practical to announce a meeting of persons interested in improving recreational opportunities and let this group select the necessary committees. Or, if preferred, committees may be appointed from different community organizations, or from one civic organization which will act as a sponsor. Furthermore, it has been suggested that the council or committees be representative of all groups for which the program is to be planned.

Also found in the reports is the suggestion that a variety of methods be used for obtaining financial assistance in communities, such as Wagoner, where no public funds are allocated for recreation. Money-raising schemes especially applicable to Wagoner are those which call for making extended use of school facilities; securing donations or the free use of community buildings, pieces of equipment, and/or labor; and charging a small fee for activities which involve expense. Also, the project in Wagoner may become partially self-supporting by putting it on a commercial basis. However, in the Wagoner schools, the selling of refreshments traditionally has been a privilege given exclusively to the junior class. Subscriptions could be solicited if necessary, but this does not seem feasible until after the program has

proved its worth. Moreover, the city may decide to appropriate some funds for a going leisure time program as has been the case in several other communities.

The reports suggest that plans for the expansion of activities, (including the purchase of the necessary facilities), be based upon providing the culturally desirable recreational opportunities most lacking in the community. They also promote the idea that a broad community program calls for a recreational center with facilities provided for "family-night" activities, special-interest clubs, supervised playgrounds, organized seasonal, weekly, and day camping, organized team sports, "teen town" activities, and enriched educational programs.

In review, the ideas which retard progress towards an adequate program for spending leisure time profitably in Wagoner seem to be that play is unnecessary when enough work is made available; that play belongs only in the child's life; that play is sinful; and that the function of play is only to amuse.

Leads for developing the program for Wagoner found in the reports reviewed are that the public schools take the initiative in sponsoring certain leisure time activities; that the school administrators appoint committees to develop the program; that a combination of methods of financing the program be used; and that a community center be organized and equipped with facilities for a variety of activities.

Operating on the basis of these leads, the administrators and faculty of the Wagoner Public Schools started

discussing and formulating plans for carrying out the school's responsibility for a community recreation program, hoping that the acts planned might eventually be an integral part of a well-planned and carefully organized community-wide recreation program.

RECREATIONAL PROGRAM IN THE WAGONER PUBLIC SCHOOLS

Due to increased interest created by present conditions and this study of recreational programs, school authorities began to see the needs already cited. While tentative plans for a community recreation program were in the making, the Wagoner Public Schools made a beginning by providing richer opportunity for student recreation. The committee, previously mentioned, decided to focus attention upon three projects during the 1943-44 school year; namely, the organization and promotion of Girl Scout troops; the formation of a "game library" to be used in connection with before-school, noon, and after-school recreation; and the improvement of the school library in such a way as to foster reading for the fun of it.

The superintendent and grade school principal requested help from the Regional Girl Scout office in starting a Girl Scout organization. Arrangements were made for a first meeting of every one interested. The publicity included an announcement of the plan at the regular meeting of the local Parent-Teachers Association and releases for the local newspaper. Also each student was requested to invite his parents, and the committee sent special invitations to certain influential community members.

At this first meeting, a Girl Scout representative from the regional office discussed the educational values in Girl Scouting and made suggestions for organizing initial groups in Wagoner. An executive board of adults was elected and

organized, and definite times for executive meetings of this group were specified. In due time, six troops from grades two through eight began their activities under the supervision of troop leaders and troop mothers. The troops became sufficiently enthusiastic to climax this first highly successful year with a four-day summer camp. Responsibility for the camp rested with the camp director, the local secretary of the Girl Scout organization, the troop leaders, and the "specialists" selected to lead various camp activities. Responsibilities were designated in the planning meetings and so divided that no one person was over-burdened. The camp director was responsible for planning the camp folders and schedules, for arranging the opening exercises and the general assemblies, for supplying the materials necessary for activities, for keeping the records, and approving and correlating plans for all supervised activities. The secretary was responsible for duplicating and issuing copies of the camp folders and schedules, for disseminating information and reporting for the newspaper, for making the necessary telephone calls, and for assisting the camp director as requested. Each troop leader was responsible for supervising the enrollment of her troop members, for assisting with all troop activities and for taking charge of her troop during the noon hour. The "specialists" took charge of the camp activities, which included craft work, nature study, music, original stunts, story telling, group games, and outdoor cooking.

The last day-camp was designated as visitors' day. Nature and art-craft work made during camp activities were exhibited, and samples of stunts, music, and story telling were given in the general assembly. Parents were so highly pleased with these results and with the pleasure expressed by the scouts that all persons concerned decided to plan for a similar camp for the following summer.

The homemaking teacher assumed responsibility for the second project, the "game library". Although the local organization of the Future Homemakers of Oklahoma sponsored the project, all students were invited to help. It was the intention of the group to provide play facilities through the "game library" for groups of school-youth during their before-school, noon, and after-school leisure time; for the use of students in connection with parties sponsored by the school; and for loaning to students for family or community play.

A preliminary general discussion of the possibilities in such a project during a regular meeting of the Future Homemakers resulted in the voluntary organization of committees to assume each of the following tasks: collecting books and pamphlets containing descriptions of suitable games and compiling a card file of directions for playing games; collecting game equipment and preparing it for use; making game equipment; and planning and putting into effect a system for lending the games.

The committee in charge of compiling game suggestions ferreted out games in several ways. One method used was to

ask each Future Homemaker to answer roll call by giving directions for playing her favorite game. These directions were read to the club and then presented in written form to the committee. Contests were also held, and simple prizes were offered for the best games for specific occasions; such as, an unusual out-door relay for boys about ten years of age. In addition, persons were interviewed for information regarding their favorite games and printed materials were scanned for suitable suggestions concerning the entertainment of groups.

The committee in charge of collecting game equipment called for volunteers to canvass certain sections of town for donations. In this way an ample supply of equipment was secured for such games as chinese checkers, dominoes, checkers, monopoly, and old maid.

The "game-making" committee had first to decide what games to make and then to search for suitable old materials which could be used. These materials were supplemented with the necessary new materials purchased from a fund built up by carrying out money-raising schemes devised by student groups. When the committee members were ready for action, they announced the time and place for making games and asked for volunteer helpers. This group made equipment for box hockey, table croquet, ring toss, clock-golf, indian club bowling, and table tennis.

The committee in charge of lending the games found suitable containers for each game, prepared sheets of playing instructions, and arranged shelving and schedules for the

volunteer librarians. These librarians negotiated the loans made and kept records of all play equipment.

The high school librarian instigated her own campaign relative to the third project; namely, popularizing the art of reading. In order to purchase a larger number of books, the library club sponsored a series of entertainers, whose programs included: a demonstration of glass-blowing, an exhibit and discussion of certain wild animals, musical entertainment with marimbas, a program of dances, an illustrated lecture on airplanes, and a lecture on war conditions in foreign countries. These programs were held during school time so that rural as well as urban students might have opportunity to attend. The cost was small and large numbers attended. This series not only provided funds for new books, but also enriched the cultural activity of the school

New books were selected both in terms of their potential appeal to all types of students and their contribution to the effort to provide a wide range of reading in acceptable literary form. Bulletin boards in the study hall were arranged with displays designed to stimulate interest in certain books. The librarian also gave individual and group guidance in the selection of reading materials.

From these small beginnings, several promising results soon became apparent. A fair percentage of the girls from second grade through the eighth grade took advantage of the Girl Scouting movement. The "game library" was built up to the extent that it proved its worth and the idea was accepted for the future. The main library files showed a considerable

increase in the number of books read per student.

Some more far-reaching trends also were apparent. Teachers of the system were placing more emphasis on the need for progressively enriching the use of leisure time. Students were reporting more success in getting parents to enter into leisure time activities. Community members were planning for future summer day-camps and supervised playgrounds.

IMPLICATIONS FOR THE CONTINUED DEVELOPMENT
OF A COMMUNITY RECREATION PROGRAM

As has been previously suggested, this study originated in an attempt to help formulate a long-time community recreation program for Wagoner, Oklahoma. The study was made at the request of the local public school administrators and the conclusions and implications which follow will be incorporated in a report to them, hoping that some parts of it may help them or others achieve a clearer understanding of the problems involved in building a socially-positive, permanent community leisure time program.

The study of recreational philosophies and theories supports the conclusion that the beneficial recreational plan provides opportunity both for relaxing the participant and stimulating his creative expression. At the same time, it discloses that certain attitudes toward play held-over from obsolete theories of recreation may prevent individuals from participating whole-heartedly in one or both of these phases of recreation. Also, the American trend toward spectator sports and commercial amusements has served to narrow recreational interests and opportunities and to popularize the idea that recreation needs merely to get one's mind off his worries. Furthermore, lack of participation in "re-creating" activities accounts for part of the indifference toward or lack of interest and imagination with respect to the constructive use of leisure.

The current trend in recreation is toward community provision for a wide variety of leisure time activities for

all ages and all groups of people throughout the entire year. Complementing this trend is the progressive acceptance on the part of the public schools of responsibility for promoting and maintaining a functional community recreational program.

The survey of facilities for recreation in Wagoner discloses that these facilities are decidedly limited, affording opportunity mainly for amusements or for activity of an unguided, individualistic nature. There appears also, evidence of timidity on the part of many to enter into the recreational activity now possible. Evidence, too, is found that many homes have failed to provide recreational facilities. This fact may account for some of the increase in the number of current cases of juvenile delinquency in this community. In brief, Wagoner obviously needs improved facilities for the more promising use of leisure time and provision for more effective supervising and guiding of the choices of the youth of Wagoner in this connection.

The study of recreation programs in other communities leads one to infer that at the present time many communities in the United States are attempting to provide certain recreational facilities which have educational worth but which are lacking in many of the homes in this country. While community provision is being made to challenge all ages, the main drive seems to be placed upon challenging the teen age group; and though many organizations are sponsoring community programs, the public schools are becoming increasingly prominent in promoting and maintaining these

programs. Educators would seem to have discovered that by developing a wide variety of recreational activities and by providing adequate facilities for the same, the school not only provides rich leisure time opportunity for community members, but enriches its own curriculum. Even where the program is school-sponsored, the formation of community recreation councils or committees seems desirable and increases the probability of permanency for the program. In fact, where community members donate time and labor to the undertaking, the project seems more likely to become "their own".

Review of the past and present leisure time programs in Wagoner makes it evident that an educational program is needed which will shatter consistently out-worn beliefs and modify attitudes fostered by these beliefs if family groups are to achieve a higher degree of satisfaction in home life. Certain attitudes toward play prevent many parents from enjoying the companionship of their children. These same attitudes prevent persons from receiving benefits from the relaxing and re-creating influences latent in recreational pursuits. The idea that play is sinful causes many of the youngsters to sneak away to "honky tonks" or to be deprived of the benefit and the pleasure of dancing. The idea that amusements are the only type of leisure time activity needed, also warrants educational attack.

Leads relative to better planning for improved leisure time activities in Wagoner are gleaned from this same review. They deal with the sponsorship of the program, the procedure of organization, the method of financing, and the choice of

facilities to be acquired, as well as the type of activity to be developed.

The sponsoring of the community recreation program by the public schools seems only natural. Moreover, the Superintendent of Schools has opportunity to become aware of the need for more adequate recreational facilities and to center the program in the school rather than build a community center to be operated and maintained separately, thus making for economy in the use of public funds.

Some person or group must take the lead in the matter of organization. If the recreational program is to be sponsored by the public schools, the superintendent or some staff member appointed by him should take the initiative in organization and the public should be informed of the plan. Publicity should include newspaper editorials, articles, and announcements; verbal announcements at meetings of civic organizations; discussions at school class meetings; and invitations conveyed to parents through students.

At the first meeting, short summaries should be given by selected students and adults explaining the need for a leisure time program and the immediate purpose of the organization. Then, if desired, a recreational council may be formed by calling for volunteers or by election so presented by the presiding officer that different groups and age levels are represented. Members of this council would decide on the recreational projects to be undertaken, arrange committees to direct these projects, and coordinate all activities relating to the same. It would, no doubt,

be wise to call for suggestions concerning the program from the group present and to compile a list of persons willing to help with different types of projects.

A fund for financing the program should be started soon after the initial attempt at organization. Since Wagoner has no public funds allocated for recreational activity, it may be necessary to use several methods of financing the program. Certainly the already existing school facilities and community property should be used to the fullest extent and these supplemented by securing donations of additional equipment and labor. It may be necessary to charge small fees for activities which involve expense and sponsor some commercial enterprises. If necessary, after the program has been started, subscriptions may be solicited. Also, in two or three years, the community should be willing to allocate city funds for this project.

It seems important that Wagoner achieve an enrichment of in-school or class activities and of school sponsored extra-curricular activities immediately. Playgrounds may be supervised and provision made for a recreation room in the school building. Moreover, the school can sponsor a community education program, and provide opportunity for "family nights". In order to focus attention upon recreational activity, the school curriculum should stress the cultural advantage in providing opportunity for worthwhile leisure activity for all persons. To accomplish this, the faculty may need to plan the general features to be included in the curriculum and then each teacher select aspects most

related to his subjects. For example, the English teacher may provide opportunity for developing reading as a leisure time activity; the science teacher may stress relaxing and recreative effects of recreation on physical and mental health; and the homemaking teacher may plan for the inclusion of activities which foster the enjoyment of recreation in the home.

Specific attempt should be made to popularize the musical organizations already in operation and to increase interest in group singing. Other special interest clubs could be formed to explore the possibility for fun in radio, photography, and dramatic clubs. Class and organization parties should be improved through more intensive planning and more sympathetic supervision.

The provision for more adequate playground facilities is one of the main points on which to focus attention. For the elementary group, swings, a small slide, and some type of climbing devices should be provided. On the high school side of the school grounds, the addition of at least two or three tennis courts would provide for such games as tennis, badminton, aerial darts, and volley-ball. Space should also be provided for horseshoe pitching and for a croquet court. Activities which need no special facilities but do need able leaders could be organized by members of Future Homemakers or adult students who have had some leadership training.

During the war, the committee in charge of providing for a varied program of playground activities will have to face the problem of finding a competent volunteer to act as playground

supervisor. But, when conditions again permit the employment of a physical education instructor, much of the responsibility should be assumed by him. Also, if a recreation council is formed, it should be able to raise enough money to hire a recreation supervisor for a part of the time; at least, during the coming summer.

It seems wise to center supervised summer play at the city park, since the swimming pool is located there, and to plan for a full summer program in the immediate future. The addition of small equipment for organized games, materials for certain crafts, supervision of nature hikes, and leaders for group singing and for story-telling would provide a fair variety of activities. In the future, day-camps similar to the one which was used for the Girl Scouts should be made available as a part of the playground program.

The recreation room in the public school should be scheduled to supplement and function simultaneously with playground activities in order to take care of the short periods of student leisure before-school, at noon, and after-school. It also should be used to enrich class activities and to house class or club parties and "family nights". A large room used for the school lunch program is now available, and with some donated time and labor on the part of students could be made into a nice recreation center. The students should help with details of the plan and with necessary rules for the use of this recreation room. The "game library", already described, should be used in connection with this project. When a larger room for active games is needed, the

high school gymnasium could be used. Also in time, the school may take an active role in so modifying public opinion that dances could be sponsored by the school.

Obviously, too, a community recreation program will not attain maximum success until citizens have been educated to the realization that family recreation is desirable and needed in Wagoner. The committee responsible for building the leisure time program could help the cause by sponsoring such activities as exhibits, newspaper articles, a recreation week and classes for training leaders.

"Family nights" should provide not only for education concerning recreation, but also for participation in recreational activities. Such activities might include indoor and outdoor games, group singing, forums, and amateur nights. The committee arranging these activities should make use of the facilities of the school and leaders who have been trained as a part of the education project.

The earlier description of the beginnings toward a recreational program made by the Wagoner Public Schools supports the following conclusions. When the school youth are given guidance and opportunity to participate in wholesome activities, they readily respond. Teachers should be encouraged to see needs and provide an increasingly richer in-school program of guidance for leisure time activity. Also, community members made aware of possibility for and benefit in similar attempts should be encouraged to start planning future home and community activities. In other words, the entire community should benefit from the enrichment of the

school leisure time program in Wagoner.

At present, the broader concept of education makes education for leisure time a normal function of the public schools. This is easily understood by those who believe that all phases of the educative effort must contribute to the one purpose of preparing young people to live successfully. Close correlation of formal learning experiences are so planned that they fit into everyday living. Not only the whole school can help to provide such learning experiences, but in his specific subject-matter area each teacher can see that his students actively participate in the community-wide recreation program.

Since the writer teaches homemaking in high school, it seems fitting that some reference be made to the implications of the conclusions reached on that area of subject-matter. Homemaking education designed to better home life and education for leisure time fuse at many points, and educators in each area deal in common with many aspects of living. In fact, there is an unlimited opportunity for correlation. For convenience, in discussing how both programs may be enriched by correlating activities, leisure time activities have been classified as organized games and sports, commercialized amusements, hiking and picnics, family fun, entertaining, hobbies, crafts, and cultural recreation.

Training in homemaking may encourage the individual to train for games and sports as a supplement to aspects of health normally emphasized in home economics classes. For instance, it may be demonstrated that the students who

practice such good food habits as eating suitable breakfasts, eating regular meals, and choosing food wisely appear to have more physical vigor as they participate in sports than those who practice poor habits. Conversely, it may be demonstrated that adequate physical exercise keeps the appetite sharpened so that food tastes better and eating gives more satisfaction. Likewise, the training that the homemaking student receives in preventing accidents and giving first aid treatment should help her not only to be a better member of the family group, but to be a better member of the athletic team. Then, too, the matters of clothing and personal grooming enter into both programs. The student may study suitable clothes for sports in homemaking class and experiment with different types while actually participating in activity. Similarly, she may study personal daintiness in homemaking class, while active games cause her to take even more care in her use of deodorants and of bathing.

Attending organized amusements such as picture shows and organized team sports is more fun when one feels sure his social conduct will be accepted. For example: the type of clothes to wear for a movie date; acceptable conduct in the theater; and such social customs as those relating to eating, talking, and showing enthusiasm are of common concern, and proper concept of the problems of etiquette involved should secure better conduct in all types of school and community entertainments. Basketball or football games not only offer opportunity for training in social conduct, but the concession stands often furnish practice in preparing and

serving certain foods. Homemaking students may also be taught to evaluate amusements in terms of balanced living and the weighing of values. Such problems relate to the frequency of attendance and the long-time benefits derived from attendance.

Picnics and hiking may give opportunity to learn outdoor cookery at the same time that one is learning how much fun a picnic can be. Practice can be had in solving such food problems as the choice and the amount of food to carry on picnics, how to pack these foods, how to cook them with out-door equipment, and how to serve them in a satisfactory way. The picnic also offers opportunity for study of the choice and care of sport clothing, first-aid, and picnic courtesy. School organizations planning hikes or picnics may receive help from homemaking students as well as the opportunity to work with these problems at first hand.

By correlating training for family fun in the homemaking classes with the scheduled "family nights" sponsored by the community recreation council, both programs may be strengthened. In the windows of downtown stores, students may set up exhibits offering suggestions for family fun. They may also write newspaper articles on similar or related subjects. They even may arrange and take charge of some of the "family night" programs. Taking home games borrowed from the game library may give them additional practice in furthering family fun or making a good showing in game contests staged on "family nights". Both programs may help the individual to develop a sense of responsibility toward having fun with his

family, improving relationships among family members, realizing the benefits of leisure time activity, and obtaining knowledge of a wide variety with respect to family recreation.

Entertaining at home, at school, and at community affairs offers many common opportunities for educative activities. When school or community banquets or parties are given, homemaking students may accept responsibility for part or all of the work. This includes the planning of the general set-up; the issuing of invitations; the planning and the making of room and table decorations; the planning, preparing, and serving of the food; the tendering of hospitality; and the planning of programs or games. What to wear to such functions and what rules of etiquette one must use are problems which may form the nucleus of class projects. The focusing of "home experiences" upon entertaining at home may encourage students to practice hostess responsibilities, to become familiar with a variety of schemes for entertaining at home, and to develop a reserve of materials to use for unexpected guests.

Hobbies related to homemaking may offer a wide variety of leisure time activity. Collecting or making scrapbooks of recipes, menus, interiors, fashions, or hair styles increase the knowledge and the interest in homemaking and also serve as a wholesome type of leisure time activity. Knitting, crocheting, making block prints, stenciling, and embroidering are among the handicrafts which serve as hobbies for many people and in turn may give esthetic satisfaction, amplify

the wardrobe, and beautify the home. Further interest in such hobbies is also developed through Girl Scouts or Arts and Crafts clubs.

The cultural recreations including music, art-work, dancing, and dramatics also offer opportunity for joint endeavor on the part of the recreation leaders and the homemaking teachers in a community. Music suitable for different types of home or community entertaining may be studied in homemaking classes. The school music organization may be called upon to prepare music for homemaking open-house, fashion show, or tea. Art-work focused upon place cards for banquets, or redecorating class rooms may be done by homemaking classes. Costume dances and dramatics may afford opportunity for costume designing and experience in pattern making. Study of interior decoration becomes more practical when students design stage settings and arrange interiors on the stage.

If family life is to be made more worthwhile for its own sake, homemaking skills rather than housekeeping skills must be emphasized. In such instance, training students to have fun at home becomes equally as important as training them to launder or sew. Helping young people to learn socially correct manners and customs when dating or attending a party seems as important as helping them to learn proper table etiquette. In other words, activities concentrated upon training for leisure time inevitably will be preparing young people to live more successfully and as they play knowledge essential to becoming socially acceptable becomes useful to them. This in turn will change mistaken attitudes

relative to recreation and build interest in a wider variety of activity.

The writer firmly believes that the possibilities here sighted for homemaking education are not unique for that one subject-matter area, but that similar correlations can be made between formal learning experiences and leisure time activities in all subject-matter areas. Both of these types of experiences are necessary and integral parts of the learning experiences of all individuals. For this reason continued effort will be given to interest others in community-wide recreation programs.

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SOURCES USED IN THE STUDY OF COMMUNITY

RECREATION PROGRAMS

California - - - - - Bakersfield
 Fresno
 Oakland (Community)
 Oakland (Golden Gate Junior High School)

Connecticut - - - - - West Hartford

Illinois - - - - - Marengo
 Oak Park
 Port Byron

Indiana - - - - - Columbus
 Indianapolis (Christian Park Center)
 Indianapolis (Northwestern Community
 Center)
 Sweetser

Kansas - - - - - Atchison
 Wichita

Massachusetts - - - - - Westboro

Michigan - - - - - Dowagiac
 Howell

Nebraska - - - - - Naponee

New Jersey - - - - - Milburn
 Montclair

New York - - - - - Hastings

Ohio - - - - - Lisbon
 Troy
 Yellow Springs

Pennsylvania - - - - - Bradford
 Grove City

Utah - - - - - Orem

Vermont - - - - - Barrie
 Brattleboro

Virginia - - - - - Lynchburg

Wisconsin - - - - - Sparta

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