AN ANALYSIS AND EVALUATION OF THE RECREATION
PROGRAM OF THE CALLISBURG PUBLIC
SCHOOL AND COMMUNITY

APPROVED:

Howard Burchett
Major Professor

Ole Johnston
Minor Professor

Walt Blum
Director of the Department of Education

Jack Johnson
Dean of the Graduate School
AN ANALYSIS AND EVALUATION OF THE RECREATION
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SCHOOL AND COMMUNITY

THESIS

Presented to the Graduate Council of the North Texas
State College in Partial Fulfillment
of the Requirements

For the Degree of

MASTER OF SCIENCE

By

Virgil L. Welch
Dexter, Texas

August, 1949

168676
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CHAPTER I

INTRODUCTION

Purpose of the Study

The purpose of this study is to analyze the recreation program of the Callisburg community in Cook County, Texas, to determine the extent to which it meets accepted standards for a community recreation program. Sound recreational policies for any given community are studied, and the extent to which the community has met these policies is investigated.

Limitations

The study will be limited to sound recreation policies and practices for any given community and for the Callisburg community in particular.

Source of Data

Sound recreation policies for a community are studied in professional literature in the field of recreation. The needs of the Callisburg community and its possibilities for recreation are studied from a personal survey of the community and from a questionnaire personally secured from the people of the community.

Methods of Procedure

The study is an outgrowth of a community program that
has gradually taken shape without following any settled plan or established procedure. The continued expansion of this program has made it necessary to make some organization to keep the activities from becoming confused or pointless. The first step in the study, then, was to see what other communities had done in the way of organized programs or what study had been made in the field. Professional literature was then studied in order to formulate some sound principles to be used as a base for an organization. A survey was made of the community, its people, their occupations, the facilities available for recreation, the needed facilities, and the types of recreation favored by the people at all socio-economic levels and at all ages. A plan for giving the community a sound recreation program is set up and outlined. A summary gives the main points of the subject as developed, presents the conclusions, and offers recommendations.

Related Studies

In the early history of the United States there was not much time or thought given to the problems of recreation. The early fathers and mothers were religious people and they favored six long days of work and a quiet Sabbath spent in religious work and thought. As the machine age brought new inventions and new labor-saving devices, more leisure time began to be available to the people. The growth of large
cities, the invention of the automobile, and the telegraph
and radio brought the people closer together and made it
possible for those who lived in a remote rural community to
go into the large cities for their recreation.

As the years passed, recreation became something of a
social problem and increasing attention was given to it in
the minds of the people and in the literature of the period.
It remained, however, for World War II to emphasize the need
for recreation and its possibilities in building and con-
serving citizenship. Meyer and Brightbill summarized the
part that recreation played in the following statement:

Recreation went to war. It served close to the
battle fronts, in the convalescent areas and rest
centers, on troop trains, ships and airplanes, in
training camps, in communities adjacent to encamp-
ments, in industrial centers geared to high power
and mass-production by war contracts, and in every
hamlet in the nation where people were working to
produce for war, learning the tactics of home de-
fense, and endeavoring to keep up a stable morale.
Recreation was an ally of every segment of the war
effort. It was accepted by all authorities from
the Commander in Chief to the block warden in every
neighborhood.¹

The need for recreation was so acute that a Division of
Recreation was organized by the Federal Government as a part
of the Office of Community War Services. This agency pub-
lished a small pamphlet in 1944 entitled, Some Sugges-
tions for Establishing a Community Recreation Program.² This

¹Harold D. Meyer and Charles K. Brightbill, Community
Recreation, pp. 17-18.

²Division of Recreation, Office of Community War Services,
Some Suggestions for Establishing a Community Recreation Pro-
gram, p. 12.
booklet contained suggested procedures for establishing municipal recreation systems. The statement was made that recreation programs, established for the war effort, had been found to be valuable in "bringing the people together and raising the quality of community life." For this reason, the booklet was written to help more communities plan recreation programs.

The first step, according to the Recreation Division, in developing a long-range recreation program is to make a study of community needs. There will be a need for discovering what services the community offers and which services require help in order to provide year-round recreation opportunities for people of all ages and interests. A guide sheet for making the survey was included in the book.

The second step was to assemble information on existing facilities and programs and learn what the leadership and financial requirements were for their maintenance and operation. All avenues for raising funds would need to be surveyed as well as resources of leadership, paid and volunteer.

The third step was listed as the planning of the development of the community recreation program. The sites for new centers, play areas, parks and so forth, should be determined in the light of present and future needs.

3Ibid., p. 1.
4Included in the Appendix of Study.
Other phases of the recreation program discussed by the Reconstruction Division were organization, leadership, financing, and the scope of the program. In the discussion on organization, the statement was made that "the foundation of a good recreation program is good organization." The success of the program could best be assured by "employing qualified leadership on a full-time, paid basis." The finance program will be determined by the recreation needs of the community and the community resources to meet the need. The scope of the community program, it was stated, should cover a wide range of activities for all age groups and both sexes.

In 1945, the Office of the Women's Foundation, in joint effort with the United Service Organizations, the Federal Security Agency, and National Community Chests and Councils, issued a report, The Road to Community Reorganization. The findings of this study are summarized as follows:

1. Four years of war have placed increased and serious pressure on the American family.

2. Returning veterans and their families require a quantity and quality of service and assistance which communities are not prepared to provide.

3. Dislocated war workers are equally in need of well-coordinated and well-planned services.

5 Division of Recreation, Community War Services, op. cit., p. 3.
6 Ibid., p. 4.
7 Ibid., p. 6.
4. The needs of children and youth are of vital importance to the future of the nation and demand attention which is not presently provided in many communities and states.

5. If we are to meet these problems in the spirit of democracy our fighting men have sacrificed to preserve, it is patent that far more effective organization and administration of community, state and federal services in education, health, recreation and welfare are immediately required.

6. The community furnishes the framework and climate within which the family lives and develops; it must therefore provide a healthy atmosphere and a well-organized network of public and private community services of the highest possible quality. In reaching this objective, it is essential that both state and federal leadership and cooperation be improved and strengthened.

The Committee recommended procedures for local communities, states, and the federal government. These will be studied more thoroughly in the chapter on guiding principles for a community program so will not be given here.

The Federal Security Agency made still another study in the field of community recreation in 1947, Community Recreation Comes of Age. Ten essentials of a public recreation system which form a sound foundation for an effective recreation program for a community are outlined. These will also be used later in the study and for that reason are not listed.

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CHAPTER II

A SOUND FOUNDATION UPON WHICH TO BASE A COMMUNITY RECREATION PROGRAM

Purpose of the Chapter

The purpose of this chapter is to make a review of recent literature in the field of recreation to determine a sound foundation upon which to build a community recreation program. While principles will be studied that are basic to all types of recreation programs, special emphasis will be placed on a recreation program for a rural community.

Need for Recreation in Rural Areas

The play instinct is one of the dominant inherited traits, and is present in all people. It has been the factor underlying the festivals in the cities of the ancient world, it is back of the Olympian games, and is the motivating factor in the great athletic contests of the present time. People like to play, to find relaxation from their work in some form of entertainment.

Country people are no different from the city people in a desire for entertainment and recreation. People enjoy play most, though, when they have time to play; if there is work that has to be done, the play must be omitted. The hours of labor on the farm are often from sun-up to sun-down,
and all members of the family have their work. The invention of labor-saving machinery, the mechanization of the farms, and improved means of transportation have all worked together to give the country man and his family leisure time. A need has arisen for wholesome recreation to fill this time.

The argument might be made that the building of good highways that make access to the large cities easy and rapid answers the question concerning rural recreation. Meyer and Brightbill, in a recent study of community recreation, disagree with this theory. They say:

The community is the focal point of organized recreation. The first and paramount responsibility for recreation rests in the local community. It is here that recreation under governmental, voluntary, industrial, or commercial auspices takes its roots. It is in the town, city, and county that organized recreation is most closely associated with the people. The emphasis is on community generosity, and initiative, community planning and organization, and community action.¹

Participating in the planning and carrying out of the recreation program, according to Meyer and Brightbill, is a part of the value of the program. The rural family may get into their automobile, drive into the city, attend some recreational meeting, and return to their farm home, but some of the worth of the recreation is lost if the family derives nothing more than individual pleasure from the trip. Recreation is something more than a good time; it is "a major social, cultural, educational, physical and moral essential

¹Meyer and Brightbill, op. cit., p. vii.
in the daily lives of children, youth, and adults."\(^2\) It contributes to building sound physical and mental health, to the making of democratic citizens, to reducing crime and delinquency, and to the development of vocational interests. In the community, organized recreation can make entire communities more attractive and more desirable to live in, and can improve the living conditions in almost every phase of daily life. "In no other activity are the potentialities for good or evil so pronounced as in that phase of living related to the leisure time of people."\(^3\)

Meeting together at regular intervals, playing together, and picnicking together will not achieve the maximum benefits possible from a recreation program. Successful recreation programs are those which plan, organize, and conduct their programs carefully. Any program, to be successful, must have a purpose, organization, some means of support, and organized leadership. This is true of recreation the same as it is for any business enterprise. A successful recreation program must have a strong foundation.

*Principles Underlying a Successful Recreation Program*

Within recent years, much study has been made by government agencies in the field of recreation. The years of the depression forcibly called the attention of the government to the need for it, and the war years deepened the sense of

\(^2\)Ibid. \(^3\)Ibid.
need. Out of that need has grown several studies which state the principles on which a sound recreation program should be based. A recreation platform was adopted by three leading organizations in the field of recreation and it contained the following principles:

1. A program of recreation should be provided in every community, rural and urban; and for all people, children, youth and adults.
2. Opportunities and programs for recreation should be available twelve months of the year.
3. The program of recreation should be planned to meet the interests and needs of individual groups.
4. Education for the "worthy use" of leisure in homes, schools and other community institutions is essential.
5. Community planning for leisure requires cooperative action of public and voluntary agencies including civic, patriotic, religious, social, and other groups which have recreation interests and resources.
6. A recreation plan for the community should result in the fullest use of all resources and be integrated with long-range planning for all other community services.
7. Wherever possible, federal, state, and local agencies should correlate their plans for the planning, acquisition, and use of recreation facilities.
8. Recreation facilities, public and private, should be planned on a neighborhood, district, and regional basis to provide the maximum opportunities and services for all age groups.
9. Local planning boards, recreation commissions, boards of education, and park boards should cooperate in long range planning for the acquisition, development, and use of recreation facilities.
10. Schools should serve, as adequately as possible, the education-recreation needs of pupils and be planned so that they will be efficient centers for community use.
11. Parks should be planned, wherever possible, to include facilities for sports, games, and other recreation activities which are suitable for children, youth, and adults.
12. Recreation personnel should have professional training and personal qualifications suited to their specific services.
13. Civil service and/or state certification procedures should be adopted to insure the employment in public recreation programs.

14. Each agency, organization or group which has recreation functions and facilities should employ an adequate staff of qualified personnel to meet its share of community needs.

15. Professional associations and societies on national, state, and local levels should cooperate in establishing and improving professional standards and in achieving the objectives of recreation.

16. Every state should create necessary and appropriate enabling legislation which permits every community to plan, finance, and administer an adequate public recreation program.

17. Public recreation programs should be financed by tax funds under a department of the local government.

18. Adequate financial support for the recreation services rendered by voluntary agencies should be provided by contributions.

19. A fundamental and continuing obligation of all responsible agencies is to develop a public awareness of the social significance of recreation by interpreting its needs, services, and opportunities.

20. Recreation services, actual and potential, should be evaluated, continuously in terms of their community life.4

The Recreation Panel of the Attorney General's National Conference has the following to say on the principles basic to a well-operated community recreation program:

1. Recreation is a vital and significant segment of living and is essential in a democratic society. It is a positive social force in the lives of everyone, particularly young people.

2. Recreation is a primary responsibility of every community and must be adequately provided to meet the needs of all youth, regardless of race, creed, or economic status.

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3. Recreation must receive major attention in planning for the conservation and development of youth and in the prevention and control of delinquency. Recreation cuts across so many fields of organization, and involves the cultural, social, physical, and moral welfare of so many people, that basic provision for its promotion is unescapably governmental. Governmental machinery for recreation at every level—local, state, and federal—must be provided if all recreation needs are to be met.

4. Community recreation means the mobilization and use of all resources, human, physical, and fiscal; public, private, and commercial.

5. To produce maximum results, youth recreation service must be carefully planned and coordinated.

6. Essential to community recreation programs for youth are: (1) broad, basic legislation; (2) adequate funds to establish and operate programs and services; (3) a wide range of indoor and outdoor recreation facilities and areas; and (4) competent, trained, and well-paid profession leadership as well as capable trained volunteers.

7. Youth must have a large part not only in the planning of recreation services but also in the role of leadership. Young people are entitled to both share and lead in a democratic society.

8. Recreation has a contribution to make under those conditions which require 'social treatment' of individuals and groups.5

Meyer and Brightbill list the following principles which they consider essential to a sound recreation program:

1. Anything and everything that is done should have its base in the community.

2. There should be ample recreational opportunity for all people—children, youth, and adults in all economic and social strata; (1) the talents of people and the natural resources of the community should be used to the fullest extent.

3. The program should function through all types of agencies, public, private, and commercial.

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5. Recreation should be recognized as an essential force in the life of the people for what it contributes to social well-being.\(^6\)

These principles of Meyer's and Brightbill's effectively state in concise form the essence of those prepared by the other organizations. They are offered as the base selected here for a recreation program.

Procedures Recommended for Administering a Successful Recreation Program

There are a number of recommended procedures for achieving the desired results of a recreation program. The National Recreation Division recommends planning as the first major essential of a recreation program. The statement was made that it did not matter who the leaders in this planning are:

They may be individuals concerned with the welfare of school children; they may be leaders in the recreation department; they may be the board of education, church workers, or representative of social and welfare agencies. They may be the cops, the merchants, or the chambers of commerce. The main thing is that whoever starts the movement must see that it becomes community-wide—that it includes such groups as those mentioned above and any other youth serving organizations that exist in the community.\(^7\)

Enlisting the support of the community for the program is thus the first step recommended in organizing a recreation program. Planning involves a survey of the recreation needs of the area, and this in turn calls for the appointment of a

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\(^6\)Meyer and Brightbill, op. cit., p. 23.

\(^7\)National Recreation Division, Teen Trouble, p. 13.
committee. Meyer and Brightbill list this committee as the spearhead for the study. It should be representative of all the groups in the community, should have both professional and lay members, and provide for participation of all members in the project. In the case of a proposed plan for recreation, the National Division of Recreation recommends that the survey include a study of the area, analysis of the population, study of existing facilities, and a study of the needs of the people as expressed by themselves. Conferences and meetings, inspections, and personal interviews are recommended. An inventory of the facilities and the apparent needs is not enough on which to base a program—if funds and time permit, a public opinion poll should be taken. Care is necessary, however, in taking a poll of public opinion; the questions must be phrased carefully, and the interviewer should be trained and tactful. Human behavior is a queer thing, and a poll, unless scientifically prepared and carried out, might be a hindrance instead of a help. Community support and cooperation are desired above a lot of other information.

The reports and records developed in the study are an excellent source of essential data. They show weaknesses and strength, reflect policies and administrative shortcomings, and lack of coordination. A review of these records is valuable in studying the needs of the community.

\[\text{Meyer and Brightbill, op. cit., p. 292.}\]
A novel approach to the study of community needs is a list of "don'ts" instead of "musts" compiled by the Group Work Council of Cleveland, Ohio, Welfare Federation:

**IF WE WERE DETERMINED TO IMPROVE COMMUNITY RECREATION IN OUR TOWN WE WOULD**

1. Not start without first knowing what we had and what we needed.
2. Not forget to pool our resources and overlook the importance of working cooperatively in all groups.
3. Not try to spend public money without being acquainted with the legal possibilities and restrictions.
4. Not expect to get very far without definite responsibility being placed in some department of local government.
5. Not be satisfied with anything less than the use of all facilities under the jurisdiction of any department consistent with their original purposes.
6. Not be satisfied with contributions from other public budgets, but insist on a definite, adequate amount of public funds earmarked for community recreation.
7. Not depend on charges, fees, or contributions as the main source of financial support.
8. Not think of publicizing the work only a week before budget hearings or appeal for financial support.
10. Not leave the impression that the program is mainly for children or families of low income.
11. Not rest the case of recreation on keeping people out of trouble.
12. Not be afraid of wholesome commercial recreation.
13. Not expect young people to receive their education in a million dollar school and their recreation in a barn.
14. Not operate wading and swimming pools unless the water were fit to drink.
15. Not employ Sam Jones as a recreation leader because he can throw an inshoot, nor his cousin because he was a college half-back, nor the girl down the street whose sole qualification is that she "just loves" to take care of children.
16. Not build elaborate fixtures for a two weeks season.  
If the recreation program for a community is based on the opinions developed in the literature, the following criteria may be set up as a sound base on which to build:

1. All the activities should have their base in the community.

2. There should be recreational opportunities for all the people in the community; children, youth, and adults.

3. All groups in the community should cooperate in the program.

4. Recreation should be recognized as an essential factor in the daily lives of the people.

5. The recreation program should be the result of careful planning.

6. A survey of the needs of the community and the facilities available should be made.

7. The program should have an efficient organization and trained leadership.

8. There should be adequate financial support for the recreation program.

9. The recreation program should not exceed the ability of the community to pay for it.

10. The rights of all the people should be considered in carrying out the program.

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9 Group Work Council, Cleveland, Ohio, Recommended Revision of Purpose and Function, p. 1-2.
11. The facilities for recreation should be adequate for the expressed needs of the community.
CHAPTER III

A SURVEY OF THE RECREATION PROGRAM AND THE
GALLISBURG COMMUNITY

Purpose of the Chapter

The purpose of this chapter is to survey the present recreation program of the Gallsburg community to determine the extent to which it is based on sound principles and to make recommendations for improving the program for the future.

Description of the Area

The Gallsburg district is located in the northeastern part of Cooke County, Texas. It is in the sandy "cross-timber" belt, and much of the land is eroded and unfit for cultivation. A large percentage of the land is covered by scrub-oak timber. Farming is the chief industry, and the main crops are peanuts, negari, cotton, corn, sweet potatoes, watermelons, berries, and fruits.

Until approximately fifteen years ago, the Gallsburg school district was very poor financially, having more scholastics than dollars. The discovery of oil in the district has raised the evaluation until it approximates $4,000,000.00 at the present time. A tax rate of $.10 on
Each $100 valuation gives the district at present a good income. The district has no bonded indebtedness.

The majority of the people living in the district are farmers, but there are a number of oil employees such as pumpers, gaugers, mechanics, electricians, maintenance men, and supervisors. These workers, as a usual rule, are progressive in their ways of thought, and are quicker to approve new methods than the more conservative rural people. Oil field work, though, is transient in nature and many of the oil field employees fail to participate in community activities because of lack of tenure in location.

Callisburg has some environmental factors peculiar to the community. The community adjoins the State of Oklahoma on the northern boundary and Red River is the boundary line. Cooke County, Texas, in which Callisburg school is located, does not permit the sale of liquor. Callisburg school district, therefore, is in what is known as a "dry" area—has no saloons or bars. The adjacent territory in Oklahoma permits the sale of liquor, and a number of establishments selling liquor are located just across the state line. The proprietors have provided dance floors, "juke" boxes, tables and bars to serve their customers. These establishments are not considered wholesome recreation for either adult people or especially the 'teen age group'. A number of serious automobile accidents have resulted in which drinking has been a factor. Callisburg community, if it wishes to keep its
young people from patronizing this type of recreation, must provide some wholesome, interesting amusement in the local community. The problem is a challenging one.

Description of the Callisburg School Plant and Program

The Callisburg School is an accredited ten-grade school, and has two years of high school work. The upper two grades are sent to Gainesville by bus. The present school campus contains seven acres. Besides the six-room school-house, there is a bus shed for five buses, a shop for the vocational agriculture class, a janitor's house, a building for the homemaking laboratory and the school's lunchroom, and the auditorium-gymnasium. Camp Kowze, one of the large military installations built during World War II, was near the district, and after the camp was closed much building material was available at small cost to schools. The Callisburg district bought a recreation building from the war surplus administration for $600, dismantled it, moved it, and reconstructed it on the school ground. This building is approximately 90 feet by 125 feet. It has a large hardwood floor which has been sanded down for a basketball court. The building has a combination auditorium-gymnasium arrangement with folding chairs to accommodate a large audience. The stage has been equipped with curtains and equipment by the Parent-Teacher Association at a cost of approximately $900. The gymnasium has locker rooms for boys and girls
with modern rest rooms and showers. The Parent-Teacher Association has a modern concession stand built in the gymnasium to furnish various refreshments.

The last scholastic census showed 216 scholastics. The enrollment averages 165, and the average daily attendance for 1948-49 was 143 plus. The school faculty is made up of eight teachers. There is a full-time janitor who has a house furnished and lives on the school premises. There are five buses and drivers who take care of the transportation of all the children. About two miles north of the school, the district owns a heavily wooded tract of fifteen acres. A consolidation attempt several years ago resulted in the purchase of the tract. Failure of the consolidation move left the land in the hands of the district. It is a potential site for a recreation park that would serve a wide area.

Lack of high school scholastics is a major drawback to the school. There are approximately twenty-five high school pupils and 140 elementary pupils. The district is now faced with the dilemma of having too few pupils to meet the requirement placing thirty pupils as a minimum for an accredited two-year high school. There are four relatively well-to-do school districts bordering Callisburg which could add their high school pupils to those of Callisburg and a four year high school with sixty or more pupils be formed. Several attempts have been made at forming such a district, but such consolidations have not been affected.
The subjects taught at the present time in high school are as follows:

- English, I and II
- General Mathematics
- Algebra I
- General Science
- Biology
- World History
- Homemaking I and II
- Typing
- Physical education and Health

The physical education program of the school is stressed. Each grade has a scheduled physical training period with an instructor during the day. The physical training program includes such games as basketball, volleyball, softball, boxing, skating, tennis, and organized games such as folk dances which are directed.

The school has bought 175 pairs of skates of various sizes for use of the school children. These skates use hard-wood or plastic wheels to prevent scarring or defacing the gymnasium floor. The school has a Stromberg-Carlson public address system with two "speakers" and three microphones which make it possible for small children to be heard in their programs. The school uses a combination record-player-radio for skating, folk games, and school-of-the-air as well as important events in the current events program. For visual education, the school has a 16mm movie projector which is used by all teachers as well as a 35mm projector for slides and film-strips. The school has a scheduled period of an hour and a half to two hours per week for
educational films pertaining to the various subjects selected by the different teachers. All pupils see the films suitable to their age level in joint assembly. Any teacher can show any film privately to her class as she desires.

In the office of the school, a typewriter and adding machine are available for use. The school has a liquid duplicator machine which is used often by all teachers for art, seatwork, and for examinations. A modern sanitary first-aid room is well equipped with supplies and medicines for ordinary simple injuries of the students. Teachers, trained in first aid, are available for administering it.

The classrooms are equipped with lavatories and drinking fountains. Each classroom has a sixteen inch oscillating fan to use during the hot weather. The school heats with butane radiators.

Recreation Program of the School

The facilities of the school, it has been shown, provide for a varied program for the pupils. Twenty-five years ago the plant was nothing but a two-room schoolhouse and there were no facilities for any community program except to provide a meeting place. The skating rink, especially, has proved to be very attractive to the teen-age group. Skating parties began to be held in the evenings. The pictures shown during the school hours were discussed in the homes, and some of the parents requested permission to see some of the shows.
Arrangements were made to have night gatherings every other week where pictures would be shown to the community. The school softball games and other athletic events drew many spectators other than the school pupils.

Almost overnight and without too much planning or organizing, a full-fledged community program has developed. The ample funds that the oil revenue has brought into the district has made it possible for the school board to bear the expense of the program. This board, cognizant of the unwholesome nearby recreation, has felt that wholesome recreation is an excellent investment. The words of the principal of the school illustrate the situation:

The Callisburg school board has considered it a good investment to offer the best recreation program possible with the funds available. Not only do the young people enjoy the activities, but the very young and the old as well. During a recent softball game held on the newly light field, there has been counted over 400 men, women, and children from this community and others. By organizing four teams of softball players and arranging a schedule, there are sixty-five men and boys playing together two and three nights a week. In addition, the school boys and girls have games with neighboring school teams. Boys who thought they were 'too old' for such cavorting, find they still enjoy playing ball like a 'kid' again. There are older people coming out to watch these games who are rarely seen anywhere except at church on Sundays. The summer activities which are proving the most popular are softball, skating, and open-air movies. Good crowds are coming out. At present, free-will offerings from the participants plus help from the school board has provided equipment, lights, and other miscellaneous needs. If such a program will help our community to become a friendlier place in which to live with tolerance and respect for our neighbors, it is time and money well spent. If we can save one boy or girl from an untimely
death or accident, that will be well worth the price, not to mention the good coming from boys and girls associating in a friendly surrounding or engaging in interesting and wholesome activities.¹

The scope of the program, however, has proved very taxing on the school principal. As the leader of his school community, he has taken an active part in the recreation program and has given his time freely. Programs of some kind every night, though, require a great deal of his otherwise free time. Then, too, a need for planning and organizing the recreation program in order to make it more functional in meeting the recreational needs of the community has arisen. To this end, much study has been directed.

The principal of the school has met with his school board. He has discussed the problem with it. He has discussed it with his teachers who have also been donating much of their time to supervision of recreational activities. Members of the community have been asked to state their viewpoints.

The result has been the employment of a full-time recreation director for the community. The young man chosen is the physical education instructor in the school, and he has been working in helping to administer the program. He will receive $100 a month for his work during the summer vacation. During the school session, he will work in the evenings and during the summer will give his entire time to the program.

¹Interview with Virgil L. Welsh, Principal, Callisbury School.
One of the first actions of the new director of recreation for the Callisburg community was development of a plan for an expanded program. Members of the school board and other leading citizens of the community were asked to advise with him and the school principal. The principles on which they worked were as follows: all action must stem from the community; the needs of all persons, children, youth, and adults should be considered; and the recreation should be wholesome and suited to the socio-economic level of the neighborhood.

In order to find out what the community wanted, what it liked, and what it thought of the recreation program, a survey was made of the community. Attention was given to the different age groups, occupations, physical handicaps, if any, approximate number of leisure hours per week for recreation, preference in games, in programs, and attitudes toward the school sponsoring a recreation program.

The total number of families in the district is 140. In 10% of these families there are children, and in thirty-six there are none. In order to get a representative sampling from these families, forty of the ones with children and fourteen without children were interviewed.

Table 1 gives the age groups found in these families.
TABLE 1

DISTRIBUTION OF AGES IN FAMILIES INTERVIEWED
IN THE GALLISBURG COMMUNITY

<table>
<thead>
<tr>
<th>Age-Group</th>
<th>Number of People</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 to 11 years</td>
<td>39</td>
<td>21.67</td>
</tr>
<tr>
<td>12 to 13 years</td>
<td>34</td>
<td>18.87</td>
</tr>
<tr>
<td>19 to 49 years</td>
<td>87</td>
<td>48.33</td>
</tr>
<tr>
<td>50 and over</td>
<td>20</td>
<td>11.11</td>
</tr>
</tbody>
</table>

Almost fifty per cent of the people interviewed, it is shown in Table 1, were in the age group of nineteen to forty-nine years. Eleven per cent of them were over fifty years of age, and 21.67 per cent were under twelve. If the community meets the recreation needs of all of these people, the program must be varied.

The occupation of the families interviewed in the Gallisburg community is given in Table 2.

TABLE 2

OCCUPATIONS OF THE HEADS OF FAMILIES IN THE GALLISBURG COMMUNITY

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Number of Families</th>
<th>Per Cent of Families</th>
</tr>
</thead>
<tbody>
<tr>
<td>Farming</td>
<td>23</td>
<td>42.60</td>
</tr>
<tr>
<td>Oil Field</td>
<td>3</td>
<td>14.82</td>
</tr>
<tr>
<td>Public Work</td>
<td>5</td>
<td>9.26</td>
</tr>
<tr>
<td>Trucking</td>
<td>2</td>
<td>3.70</td>
</tr>
<tr>
<td>Dairying</td>
<td>2</td>
<td>3.70</td>
</tr>
<tr>
<td>Merchandising</td>
<td>2</td>
<td>3.70</td>
</tr>
<tr>
<td>Teaching</td>
<td>2</td>
<td>3.70</td>
</tr>
<tr>
<td>Machinist</td>
<td>2</td>
<td>3.70</td>
</tr>
<tr>
<td>Mechanic</td>
<td>2</td>
<td>3.70</td>
</tr>
<tr>
<td>Filling Station</td>
<td>1</td>
<td>1.85</td>
</tr>
<tr>
<td>Janitor</td>
<td>1</td>
<td>1.85</td>
</tr>
<tr>
<td>Cattle Trading</td>
<td>1</td>
<td>1.85</td>
</tr>
<tr>
<td>Carpenter</td>
<td>3</td>
<td>5.56</td>
</tr>
</tbody>
</table>
Almost fifty per cent of the families interviewed, it is indicated in Table 2, were farmers. Three other occupations, truckers, dairymen, and cattle traders, are very closely related to farming. The preponderance of the community, therefore, is the farming element.

Table 3 presents the type of games that the interviewed families preferred. These questions were asked on a family basis and not on individual members.

**TABLE 3**

**TYPES OF GAMES PREFERRED BY THE FAMILIES INTERVIEWED IN THE CALLISBURG COMMUNITY AND THE PER CENT OF FAMILIES RANKING THE GAMES EXCELLENT, FAIR, AND POOR**

<table>
<thead>
<tr>
<th>Game</th>
<th>Ratings Accorded Games and Per Centage of Families Rating Them</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Excellent</td>
</tr>
<tr>
<td>Basketball</td>
<td>36</td>
</tr>
<tr>
<td>Softball</td>
<td>38</td>
</tr>
<tr>
<td>Volley ball</td>
<td>20</td>
</tr>
<tr>
<td>Tennis</td>
<td>4</td>
</tr>
<tr>
<td>Croquet</td>
<td>13</td>
</tr>
<tr>
<td>Skating</td>
<td>38</td>
</tr>
<tr>
<td>Dominoes</td>
<td>31</td>
</tr>
<tr>
<td>Bridge and card games</td>
<td>3</td>
</tr>
<tr>
<td>Folk dance</td>
<td>9</td>
</tr>
<tr>
<td>Ping-pong</td>
<td>4</td>
</tr>
<tr>
<td>Chess-checkers</td>
<td>8</td>
</tr>
</tbody>
</table>

Skating and softball, as indicated in Table 3, are the games most preferred by the families interviewed in the
Callisburg community. Basketball and dominoes are second in choice. Ping-pong has a higher percentage of "poor" ratings than any other game, while tennis, card games, croquet, and folk dances all received a high percentage of "poor" ratings. The type of entertainment preferred by the families is given in Table 4.

Table 4

Types of entertainment preferred by the families interviewed in the Callisburg community and the percentage of families preferring the type

<table>
<thead>
<tr>
<th>Type of Entertainment</th>
<th>Ratings Accorded Types of Entertainment and Per Cent of Families Rating It</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Excellent</td>
</tr>
<tr>
<td>Movies</td>
<td>47</td>
</tr>
<tr>
<td>Dramatics</td>
<td>50</td>
</tr>
<tr>
<td>Lectures</td>
<td>4</td>
</tr>
<tr>
<td>Musicals</td>
<td>40</td>
</tr>
<tr>
<td>Operettas</td>
<td>7</td>
</tr>
<tr>
<td>Stunt shows</td>
<td>14</td>
</tr>
</tbody>
</table>

In planning the recreation program for the Callisburg community, one type of entertainment, if the selection is made on the basis of ratings presented in Table 4, will not be chosen. That type is lectures. Dramatics received the highest percentage of "excellent" ratings and the motion picture and musicals had high percentages of these favorable ratings. Operettas had a high percentage of "poor" ratings.
The data may be interpreted to mean that the community liked to attend the picture show, dramatic plays, or musicals, but had little interest in other types of entertainment.

The time available for recreation is another important element in planning a recreation program for a farm community. Table 5 gives the amount of time available per week, by seasons, for recreation of the families interviewed in the Callisburg community.

**TABLE 5**

THE TIME AVAILABLE PER WEEK, BY SEASONS, FOR RECREATION OF THE FAMILIES INTERVIEWED IN THE CALLISBURG COMMUNITY

<table>
<thead>
<tr>
<th>Number of Hours</th>
<th>Spring Per Cent</th>
<th>Summer Per Cent</th>
<th>Autumn Per Cent</th>
<th>Winter Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-4</td>
<td>19</td>
<td>14</td>
<td>21</td>
<td>20</td>
</tr>
<tr>
<td>5-9</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>25.90</td>
</tr>
<tr>
<td>10-14</td>
<td>13</td>
<td>13</td>
<td>14</td>
<td>11</td>
</tr>
<tr>
<td>15-19</td>
<td>10</td>
<td>8</td>
<td>14</td>
<td>9</td>
</tr>
</tbody>
</table>

The amount of time available for recreation for the families interviewed varied from season to season, as indicated in Table 5. In the 0-4 hour range, there was almost ten per cent less time in the summer than in the other seasons. Percentages in the 5-9 hour range were conversely greater for the summer season than for the spring, autumn, or winter. In the 10-14 hour range, the percentage was much smaller for the autumn, and in the 15-19 hour range, the
percentages of available time were much smaller for all seasons. Ten to fourteen hours per week, it is indicated, was available for recreation to the majority of the families interviewed.

The preferred hours for recreation were also investigated. In a farming area, these hours are apt to differ from those in urban areas. Table 6 gives the data from the interviews of the fifty-four families.

**TABLE 6**

**PREFERRED HOURS FOR RECREATION OF THE FIFTY-FOUR FAMILIES INTERVIEWED IN THE CALLISBURG COMMUNITY**

<table>
<thead>
<tr>
<th>Preferred Hours</th>
<th>Number of Families Preferring Hours</th>
<th>Per Cent of Families Preferring Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 - 10 PM</td>
<td>1</td>
<td>1.85</td>
</tr>
<tr>
<td>7 - 9 PM</td>
<td>4</td>
<td>7.40</td>
</tr>
<tr>
<td>8 - 10 PM</td>
<td>23</td>
<td>42.59</td>
</tr>
<tr>
<td>8 - 11 PM</td>
<td>23</td>
<td>42.59</td>
</tr>
<tr>
<td>7 - 11 PM</td>
<td>1</td>
<td>1.85</td>
</tr>
<tr>
<td>No answer</td>
<td>2</td>
<td>3.70</td>
</tr>
</tbody>
</table>

The most preferred hours for recreation, according to the data in Table 6, are between the hours of 8:00 p.m. and 11:00 p.m. The implications of this data is for the planning of the recreation program to be so planned that these activities be scheduled for these hours.

The families interviewed, as representative of the Callisburg community, were questioned concerning their
attitude toward the recreation program for the community, sponsored by the school. Only one individual interviewed said that he was opposed to the school program. All of the families except one indicated that they would like to see a year-round recreation program with a director in the community.

Summary

The purpose of this chapter was to present the data from the Callisburg community regarding the recreation program now available, the facilities for a recreation program, and the expressed desires of the families, as revealed by interviews from a representative sampling of the families in the community.

The findings of this chapter may be summarized as follows:

1. The Callisburg community is a rural community with the farming element predominating.

2. The tax valuation of the school district is approximately $4,000,000.00 and the tax rate is $1.00 per $100.00 valuation.

3. The high property valuation is due to discovery of oil in the district and not to a highly improved farming territory.

4. The soil of the district is a sandy loam, is poor
in plant food, and does not yield a high return in cash income.

5. The Callisburg school plant, outside the community churches, is the only available building that can be used for recreational purposes.

6. The location of the district adjoining a neighboring state creates a difficult problem in providing recreation for the youth in the community.

7. In trying to provide recreation to keep the youth in the community, the Callisburg school has developed a recreation program that has enlisted the interest and approval of almost every individual in the community.

8. The recreation program has grown until it needs organized leadership and a director who can give his time to it.

9. The administrator of the school is the logical leader in his community and in directing the recreation program, but full-time direction of it requires more time than he can spare from his regular school duties.

10. The school board has indicated a willingness to support the recreation program by opening the school plant in the evenings for community use.

11. The recreation program, as conducted by the school, has not been expensive, and the school board has paid for the extra expense.
12. The preferred games and sports of the community are softball, basketball, and skating.

13. The games and sports preferred least by the community are tennis, bridge, card games, and ping-pong.

14. The most popular types of entertainment are dramatic plays, motion pictures, and musicals.

15. The most disliked form of entertainment is lectures.

16. The majority of the families indicated that they had leisure time available for recreation in all seasons of the year, ranging from one to nineteen hours per week, with the highest percentages in the five to fourteen hour range.

17. The most preferred hours available for recreation are in the evening from 8:00 to 11:00 p.m.

18. An extremely high percentage of the families in the community approve of the school sponsoring and giving financial aid to a community-wide recreation program.

19. A high percentage of the families in the community would like to see a year-round recreational program with a director in the community.
CHAPTER IV

EVALUATION OF THE RECREATION PROGRAM OF THE
CALLISBURG PUBLIC SCHOOL AND COMMUNITY

Purpose of the Chapter

The purpose of this chapter is to evaluate the recreation program of the Callisburg public school and community to determine the extent to which it meets criteria for a community recreation program.

Evaluation of Data

The recreation program of the Callisburg school and community meets the criteria set up as a desirable base for such a program in varying degrees. All the activities that are carried out have their base in the community. The program has been for the people of the community, it has been furnished by the school and the school board, and the people who have directed it live in the community and are a part of it.

Ample recreational opportunity for all the people in the community of all ages has not been provided. The groups most nearly provided for are the 'teen age youth and the adults between the ages of twenty and fifty years'.

The program has been functioning through only one type
of agency, the school. According to the criteria, all community agencies, public, private, and commercial, should participate in the administration of the recreation program.

No instrument is available to measure the extent to which the community recognizes recreation as a social force. The fact that the community is making an effort through the school board to provide wholesome recreation to offset the attractions of unwholesome recreation indicates that they are aware of the need for recreation in building better citizenship.

The recreation program of the Callisburg community does not meet the criteria from the standpoint of careful planning. The program has developed through a felt need for wholesome recreation, and the cooperation of a progressive school board that has provided facilities and financial support. At the present time, the need for planning has been felt, and community support is being enlisted for this function. The school board has employed a director of the recreation program who will relieve the extra load carried heretofore by the school administrator. The program will be planned to function more adequately in the summer months when the school is not in session.

The recreation program heretofore has not been based on a survey of the needs of the community, but the present study is laying the foundation for a more complete study by
a community council now in the process of formation. This
council will be composed of representatives from the follow-
ing organizations: one member of the school board, one mem-
ber of the school faculty, one of the older people in the
community, one member of the adult Home Demonstration Club,
one director of the Boy Scout Club, one student from the
G I Vocational School, and one representative from each of
the church organizations in the community. This group will
plan the recreation activities on the basis of the needs of
the community.

The recreation program has not had organized and trained
leadership in the sense of paid personnel for this type of
work, but the leaders have been the teachers in the school
who have had training in administration of youth activities.
All of the activities have been under supervision of adults
at all times, and the teachers have given their time freely
in the direction of activities.

There has not been any certain provision made for
financing the program. The school board, with adequate
finances for operating a school, has been most generous in
its support of the program. The facilities of the school
plant have been made available to the community without
charge. Skates have been made available to the community
without charge for the skating programs. Softball, baseball,
and volleyball areas have been provided for use of the school
and there has been little additional cost in community use of
these areas. The movies have been more expensive than any other form of entertainment provided, but a free will offering is taken up at these shows. Patrons have been generous in helping the school board pay for the films. The type of program desired by the people, if this survey can be accepted as an indication of their preference, will not differ to any extent from the one now in operation. The greatest need is for trained supervision of the activities, and the school board, by employing a director of recreation for the school and community, has solved this problem.

The recreation program, as provided and as planned for the future, does not exceed the ability of the community to pay for it. No effort has been made, or will be made, to imitate or pattern the activities provided after those of the large city areas. Callisburg is essentially a rural community; the interests of the people will be better conserved if the recreational patterns follow the community spirit—friendliness, neighborliness, and cooperation. The recreation programs have been placed where the neighbors could meet and discuss their problems. The aim of the present recreation program is to preserve this type of meeting and provide a type of entertainment that is desired, wholesome, and enjoyable.

An effort has been made by the school in directing the recreation program to provide for participation by all the
people in the neighborhood. The games and programs are all free; the free-will offerings at the picture show are made unobtrusively in order not to embarrass those who might not feel able to pay some on the cost of the entertainment. The attendance of many old people at the picture shows has been especially noticeable. Many of them do not go into the larger towns very often and their opportunities for entertainmen are limited. Criteria for this phase of the program have been met satisfactorily to a large degree.

The facilities available at the school have been fairly adequate for the needs of the community. The auditorium of the school is large enough for community gatherings, the campus provides space for the games and sports. More park area could be utilized. The thirteen acre tract owned by the school offers an opportunity to build a community park that would be utilized in many different ways.

The community recreation program of the Callisburg community, as indicated by the data developed in this study has met the criteria or accepted standards for such a program to satisfactory degree in most of the items. The spirit of the program, especially, has been in keeping with rural needs and interests. The Callisburg public school, in furnishing the leadership, facilities, and finances for the recreation program, has exemplified the possibilities inherent in the new school plants for building community centers.
CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this investigation was to make a study of the community recreation program of the Callisburg Public School and community to determine the extent to which it meets the accepted standards for a community recreation program.

Sound principles underlying the procedures of any recreation program were studied in professional literature in the field of recreation. The basic principles were found to be the consideration of the rights of all people, the opportunity for participation by all ages, a year round recreation program, activities within the ability of the community to support, activities needed and desired by the community, cooperation of all community groups, and the recognition of recreation as a basic social force operating to improve social well-being. Criteria for evaluating a community recreation program were developed from these sound principles.

The recreation program of the Callisburg Public School was traced through its development. The resources of the community, the type of people, occupations, the types of
recreation preferred, the amount of time available for recreation activities, and the attitudes of a representative sampling of the families toward the recreation program were all studied in detail. Findings of the study were stated at the end of the chapter presenting the data from the survey.

The findings from the survey were evaluated in Chapter IV in the light of accepted criteria for a community recreation program. A summary of the study, conclusions, and recommendations comprise the subject matter of the final chapter.

Conclusions

The following conclusions have been developed from a study of the data on the essentials of a sound recreation program and the community recreation program as conducted by the Callisburg Public School:

1. Recreation is a social force and operates to improve social well-being.

2. Principles underlying a sound recreation program are: recreation should have its base in the community; there should be ample recreational opportunity for all people; the program should function through all community agencies; and recreation should be recognized as a social force operating to improve social well-being.

3. The criteria for a sound educational program are: it should meet the needs of the people in the community; not
be beyond their ability to pay; provide opportunities for recreation for all ages; be democratic in nature; function through all civic organizations; have ample facilities; and have organization and trained leadership.

The Callisburg Public School and community recreation program met the criteria to a satisfactory extent in regard to basing the program on community needs, offering a recreation program within the ability of the community to support, and providing facilities for the administration of such a program. It failed to meet criteria in regard to a planned program, to some extent, but it has offered trained leadership in the program conducted in the community. Recent action of the board has removed this drawback to efficient functioning of the recreation program. The program has not been wide enough to afford participation by all ages, and criteria are not met in this respect.

Recommendations

The following recommendations have been made in the light of the data developed in the study of the recreation program of the Callisburg Public School and community:

1. Further study should be made by the community, of the value of recreation as a social force.

2. The community of Callisburg should join equally with the school in sponsoring and developing the recreation program for the community.
3. The present plan of operation of the recreation program should be continued; that is, the activities should conform to community spirit and enterprise and not imitate those of the urban areas.
APPENDIX

QUESTIONNAIRE TO GAIN OPINIONS OF FAMILIES IN
THE GALLIPOLIS SCHOOL DISTRICT CONCERNING
THE RECREATION PROGRAM

1. Father's age: ______ Occupation: ____________________________
   Mother's age: ______ Occupation: ____________________________
   Number of Children: ______ Children's ages:__________________
   Physical handicaps of any member, serious enough to pre-
   vent participation in "activity" games:________________________

2. Approximate number of hours per week for recreation
   during: Winter_____; Spring_____; Summer_____; Autumn_____
   During what hours of the day could your family best
   participate in recreational games and sports?__________________

3. Indicate your family's preferences of the following games
   and sports using the letters E for "excellent", P for
   "fair", and F for "poor" according to likes or dislikes.
   List any other sports or games you would like to see
   added to the present list.

   ( ) Basketball     ( ) Dominoes
   ( ) Softball       ( ) Bridge—card games
   ( ) Volleyball     ( ) Folk dances
   ( ) Tennis         ( ) Ping-Pong
   ( ) Croquet        ( ) Chess—checkers
   ( ) Skating

4. Using the above rating system, indicate your family's
   preferences of the following types of programs. Add any
   other type of program you would like to have in addition
   to these.

   ( ) Movies          ( ) Musicals
   ( ) Dramatics—plays ( ) Operettas
   ( ) Lectures        ( ) Stunt shows
5. Do you approve of the school sponsoring and giving financial aid to a community-wide recreation program? (Yes, No)

6. Would you like to see a year-round recreational program with a director in your community? (Yes, No)

7. List any other suggestions you may have in regard to a community recreation program and how it may better serve the entire district.

______________________________________

______________________________________

______________________________________
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