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The Responsibility of Schools for Meeting the Leisure Time Needs of the Community

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THE RESPONSIBILITY OF SCHOOLS FOR MEETING
THE LEISURE TIME NEEDS OF THE COMMUNITY

by

Gerald M. Hanft

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

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This report submitted in partial fulfillment of the requirements for the degree of Master of Education, in the Graduate School of the Central Washington College of Education.

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CHAPTER I

INTRODUCTION

The problems of leisure and recreation have often been of concern to the author, along with the implications they may have for the school. For the past seven years the writer has been a teacher and an administrator in a small high school. It has been observed many times, not only by the author but also by other teachers and lay people of the community, that the youth have very little chance to participate in any activities other than those sponsored by the school. If this is true, and if schools are to promote the wholesome growth of every individual, then it would seem that the school program is not complete. This community is not alone in this situation. Many schools have begun to recognize that more than the basic skills are needed by the children today. The adult members of the community also need activities in their spare time that will enable them to grow with our society rather than allowing them to become bored and restless.

Many adults grew up during the period when leisure hours were scarce. At that time the problem of recreation was minor. Now these same people have many leisure

hours and are faced with the problem of not knowing how to use them. The writer has received the impression that perhaps the school is the organization that can help in the solution of this problem. Although adequate recreation for all people is a problem of many segments of society, one cannot lose sight of the educational aspects of wholesome recreation. The problem is indeed worthy of study.

This paper is an outgrowth of the concern over this problem. Its purpose is threefold. First, to determine the extent to which authorities in the fields of education and recreation consider the leisure needs of the community as a responsibility of the schools. Second, to determine what changes must be made in educational patterns if the schools are to meet the leisure time needs of the community. Third, to develop a recreational program that will be endeavoring to meet the community's need for worthwhile leisure time activities.

Definition of Terms

A definition of terms may be of value to the reader at this time. When speaking of leisure time the writer is referring to that part of a person's time not being used for gainful employment. Perhaps the definition cited

by Neumeyer and Neumeyer from the Dictionary of Sociology gives a clearer meaning to the term.

Leisure is the free time after the practical necessities of life have been attended to. The adjective leisure means being unoccupied by the practical necessities, as leisure hours; the adverb leisurely applies to slow deliberate, unhurried undertakings. Conceptions of leisure vary from the arithmetical one of time devoted to work, sleep, and other necessities, subtracted from twenty-four hours--which give the surplus time--to the general notion of leisure as the time which one uses as he pleases.¹

The term recreation is usually considered as the opposite of work. Recreation is engaged in because a person desires to carry on that activity for the satisfaction he derives from it. The International City Managers' Association concludes that:

Recreation is therefore any form of activity in which an individual feels a sense of freedom and of self-forgetfulness and to which he gives himself freely and wholeheartedly because it elicits from him a harmonious and satisfying response. Participation in such activity is characterized by lack of compulsion, restriction, or pressure from outside the individual.²

Procedure

The remainder of this paper will be devoted to an

¹Neumeyer, M.H., and Neumeyer, E.S., Leisure and Recreation, New York: A.S. Barnes and Company, 1949, p.19 (Quoted from the Dictionary of Sociology, 1944, p.175)

²The International City Managers' Association, Municipal Recreation Administration, Chicago: The Association, 1945, p.3

enlargement of the problem and a discussion of the implications for schools.

Chapter II will discuss the problems of leisure and recreation. This will include such points as the reasons for the increased amount of leisure time, the necessity for a worthwhile use of these leisure hours, and a survey of various groups that are particularly lacking in recreational advantages.

Chapter III will be concerned with the responsibility of schools as determined by authorities in the fields of education and recreation. Such questions as the need for recreational programs, the necessary facilities, the type of leadership required, desirable activities, and methods of financing recreational programs will be discussed.

Chapter IV deals with the changes that may be necessary in educational patterns if schools are to improve upon the leisure time habits of their communities.

In Chapter V, an attempt will be made to set up a sample recreational program that will enable the people of a community to make wise use of their leisure time and therefore become better citizens of their community. This program will include not only activities during the day for school age children, but also an after-school, night

and summer program for the out of school youth and the adult members of the community.

Chapter VI will be a restatement of the problem with a summary of the implications for schools and the current trends in recreation. Possible topics for future study will also be included in this final chapter.

CHAPTER II

PROBLEMS OF LEISURE AND RECREATION

Reasons for Increased Amounts of Leisure

Only recently has recreation been considered a necessary part of the experiences of life. Even a generation ago it was often frowned upon as a waste of time. The change in society, caused by the rapid advance of industry with its inventions, labor saving devices, and rising standards of living, has brought about a new philosophy of leisure time activities. Our industrialized society has provided people with a great deal of free time.

During the early centuries people devoted most of their time to work. Because of the necessity of work many people were kept from enjoying their free time even after they obtained it. The increase in spare time came so gradually that it did not become a problem for many years. During recent years, however, the afore-mentioned advance of industry brought with it many hours of free time for society.

Technological improvements have caused a sharp decline in the necessary working hours of many groups. In January of 1947, the average work hours per week in the

manufacturing industry in the United States was forty and seven-tenths.¹ The forty-hour week for all types of labor is becoming more and more accepted. Indications point toward a possible thirty-hour week. This is a vast difference from the twelve to fourteen hour days of a short time past. Labor-saving devices for the home have spared the housewife many hours of drudgery. The average child in the United States spends approximately thirty to thirty-five hours per week in school. These conditions all point to the increasing amounts of available leisure time.

Necessity for Worthwhile Use of Leisure

It is extremely important that people learn to make wise use of this free time. The leisure time in itself is of little value. More often than not it will become a detriment to the individual and to society if not guided into proper channels. Recreation seems to be a return to the simple way of life, an escape from modern life with its complexities, tensions, and use of nervous energy. The public, with its increased amount of leisure time, is demanding more and more facilities for recreation. These demands must be met, for as Neumeier and Neumeier point

¹World Almanac and Book of Facts for 1948, New York: New York World Telegram, 1948, p.413

out:

Society may find its greatest asset in the constructively used leisure of its citizens, but too much free time without adequate preparation for its use also may become the greatest menace to civilization. The increase of leisure has been heralded as a great blessing to mankind. Its misuses have created grave problems.²

To state the necessity for wise use of leisure in a more constructive manner it should be pointed out that many advances in civilization have originated during man's free time. Technological advances have probably resulted largely from labor but as Neumeyer and Neumeyer state "the culture of a group is built mainly during spare time."³

The same authors go on to make an additional statement which must be gravely considered by society.

The tone of any society is conditioned by the quantity and quality of leisure, whether it be restricted to a few or indulged in by many. If people engage in creative and constructive activities during their leisure, civilization is advanced; if they indulge in useless and destructive activities, the social order deteriorates and progress is retarded.⁴

Groups Lacking in Recreational Advantages

There are several groups in society that are particularly lacking in recreational activities. This lack is

²Neumeyer, M.H., and Neumeyer, E.S., op. cit., p.13

³Ibid., p.13

⁴Ibid., p.13

caused partially because of prejudices within our society and partly because of the lack of adequate facilities and leadership. It is important that these people have the advantage of wholesome recreational activities that they deserve.

Rural Groups

The rural groups of our country make up a large percentage of the total population. Many of the youth of rural areas move to the city as young adults. Nevertheless very little is being done to meet the leisure needs of this group. "In one large rural survey, including 11,000 unmarried youth, the only agencies found to be offering any considerable opportunity for social recreation were 4-H clubs and the Grange."⁵ This need for social recreation is probably the greatest recreational need of the rural population. They have plenty of space for physical activities although the facilities may be meager. It is very easy for undesirable social patterns to develop when wholesome activities are not available. Many such activities are possible in rural areas. The necessary leadership and initiative must be developed.

⁵Wrenn, C. Gilbert, and Harley, D.L., Time on Their Hands, Washington, D.C., American Council on Education, 1941, p.14

Low Income Groups

The recreational handicaps that young people suffer because of little or no money to spend is a serious circumstance. People with poor economic status are at a disadvantage in recreation as in so many other fields. Commercial recreation is generally beyond their means. Unfortunately it has been the expensive ways of passing time that have been sought by many people. This in turn has brought about a growth of these activities and although the cost may have been reduced it is still too expensive for many folks.

Surveys discussed by Wrenn and Harley make it quite evident that low income families are able to participate in very few recreational activities. A study was made in Detroit of youth between the ages of 16 and 24. A welfare group consisting of youth from relief families was compared with a group of average, non-relief youth. "In all respects except leisure reading the youth from the relief families were plainly worse off. Their social activities and their opportunities for developing leadership were less than half those of ordinary youth."⁶

Wrenn and Harley report a study made by the National

⁶Ibid., p.16

Resources Committee on how the amount of money the family spends for leisure purposes varies with the size of the family income.

For the year 1935-36 the average family spent \$152 on its leisure. However, the lowest third of the families, ranked by income, spent only \$31 for this purpose. The extremes provide a striking contrast. Families with incomes of \$20,000 and over spent \$2,861 annually on their leisure. On the other hand, families with incomes of less than \$500 had a total leisure expenditure of only \$18.⁷

Although the economic picture has changed greatly for many families since 1935, a marked contrast still exists in the purchasing power of various families. This means that millions of people in the United States are not participating in normal everyday recreational activities. Numerous leisure time pursuits can be carried on in the home but these will not fulfill the needs of the youth. Too often the homes of the low income group are not conducive to wholesome activities. There needs to be the opportunity to cultivate additional amusements at little or no expense.

Negro Groups

Negro folk often suffer a double handicap. They belong to a racial minority and usually have an extremely

⁷Ibid., pp.16-7

low income. These circumstances have a decided effect on their recreational opportunities. The problem becomes acute when we realize that ten per cent of our population is Negro.

The Negro very often lives in a very inadequate environment. Wholesome recreation is virtually impossible in such surroundings. In many states public recreation is not open to Negroes because of their color. The recreation for them in schools in these states is usually very limited. Commercial amusements cannot be afforded by the Negro in these economic strata.

Even those Negroes who have achieved a better economic position have gained little in recreational possibilities. The color of their skin makes it impossible to enter so many of the better class of commercial recreation centers. They are often faced with the notice "we cater to white trade only". This discrimination would seem to be all but unbearable since they are powerless to overcome it. Undoubtedly, feelings of resentment and inferiority arise when the Negro realizes the unfavorable position he is in.

Separate facilities for Negroes will not provide a wholesome atmosphere in society. The present day biased and discriminatory actions against racial minorities must

be broken down. Until this has been done society will be faced with the recreational difficulties of Negroes.

Girls

"Girls are our largest group of recreationally underprivileged youth."⁸ Although boys have not been reached too successfully by youth organizations, girls have been restricted by the belief that physical activity was not necessary for them. This idea is slowly changing in our present industrialized world and must continue to improve for, as Fisher comments, "we do our daughters, society, and the institution of marriage no service if we go on conditioning girls to feel that they somehow betray a sacred ideal if they prepare to live vigorously in the climate where their days will actually be spent, rather than in that familiar to their mothers and grandmothers."⁹

The youth problem, when discussed by people, usually centers around boys and their needs. This is probably not done consciously but simply as an outgrowth of the days when girls were kept in the background far more than boys. Only a generation or two ago it was considered that girls need only be able to do the domestic tasks necessary for

⁸ Ibid., p.21

⁹ Fisher, Dorothy Canfield, Our Young Folks, New York: Harcourt, Brace and Company, 1943, p.157

a good housewife. The role of the girl is changing today just as our entire society has been revolutionized by industrialism. Girls do not have the creative opportunities they once had because the new era has made the necessity of learning some of the fine arts of homemaking, such as sewing, less important.

Girls need social recreation perhaps even more than boys. The eventual outcome of a satisfactory girlhood is marriage. One of the most important methods of meeting men and achieving this goal is through the medium of social activity. Girls cannot take initiative as boys do in this respect. It is not as easy for girls to earn spending money as boys, and therefore they cannot afford the commercial amusements. These restrictions make the problem of recreation for girls more pronounced. Fisher maintains, however, that "discontented, hopeless, stagnant girls, deteriorating in inaction to chronic strengthlessness, are of course exactly as dangerous to society as boys. Realizing that the danger to us from girls starved of what they vitally need is not so immediate as from similarly starved boys, we are all inclined to look the other way and pretend that there is none at all."¹⁰

¹⁰Ibid., p.166

Older Adolescents

"Youth of the late teens are the forgotten youth of the century."¹¹ Teen age youth who have left school only rarely have access to the school recreational facilities. Public recreation is most often geared to the adult desires within the community. This very often leaves the out of school youth with very little opportunity to participate in desirable activities. Too often schools and non-school community organizations each consider the problem as belonging to the other group.

Youth at this age are becoming increasingly more aware of the opposite sex and have a definite need for social recreation. They need to develop hobbies that will carry over into adulthood. They need satisfying activities requiring few participants and simple equipment. Instead they are often thrown into the role of spectator or must spend their time reading, listening to the radio, or attending movies. This is a transition period in the life of every youth. They should be given the opportunity for wholesome growth.

Elderly People

The desire to provide programs for the young people

¹¹Wrenn, C. Gilbert, and Harley, D.L., op. cit., p.23

often causes organizations to overlook the need elderly folks have for a satisfactory way to spend their leisure time. Although the older people usually withdraw from the more strenuous activities, they need restful and relaxing activities to fill their leisure hours.

The group of aged persons may be small in comparison with the adolescent group, but it is becoming increasingly larger as the period of life expectancy grows. "From 1900 to 1940 the total number of persons sixty-five years old and over increased from slightly over three million to nearly nine million."¹²

The short period of life people so often enjoy after retirement emphasizes the need for adequate recreational facilities for this group. After working so hard for so many years old people find it difficult to adjust to the new role of having so much time on their hands. Having nothing to do brings on a sense of futility and makes the aged feel that they are no longer of any value to anyone. Life becomes a bore unless they can spend their free time in some form of useful activity.

The problem is likely to become much more severe due to the forced retirement of many people when they reach a

¹²Neumeyer, M.H., and Neumeyer, E.S., op. cit., p.51

certain age. This retirement program, which is becoming more and more prominent in various business enterprises, may be very desirable to society in general and to the young folks in particular. It will prove to be very difficult on the elderly people, though, if they have not learned to make a satisfactory use of their leisure time.

Summary

It is quite evident that society must do some serious thinking about the problems of leisure and recreation. Everyone feels a desire for some satisfying experiences other than those concerned with the necessities of life. People in all walks of life are finding they have more and more leisure time. Leisure should be a time for mental, physical, and social enjoyment. Recreation should be simple, wholesome fun.

CHAPTER III

THE RESPONSIBILITY OF SCHOOLS

The Need for Recreational Programs

Our changing society, with its increased leisure, has introduced many new problems to the school. The Educational Policies Commission, in its list of ten imperative needs of youth, has included one which relates directly to the worthy use of leisure time. "All youth need to be able to use their leisure time well and to budget it wisely, balancing activities that yield satisfactions to the individual with those that are socially useful."¹ If, as almost all educators agree, the school should promote the well-rounded growth of all pupils so that they may take their place in society, then the problem of leisure and recreation becomes more and more evident. The problems of leisure and recreation are not solely problems of the school. Parents, churches, social workers, and public officials must also strive to improve the use of leisure time. However, the increasing responsibility placed upon the school to prepare children for life implies that the school must

¹National Education Association. Educational Policies Commission, Education for All American Youth, Washington, D.C.: The Association, 1944, p.226

take the lead. They are in a position to reach more people than almost any other agency since there is a school in every community. This places them in a strategic position for developing community recreation.

The school must be concerned with the values of different types of recreation. The Federal Security Agency states that "probably in no phase of educational endeavor is the need greater to fit the school program to the individual than it is in case of adequate and satisfying use of leisure hours."² The values of recreation in the school are pointed out in the following quotation from Slavson.

It ties up the school in the child's mind with pleasure, rather than with displeasure and fear; it continues the school's influence beyond the assigned school hours; it provides opportunity to observe the child in free relationships, as well as in controlled classrooms; it serves to guide pupils to vocational and avocational interests; it has psychological guidance value; it helps tie up the school with the community; its program of stimulating leisure through sports, games, the arts, lectures, discussions, music, drama, and the dance draws in members of the surrounding community other than pupils.³

The school should try to develop within the students a philosophy that leisure is not idle loafing but an opportunity for creative achievement, social contribution,

²Federal Security Agency, Office of Education, Life Adjustment for Every Youth, Washington, D.C.: United States Government Printing Office, 1948, p.78

³Slavson, S.R., Recreation and the Total Personality, New York: Association Press, 1946, pp.178-79

and personal fulfillment. The responsibility of preparing pupils for worthwhile use of leisure time is equal to the responsibility to prepare them for useful work. The American Youth Commission recommends

that facilities and opportunities for participation in creative leisure arts and crafts, in health-building recreative sports and athletics, in leisure reading for enjoyment and culture, and in personality-developing social activities be made available for all youth in the schools. Furthermore, schools should extend these opportunities to youth out of school when the leisure needs of such youth are not otherwise being adequately met.⁴

Though many school administrators have advanced in their thinking enough to agree that recreation is indeed a responsibility of education, few programs include activities for anyone other than school pupils. Superintendent John Miller of Great Neck, New York offers five reasons for schools assuming responsibility of community recreation, serving the entire community, including school youth, out of school, youth and adults.

1. Sound recreation objectives are consistent with and complementary to sound, broad educational objectives.
2. The school system has control of many community recreational resources which are essential to any community-wide recreation program.
3. Effective utilization of these material resources can best be made under the unified

⁴American Council on Education, American Youth Commission, Youth and the Future, Washington, D.C.: The Association, 1942, p.160

- control of the school board rather than under any dual-control set-up.
4. Effective utilization of the human resources of a school system can best be made under school sponsorship.
 5. Needless duplication of resources--human and material--is prevented.⁵

A summary of the need for recreational programs may best be made by discussing the contributions of recreation. The International City Managers' Association contends that recreation contributes in many ways to making healthy, well-balanced citizens.

Recreation contributes to human happiness. The possibilities found in recreation of achieving success makes the recreation movement the nearest approach to a practical program for carrying into effect and keeping alive a philosophy of happiness.

Recreation contributes to physical health. Activity stimulates growth. Vigorous recreation in open air develops and maintains healthy bodies. Recreation cuts down nervous disorders in middle age.

Recreation contributes to mental health. The normal person participating in recreational activities has a healthy, happy outlook on life. Recreation contributes to character development. It develops individual qualities and also influences the growth of social attitudes.

Recreation contributes to crime prevention. Because of the strong appeal of recreational activities, crime and delinquency are less likely to flourish. Less idle time is a strong factor in crime prevention.

Recreation contributes to community solidarity. Participation in activities by all groups of a community tends to bind the people together.

⁵American Association for Health, Physical Education and Recreation, Eastern District Association, Proceedings 54th Annual Convention and Third Year Book 1949, Syracuse, New York: The Association, 1949

In recreation, participation is based on interest rather than race, color, creed, or economic position.

Recreation contributes to safety. The leadership and supervision of recreational activities contributes to a reduction of accidents.⁶

The Facilities Necessary

The facilities necessary for an adequate recreation program are numerous because of the age and interest differences of the people who will use these facilities.

The space necessary for an adequate community recreation program will depend on many things. The available recreation opportunities in the surrounding area and the density of population will determine to a large extent the area necessary.

The outdoor facilities must be varied enough to serve men, women, and children. They may be used the year round or during a single season only. Some of the facilities will be needed for highly organized games while others will be used by individuals and family groups. There should be games and courts to make possible such activities as baseball, handball, horseshoes, soccer, croquet, tennis, volley ball, badminton, and shuffleboard. There should be facilities for roller skating, golfing, archery,

⁶The International City Managers' Association, op. cit., pp.5 et seq.

fly-casting and other sports activities. Such structures as wading pools, bandstands, swimming pools, and shower facilities afford excellent opportunity for the type of recreation that we need. Equipment should include such items as backstops, floodlights, picnic facilities, playground apparatus, and sand boxes. These facilities, though far from all-inclusive, would be valuable assets to any recreation program.

Indoor facilities, whether they be housed in a building serving one purpose only or in a multiple purpose building, must also be extremely varied. Facilities for arts and crafts, cards, dancing, photography, dramatics, reading, music, nature studies, and special rooms for club work, games, and meetings are only a few of the necessary facilities in a recreational program.

The important thing to remember in selecting facilities for a community recreation program is the wide differences of interests. To satisfy these interests and provide a well-balanced program, the facilities must fit the needs of the boys and girls, men and women of the community. These needs include facilities for group and individual activities; for quiet activities and active vigorous activities; for small children, teen-age youth, young adults and elderly people.

Activities Needed in a Well-rounded Program

A well-rounded recreation program must include activities for all the interests of the community. The emphasis should be placed on participation by all. The activities are not adequate when they prevent any group from participating. An activity that is recreation to one person may hold no interest for another. "Recreation activities in their varied forms bring physical, social, mental, and creative satisfactions to the individuals engaging in them."⁷ Opportunity should be given for individuals to experiment and try new activities. Recreation is not based on force, however. The decision to participate is left to the individual. As interests change so should the activities.

The United States office of education proclaims that the function of the school pertaining to recreational activities includes:

1. To provide a broad program of learning experiences which will give to all youth interests and skills which can be used in out-of-school activities, such as handicrafts, photography, music, social dancing, sports, parlor games, etc., and to manage these experiences in such a way that each will:
 - a. Develop his own creative abilities
 - b. Take pride in superior skill and

⁷Butler, George D., Introduction to Community Recreation, New York: McGraw-Hill Book Company, Inc., 1949, p.207

- accomplishment.
- c. Make friends.
 - d. Relate his interests and skills to the recreational facilities and programs of the community.
2. To sponsor a rich program of group activities in which all have equal opportunity to participate. Student participation in school government, intramural sports, clubs, social affairs--these suggest the type of activities envisaged.⁸

The Educational Policies Commission, in a proposed program for schools, indicated that teachers should urge every pupil to develop three types of activities.

1. Some sport or physical activity.
2. Some large group activity like singing, folk dancing, playing in an orchestra, or acting in dramatics.
3. Some hobby that can be pursued alone or with the family.⁹

For small children of pre-school and primary school age such activities as story telling, group singing, sand-box play, and apparatus play are suitable. Boys and girls play well together at this age. They also are satisfied to play by themselves. Their interest span is short so activities can be carried on for only short periods.

As children get older they become interested in team

⁸Federal Security Agency, Office of Education, op. cit., p.79

⁹National Education Association, Educational Policies Commission, Planning for American Youth, Washington, D.C.: National Association of Secondary School Principals, 1949, p.30

games. Boys tend to group together for their activities. There is little activity carried on between boys and girls together. Low organized games and contests are enjoyed at this age. Both boys and girls enjoy nature activities and explorations.

Teen age groups, especially those of junior high age, are interested in group games and activities only. During the teen age period youth become more and more conscious of the opposite sex. Social activities become prominent. Competitive team sports are still desired.

The young adult groups are interested in such activities as social clubs and discussion groups. The passive activities are beginning to replace the more vigorous ones.

Elderly folks are more satisfied with quiet activities. Clubs and other non-competitive activities are popular. At this age people are more content to be spectators than are younger people.

Long lists of activities could be added to those mentioned above. These will serve, however, as an indication of the type of activities desired. Emphasis should be given, at all stages, to the carry over value of the activities. Each phase of a person's life may be made easier by a gradual induction through leisure time activities.

Group activity is important because of the social values derived. Just as important is learning the art of being good company for one's self. "Too much emphasis cannot be placed upon activities of an individual character as against group activities. Much of our free time is spent as individuals and not as members of a group. Out of all must come a feeling of a pleasurable and satisfying experience."¹⁰

The Type of Leadership Desired

The need for recreation may be recognized, the facilities may be provided, and a program of activities may be organized, but no recreational program can be successful without proper leadership. Given proper leadership much can be done in the way of recreation even though facilities may be meager.

A person needs training to be a recreational leader just as a person needs training to be a lawyer or a nurse. The type of work involved necessitates certain qualifications just as in any other type of profession.

Like all other important jobs, recreation leadership demands a plus of certain qualities such as integrity and a sense of responsibility. Beyond these, first, last and always the individual who

¹⁰Federal Security Agency, Office of Education, op. cit., p.78

would assume custodianship of the precious off time of people should have a genuine fondness for people, should like to work with them and should be endowed with the ability to get along with all kinds of people, to gain their confidence and comradeship without sacrificing whatever respect the position demands.¹¹

Other personal qualifications might be added to those mentioned above. Such personal traits as an understanding of the interests and needs of people, a sense of humor, the ability to organize, and the ability to lead democratically are highly desirable and perhaps essential to a recreation worker.

A leader, through his position in recreation, can exert a profound influence on children. He may inspire them with enthusiasm to participate in desirable activities and thus influence child character. He can help children acquire skills which in turn will enable them to enjoy the activity and gain a sense of achievement. The leader can teach children the meaning of fair play and group cooperation. "In teaching skills and acquainting children with a variety of activities, the leader awakens and encourages interests which may last a lifetime and make the difference between richness and drabness in adult living."¹²

¹¹Romney, G. Ott, Off the Job Living, New York: A.S. Barnes and Company, 1945, p.194

¹²International City Managers' Association, op. cit., p.120

Leadership is as essential for youth and adults as it is for children. Through proper leadership people of similar tastes can be brought together. Through skillful guidance people can learn to experiment with new activities and therefore broaden their interests. The leader must help participants discover interests, introduce variety where desirable, and furnish instruction when needed.

"The chief function of recreation leadership for young people and adults is to draw out, strengthen, and put into effective action the leadership capacities inherent in members of the group."¹³ When the people have learned to take responsibilities and direct their own activities a great service has been done for society.

Methods of Financing the Recreation Program

A great deal more time has been devoted by education and recreation authorities to the activity, facility, and leadership needs of recreation than to suggested methods of financing the program. Some writers feel that adding community recreation to the responsibilities of schools would place too much of a burden on an already overloaded program. This opinion is probably not the concensus of

¹³Ibid., p.123

most authorities, however, for many feel that the school already has many of the facilities, and much of the personnel needed to provide an adequate program. They feel that making use of the already existing facilities would be much more economical than allowing school buildings and equipment to remain idle during many hours of the day and throughout the summer while additional public money is being spent on facilities for recreation alone.

Many authorities feel that recreation should be a normal function of education and therefore financed in the same manner as any other part of the school program. Under this method, the recreational needs would be anticipated and budgeted for. The funds would be derived from local, county, and state sources. "To be sure, it will be costly, for community recreation requires facilities and leaders, but it should be less costly than to maintain independently administrative units for the supervision of recreation."¹⁴

There are other suggested methods of financing the recreation program. A special recreation tax might be voted by the community to supplement other educational funds.

¹⁴Neumeyer, M.H., and Neumeyer, E.S., op. cit., p.307

Some feel that fees and charges should be levied on persons using the recreation facilities. Many arguments could be advanced for and against such a plan. It perhaps would increase the services in a program. It might serve as a guide to the needs of the community. It might simplify discipline. Some authorities feel that people appreciate things more if they are required to pay for them.

These arguments would seem to be offset by the fact that many people who need recreation most do not have the money to pay for it. As mentioned earlier, the emphasis of recreation should be placed on participation. "The establishing of a charge merely for income sometimes fails to accomplish this and also defeats the very purpose for which the facility was established."¹⁵

Adequate financing, whatever method is used, requires careful planning over a long period so that a justification can be made of the request for funds.

¹⁵Butler, George D., op. cit., p.477

CHAPTER IV

CHANGES NECESSARY IN EDUCATIONAL PATTERNS

Attitude Toward Recreation

Numerous authors recognize that recreation is a part of education and the logical answer to the leisure time needs of society is school sponsored community recreation programs. Wrenn and Harley maintain that "all evidence points to a broadening of the concept of education until it ultimately includes recreation as a normal function of the school."¹ "If education fails to train for leisure hours, it has not fulfilled its responsibility,"² is the conclusion of Neumeyer and Neumeyer. Fisher makes a much more dramatic statement about the wise use of leisure and the failure of schools to meet this need.

Yet a prophetic eye can see that a better use of the hours in our daily lives is, soberly, literally, one of the two or three keys without which we cannot unlock the door to a decent future for our society, or for any individual human being. A seer would be appalled by our ignoring in the education we give our young people the paramount importance to them of how they will spend their time off jobs. Our educators struggle conscientiously to prepare our youth for what can never be accurately foreseen in any individual life--

¹Wrenn, C.G., and Harley, D.L., op. cit., p.67

²Neumeyer, M.H., and Neumeyer, E.S., op. cit., p.180

the kind of work by which the cash to pay the bills is to be earned. But they make little effort to prepare boys and girls for what can be foreseen with certainty--that each one of them will have many hours of free time in his or her every day, the use of which will largely determine the quality of the future of man or woman, and both the quality and the quantity of the satisfactions of their lives as adults. Essential to their happiness and usefulness is to learn how to protect that new leisure from the attrition and erosion of the trivial, how to use those free hours creatively. But this subject is mentioned in no curricula.³

Even though these and many other challenging statements have been directed toward schools, progress has been slow. Romney feels that "society has not progressed far enough in its concept of the function of public education, and the potentialities of the school system, and the responsibilities of the school board, to accept the theory that public recreation should be the charge of public education."⁴

The attitude that the major task of education is to prepare youth for college or for jobs indicates that many school people are behind the times. Education should prepare our children to live successful lives. Using leisure hours in a satisfying manner is a part of successful living. Some of the extracurricular activities that were once considered frills in education are slowly being credited with

³Fisher, Dorothy Canfield, op. cit., p.250

⁴Romney, G. Ott, op. cit., p.62

making contributions to mental, physical, social, and emotional growth. The statement has often been made that the majority of people do not fail in a job because of a lack of ability to handle the work but instead they are unable to make the necessary social and emotional adjustments. A satisfying hobby or other recreational activity could do much to help all individuals adapt themselves to varying situations.

Another attitude that should be broken down is the belief that success is measured in terms of material wealth gathered rather than in living a happy and abundant life.

The belief that school buildings and school equipment should be used only by school age children during the normal school day is a costly attitude. Romney believes that

Tomorrow it must be the rule rather than the exception that school grounds of all kinds teem with youngsters who have returned after school hours for participation in the things they choose to do in their own time for the gratification of the doing. Adults whose off-time allows should mingle with them or find their own groups. Light should flow from school windows each night, and other lights should drench outdoor areas, indicative of general participation in music and fencing, softball and swimming, forums and wrestling, cooking and photography--and whatever else may find demand strong enough and facilities available.⁵

Schools cannot assume that they have fulfilled their

⁵Ibid., p.64

obligation when they graduate students. Since they are tax-supported institutions established to promote the welfare of the people, they must take into consideration the needs of out-of-school youth and adults.

Tradition has always caused education to react slowly to change. This plus administration difficulties may be one reason schools have not done more for community recreation. These problems can be overcome by far-sighted educators.

Changes in Facilities

Due to the depression period during the 1930's, the lack of materials during the war years, and the high cost of materials during the post-war period, schools are far behind in their building programs. For this reason many schools are not geared to meet the recreational needs of the community. Now that schools throughout the nation have accelerated their building programs much thought should be given in the planning for space and facilities needed in a recreation program.

One of the first things to consider in the building of a school is the site. The ease of accessibility is important to the school children as well as the adults who will be using the building at night. Parking space near the

facilities which are to be used by adults is another way of making the school more accessible.

The size of the school grounds should be adequate to assure all groups of being able to participate in activities of their choice. The outdoor facilities should be placed so that one activity does not interfere with another. The actual size of the site will depend on the community. Many schools today are building on sites of twenty acres or more.

Outdoor facilities should be lighted whenever possible to enable more people to use the space. Today we usually find only the football field and baseball field lighted. Tennis courts, handball courts, softball fields, and many other facilities would be popular in the evenings with adults if lights were available.

Noted school architects suggest that when planning indoor spaces school administrators should give thought to:

1. A far larger proportion of the student body participating actively in a games program.
2. A wider diversification of offering of games.
3. The teaching of game skills having recreational value in adult life.
4. The varied interest of the adults of the community in the school's facilities available for recreational purposes.⁶

⁶Engelhardt, N.L., Engelhardt, N.L. Jr., and Leggett, Stanton, Planning Secondary School Buildings, New York: Reinhold Publishing Company, 1949, p.129

The American Association of School Administrators and the National Recreation Association have jointly issued a number of suggestions for planning school buildings for community recreation.

1. Provide one or more community rooms to serve as lounges or places where young people or adults can drop in outside of school hours under proper sponsorship.
2. Provide special cupboards for storing equipment, tools, and materials used for community groups in art rooms, craft shops, and other rooms where such duplicate storage space is necessary for convenient use.
3. Provide separate lockers for community use in locker rooms serving the gymnasium, swimming pool, or outdoor recreation areas.
4. Control heating and lighting for parts of the school used by community groups to reduce heating and lighting costs.
5. Provide for closing off corridors and hallways where necessary to control community use after school hours and to prevent excessive custodial service.
6. In elementary and junior high schools to be used by younger children, provide a playroom that opens on the playground, which is large enough for a variety of activities and contains cupboard for storing play materials.
7. Provide toilets and drinking fountains that are easily accessible from the playground and that, with the playroom, can be shut off from the rest of the building.
8. Provide an entrance to the section containing community facilities that is easily reached from the street and well lighted at night.
9. There is an advantage of floodlighting play areas so that there can be a maximum of twilight and evening use.
10. Cafeterias can be used to greater advantage if there is a small stage to encourage wider utilization of a space which is normally used to little.
11. Plan all facilities with a view to multiple

use. Many of the facilities designed primarily for school purposes will be usable for community purposes; very few of the facilities designed for community use will not be usable for the school program.⁷

When the building is being planned, consideration should be given to the types of facilities most popular with the various age levels. Facilities for groups and individuals; social and competitive activities; and quiet and vigorous activities will be necessary.

The cost of providing facilities will of course need to be considered. If the site is large enough and if adequate space is provided within the building, almost any activity the community desires can be cared for. Certainly, under the proper leadership, a wholesome program can be organized.

Better Activities

Numerous authorities accuse the school of preparing the youth only for college or for jobs they may take upon leaving school. On the other hand many of the activities participated in during school years have very little carry-over into adult life.

Too many schools have placed the emphasis of their activity program upon football, basketball, and baseball.

⁷Butler, George D., op. cit., pp.201-02

These sports can accommodate only a relatively small number of boys. The rest of the boys and the girls are relegated to the role of spectator. These sports are too strenuous to be participated in very long as an adult. If more emphasis were placed on intra-mural activities such as tennis, golf, swimming, bowling, archery, and softball many more could participate and for a longer period of life.

Many youth of today are leaving school before finishing high school. Much of this drop-out must be attributed to the student feeling a lack of success or achievement in school. There should be opportunity for more pupils to participate in music, dramatics, arts and crafts, creative writing, social recreation and nature study. As the Federal Security Agency points out "simple courses in wood-working and home economics will not suffice."⁸

In many schools today we find a few students participating in many activities. The problem is to get more students participating. Wrenn and Harley suggest that "a necessary first step is to complete the breaking down of the barrier between classroom and extraclassroom activities."⁹ Too few schools have attempted to organize the non-athletic and non-scholastic activities of the school. Or-

⁸Federal Security Agency, Office of Education, op. cit., p.78

⁹Wrenn, C.G. and Harley, D.L., op. cit., p.77

ganization should probably not be on a compulsory basis but steps could be taken to get more students participating.

Students generally feel that they have benefited through their experiences gained in an activity program. Many school drop-outs, however, have never participated in school activities other than regular classroom activities. The activity program of the school fails to make the maximum contribution to the growth and development of youth whenever:

1. Marks are used as a screening for participants.
2. The emphasis is on competition rather than wide participation.
3. Small cliques dictate the general pattern of school life.
4. Expensive insignia are used as badges of membership in organized groups.
5. Social affairs are expensive and formal.¹⁰

Until the present day schools have done far too little toward providing recreation for adults. Though an adequate program may be provided for youth this is not enough. As mentioned by Wrenn and Harley, "need for education does not stop at any point in the individual's life. The community is entitled to expect its schools to concern themselves with all its young people, indeed with all its members, young or old."¹¹ Thus far the emphasis for adults

¹⁰Federal Security Agency, Office of Education, op. cit., p.79

¹¹Wrenn C.G., and Harley, D.L., op. cit., p.84

has been upon the presentation of music and dramatic programs or sports activities which permit adults to become spectators. There is value in witnessing such events but it does not equal the value of participation.

The well-planned school will have facilities that can be widely used by adults. Only proper organization is needed to allow these people the opportunity of participating in many of the following activities.

Group and Individual Sports

- Badminton
- Croquet
- Golf
- Handball
- Horseshoes
- Softball
- Tennis
- Volleyball
- Archery
- Table tennis
- Flycasting
- Swimming

Arts and Crafts

- Woodworking
- Weaving
- Model building
- Quilting
- Pottery
- Painting
- Metal work
- Leather craft
- Knitting
- Carving
- Sketching

Social Activities

- Barbecues
- Card games
- Checkers and chess
- Social and Square
Dancing
- Discussion Clubs
- Forums

Music Activities

- Chorus
- Band
- Operettas
- Ensembles

Dramatics

- Minstrel shows
- Fashion shows
- Costume design
- Scenery making
- Play writing
- One act and
Three act plays
- Pageants

Leadership Needs in Today's School

When one knows that nearly every school today has teachers qualified to teach music, art, crafts, sports, dramatics, journalism, and photography, it seems that these teachers could be incorporated as leaders in a community recreation program. The personal qualifications of a teacher could be substituted for the personal qualifications of a recreation leader.

There are probably three principal reasons why today's schools are unable to provide satisfactory leadership in a community recreation program. In the first place the teachers today use a more formal method of presentation than is considered satisfactory in a recreational program. Although the formal methods of education are slowly being broken down, tradition again is a hard thing to change. Teachers have been accustomed to giving orders, requiring certain skills to be attained, and in all instances being the dominating influence of the school. In recreation, the leader attempts to bring out the leadership qualities of the participants and then to remain in the background. If teachers find that they can change from the traditional classroom practices to the more informal methods of education, they will have done much to qualify themselves as recreation leaders.

The present preparation of teachers is another reason that many are not qualified to lead recreational programs. Wrenn and Harley propose that "we should have a different type of preparation for teachers who are expected to help pupils improve their leisure opportunities--and this is a function for which every teacher should be qualified."¹² Teachers should regard recreational activities as a normal function of schools and not as extra duties connected with teaching. The responsibility here rests largely with teacher training institutions. Wrenn and Harley go on to say, "until teacher training institutions realize the importance of initial preparation for recreational leadership, the schools will fall short of the full contribution they can make to the worth-while use of leisure by young people."¹³

The third reason the schools cannot adequately supply leaders for community recreation stems from the present shortage of teachers. The teachers cannot be expected to work all day and still be enthusiastic about leading after-school and evening activities for out-of-school youth and adults. More teachers will need to be employed if a well-balanced and well-conducted school recreation program is

¹²Ibid., p.79

¹³Ibid., p.79

to be undertaken. This may prove to be the most difficult obstacle to overcome in providing school-centered recreation programs for the community.

Necessary Financing

The problem of adequately financing community recreation through the school is closely tied up with financing of the entire school program. It is not the purpose of this paper to discuss the weaknesses in school financing. Many states have made it possible for schools to budget money for recreational purposes. With the present difficulty of financing adequate educational programs, most school boards feel that recreation is one of the least deserving items of a school budget.

Until the schools receive more money with which to operate and until the need for recreation has been impressed upon the minds of school leaders, we shall probably find few community recreation programs provided by schools.

The process will probably be slow but the answer presumably lies in the hands of far-sighted communities. These communities can raise money locally by taxing themselves and provide community recreation. By proving the value of worth-while use of leisure time through school sponsored recreation programs they will do much toward

making recreational programs a part of the school's natural function.

Cooperation Between the School and Other Community Agencies

Many schools that have been unable, for one reason or another, to provide community recreation have cooperated in many ways with other agencies. Probably the most common example would be the use of school buildings by other organizations interested in promoting community recreation. Some schools charge a rental fee while others allow the use of school buildings and equipment at no charge. It would seem that since school buildings are public property the people should be allowed to use them without paying a fee. Other schools have gone a step further and have provided leaders for recreational programs that are sponsored by community groups.

In communities that have municipal recreation departments it is usually found that they cooperate closely with the schools. A great deal of progress has been made in the field of community recreation through the cooperation of school and recreation authorities. Butler points out a number of ways that these two agencies should work together.

1. Joint Employment of the Recreation Executive
Under this arrangement the person employed

by the recreation department as executive also serves the schools in a related capacity. Joint employment is designed to unify planning and administration, to facilitate use of school facilities, and to minimize conflicts in policy.

2. School Board Representation on Recreation Board
Such representation enables the school officials to be fully informed as to recreation plans and programs, keeps the recreation board in touch with the opinion of the school authorities on recreation matters, and facilitates cooperation in the use of school properties and joint action on problems of common interest and concern.
3. Cooperation in Acquisition and Development of Areas
Economy and efficiency result when there is joint planning in the acquisition of areas to be used by both agencies.
4. Joint Use of School and City Recreation Properties
Under this arrangement the school uses the property during the school day under school auspices and the recreation department uses it during other hours under their own leadership.
5. Cooperation in Program Planning and Policies
A mutual understanding concerning program methods, objectives, and standards is highly desired.
6. Voluntary Coordination of Recreation Services
When both public agencies are furnishing a broad recreation program in a city, coordination of their services is essential.¹⁴

The cooperation between the school and other agencies has grown immensely during the past few years. Much more can yet be done. Where schools cannot provide adequate community recreation programs alone, cooperation with other agencies will do much toward achieving a maximum recreation service.

¹⁴Butler, George D., op. cit., pp.521 et seq.

Trends in Today's Schools

There are a number of reasons to believe that school authorities are beginning to take a more active interest in community recreation. The year-round school, summer camps, and adult education programs may be cited in this respect. Though these programs are not too wide-spread at the present time, and in some cases the interest has only resulted in vocal acceptance of their desirability, they are indicative of changes to come. Through these programs schools are showing a recognition for the need of worthwhile use of leisure time. In many cases these programs are initial steps taken to provide community recreation.

Year-round Schools

Few schools have attempted to operate on a twelve month basis but some experimenting has been done. The concern of some school authorities regarding the idleness of school age children during the summer months has had much to do with the development of twelve month programs.

In some cases the summer programs have been merely a prolongation of the regular curriculum with no additional activities provided. In other instances schools have attempted to give a wide variety of outdoor experiences during the summer months.

It would seem that the year-round schools would help to solve some of the leisure time problems of youth. The success of such a move will probably depend on adequate financing and the type of program offered.

Summer Camps

Many schools throughout the nation have adopted summer camp programs. The values of camping have long been recognized by leading educators. Charles W. Eliot, long-time president of Harvard University, described organized summer camping as "the most significant contribution to education that America has given the world."¹⁵

Numerous values may be gained from camping activities. Jacobson, Reavis, and Logsdon cite the following reasons for schools integrating the summer camp plan into educational programs. "Children learn from direct experience certain facts concerning the outdoor world. Living together for twenty-four hours a day with fellow pupils has its compensations."¹⁶

Adult Education

School sponsored adult education programs have proba-

¹⁵As quoted in Wrenn, C.G., and Harley, D.L., op. cit., p.81

¹⁶Jacobson, Paul B., Reavis, William C., and Logsdon, James D., Duties of School Principals, New York: Prentice-Hall, Inc., 1950, p.309

bly become the most common method of providing community recreation yet undertaken. These programs are non-compulsory and are designed to fill individual needs. Activities grow out of community wishes rather than any program the school may wish to promote.

Activities for adults vary widely from sports activities to music, dramatics, crafts, first aid, and public speaking. The desirability of such activities for adults cannot be overstressed. Meeting the needs of the community will raise the mental, social, and cultural life of its people.

CHAPTER V

A RECREATIONAL PROGRAM

It is difficult to develop a community recreation program until the needs and interests of the community are determined. It is believed by the author that school-sponsored community recreation can readily be divided into four divisions, namely: the school day, after-school hours, evenings, and summers. In this chapter an attempt will be made to show what the schools can do during these periods to promote better use of leisure time. During the school day the attention should be focused on the needs of the school children. The after-school program should be designed largely for school children and out-of-school youth who have the time to participate. The evening program should consider the adults who do not have the free time during the school day. The summer program should provide activities for all ages and be planned so as to coincide with the free time available to the participants.

During the School Day

A great deal can be done within the bounds of the school curriculum to provide students with opportunities for developing creative and satisfying leisure time habits.

For the purpose of showing what can be done in various phases of the school curriculum the following divisions will be made; reading, dramatics and speech, music, arts and crafts, and physical education.

Reading

Reading is a common form of recreation at any age level. Many valuable vicarious experiences can be gained through good books and magazines. The reading habits of students should be properly guided by school people. Reading will provide a source of satisfaction and enjoyment throughout life if pupils develop an appreciation for good literature while in school.

Reading, when properly cultivated, affords many opportunities besides the vicarious experiences one receives. Reading for technical knowledge can be both interesting and stimulating. With capable leadership and assistance youth can be encouraged to read in various fields. Such reading may lead to a personal liking and thus to vocational interests.

Becoming acquainted with the leading literature of the world enables students to better understand the ideas and developments of other countries. Schools should teach literature courses for the enjoyment received rather than as ideas to be memorized.

The use of books as a tool of instruction is important in schools but more emphasis should be placed on the fun and enjoyment to be received from reading.

Dramatics

Dramatics and speech activities offer one of the best opportunities for developing the art of expression. Dramatic activities can begin during the first grade and continue throughout the entire school. The learning process can be vitalized if opportunity is given students to dramatize classroom material.

During the primary, upper elementary, junior high, and senior high school periods the following list of activities will provide satisfying and lasting experiences. Although the activities have been divided into periods of school life many activities will carry over through the entire school period and into adult life.

Primary

Parades
 Storytelling
 Guessing games
 Tricks
 Riddles
 Reciting
 Mimetics

Upper Elementary

Doll shows
 Pantomimes
 Imitations
 Puppetry
 Dramatizing stories
 Impersonations

Junior High

Carnivals
 Charades
 Fashion shows
 Impersonations
 Festivals
 Marionettes
 Masquerades
 Pantomimes
 One act plays

Senior High

Charades
 Fairs
 Festivals
 Minstrel shows
 One act plays
 Three act play
 Radio dramas
 Debates
 Forums

Many of these activities can be encouraged in English classes. Interest in English and speech classes can be stimulated if creative expression is emphasized rather than placing undue emphasis on form.

Music

The appreciation of good music and the ability to participate in some form of musical activity affords a great amount of personal pleasure. The opportunity to develop individual talents should be provided everyone. Those who do not actively participate in vocal or instrumental music may receive much enjoyment from listening if they have learned to distinguish good from poor music.

Musical activities should range from a few simple activities in the primary grades to a diversified program in high school.

Primary

Rhythm bands
 Group singing
 Singing games

Upper Elementary

Group singing
 Harmonica bands
 Choruses
 Beginners bands
 Folk dancing

Junior High

Choruses
 Vocal ensembles
 Bands
 Instrumental
 ensembles
 Ballet dancing
 Folk dancing
 Music appreciation
 classes

Senior High

Choruses
 Vocal ensembles
 Glee Clubs
 Bands
 Orchestras
 Instrumental
 ensembles
 Operettas
 A cappella choirs
 Social dancing
 Music appreciation
 classes

The studying and listening to music of foreign countries in social studies classes can do much to further the interest in and appreciation of people in other lands.

Arts and Crafts

Children of all ages should be given the opportunity to experiment with various arts and crafts activities. Trips to art galleries, exhibitions, and museums, hobby shows, and illustrated books and magazines will stimulate interest in these activities. The following are wholesome leisure time activities and will be enjoyed in the designated age groups.

Primary

Blockbuilding
 Drawing
 Dyeing
 Coloring
 Finger painting
 Paper craft
 Clay modeling
 Printing
 Sand craft
 Toy making
 Bead craft

Upper Elementary

Basketry
 Soap carving
 Drawing
 Printing
 Leather craft
 Scrapbook making
 Map making
 Model building
 Wood carving
 Clay modeling

Junior High

Basketry
 Soap carving
 Wood carving
 Cookery
 Needlework
 Leather craft
 Scrapbook making
 Map making
 Model building
 Photography
 Poster making
 Pottery
 Sketching
 Woodworking
 Weaving

Senior High

Bookbinding
 Cabinet making
 Ceramics
 Cookery
 Costume design
 Electrical work
 Embroidery
 Etching
 Home decorating
 Leather craft
 Mechanics
 Metal craft
 Modeling
 Photography
 Radio
 Sculpture
 Sketching
 Weaving
 Woodworking
 Stagecraft

Classes other than arts and crafts classes will often lead into art activities. Studies of other countries may lead to activities of costume designing, displays and exhibits of life in the country being studied. Foreign language classes, history, geography, and other social studies classes give many opportunities for the development of art abilities.

Physical Education

The widespread interest in sports and games denotes the importance of these activities in the lives of both children and adults. Schools should make it possible for every student to participate in some form of physical activity. Emphasis should not be placed on a few sports with very little

carryover value that enable only a small portion of the students to participate. A large degree of choice should be given students in the selection of activities in which they wish to participate. The following activities will provide training for leisure during school years as well as during adulthood.

Primary

Low organized games
 Tag
 Hide-and-seek
 Relays
 Hopscotch
 Wrestling
 Marbles
 Scooter racing
 Rope jumping

Upper Elementary

Low organized games
 Croquet
 Marbles
 Model boat building
 Kite flying
 Swimming
 Bicycle riding
 Softball
 Soccer
 Touch football
 Tug-of-war
 Roller skating

Junior High

Tumbling
 Baseball
 Basketball
 Dodge ball
 Football
 Soccer
 Softball
 Bicycle riding
 Wrestling
 Boxing
 Swimming
 Track and field
 events
 Table tennis
 Croquet

Senior High

Badminton
 Bowling
 Table tennis
 Handball
 Tennis
 Golf
 Boxing
 Wrestling
 Baseball
 Football
 Basketball
 Track and field events
 Volleyball
 Archery
 Swimming
 Diving
 Ice skating
 Skiing

Other Recreational Activities

There are numerous other ways in which the school can further the recreational pursuits of the students. Many nature and outdoor activities can be integrated into every phase of school life. A love of nature affords daily satisfaction. Activities such as caring for pets, collecting of flowers, insects, marine life, and rocks, flowers and vegetable gardening, explorations, nature hikes, and trips to museums, zoos, and aquariums should be experienced during the school life of every child.

Service clubs and social organizations are other means of developing leadership and providing worthwhile leisure time activities. Sociability and friendship are desires of everyone. The art of conversation and the ability to live with others need to be cultivated. The ability to listen as well as talk, to organize and lead, to show proper social etiquette, and otherwise operate effectively in group life can be developed through school organizations. Membership in these organizations should be open to all youth with no restrictions made because of grades or prohibitive dues. Membership in social organizations give students a feeling of belonging, helps promote healthy relationships between boys and girls, and encourages intelligent citizenship.

After School Hours

Many free hours are available to school age youth, both those in and out of school, during the time immediately following the regular school day. The school should provide leisure time activities for these young people. The activities should be designed primarily for the teenage youth. If no recreational activities are provided many of the folks will spend their time "just hanging around".

The most popular activities for this age group are physical activities, music, drama, arts and crafts, and social activities. The following activities can be provided by schools and will promote worthwhile use of these after-school leisure hours.

Physical Activities

- Softball
- Basketball
- Tennis
- Golf
- Bowling
- Archery
- Volleyball
- Swimming

Music

- Bands
- Choruses
- Folk dancing
- Square dancing
- Operettas
- Vocal and instrumental ensembles

Dramatics

- One act plays
- Three act plays
- Radio dramas
- Stagecraft
- Playwriting
- Minstrel shows
- Scenery making
- Play tournaments

Social Activities

- Barbecues
- Parties
- Social dancing
- Social clubs
- Service organizations

Arts and Crafts

Woodworking	Weaving
Sketching	Sculpture
Photography	Painting
Metal work	Mechanics
Leather craft	Ceramics
Electrical work	

Many students cannot participate in all the activities they wish to during the school day. Many out-of-school youth have the opportunity to participate in recreational activities only as spectators. If the above-mentioned activities are provided by the school to all youth of the community they can then become active participants.

Evening Activities

Through school-sponsored programs adults may participate in many leisure time pursuits not otherwise available to them. Since adults are busy with their vocations during the school day, the evening program should be designed primarily for them. The interests of the adult group must be determined before the scheduling of activities can be done. However, from the following activities the needs of almost any adult group can be met.

Dancing

Ballroom
Folk
Square

Clubs

Service
Social
Civic
Hobby
Other special
interests

Music

Bands
Orchestras
Choruses

Arts and Crafts

Woodworking
Weaving
Sketching
Photography
Sewing
Interior decorating
Leather craft
Red Cross classes

Sports and Games

Basketball
Volleyball
Table tennis
Boxing
Chess
Checkers
Cards
Golf
Tennis

Dramatics

Plays
Stagecraft
Costume designing
Minstrels
Play writing
Fashion shows
Radio shows
Radio announcing
Script writing

Flycasting
Fly tying
Badminton
Softball
Gymnastics
Archery
Swimming
Rifle shooting

Many people may have a desire to participate in some of these activities but have no knowledge of the game. Provision should be made for group and individual instruction so that no one need feel left out.

Leagues, tournaments, production of plays, concerts, and forums should all result from the participation in these various activities. Participation in such events brings a feeling of achievement to the individual which is so necessary to the entire program.

Community nights should be a part of the adult program. These nights may be featured by demonstrations, lectures, dances, parties or discussions. A feeling of community

solidarity can be achieved in such a manner.

Summer Programs

The summer program should be built around the same principles as any other recreation program. The free hours available to the various age groups of the community should be taken into consideration when the program is planned. The program should be planned so as not to break up family groups but to bring them together through recreation. Whenever possible a theme should be carried throughout a weekly program. Many of the activities in music, crafts, drama, and discussion groups can be tied in with the theme of the week. These weekly themes, along with special events and holiday programs should form the backbone of the summer program.

A summer program should be flexible enough to meet the changing interests of the participants. After the weekly themes are developed and the special events and holidays are plotted, the starting and ending dates of the different leagues should be decided. The program should then be broken down into weekly programs with more attention given to the specific types of activities to be carried on. After this has been done daily programs should be drawn up showing the specific activities to be held. The program should

be developed on an hourly basis indicating the activities and for what age groups they are designed.

The mornings should generally be scheduled for the preschool and primary and elementary school children. Supervised play, low organized games, story hours, and such activities are best for these children. The early afternoons will usually find these same age groups back on the playgrounds, although the younger ones may be taking naps. Sprinkler parties, wading pool play, and low organized games will fill the afternoon hours. In the late afternoon teenage youth and some of the elderly citizens will have free time. Teen-age children will enjoy team games and craft activities. Elderly folks will be more interested in quiet and self-directing activities such as chess, checkers, arts and crafts, hobbies and discussion groups. The evenings should be organized primarily for the older youth and the young and middle aged adults. Recreation for these groups should include active as well as passive activities. League play in various sports, crafts, music, drama, and clubs should all be available for these interested.

There are numerous activities designed to stimulate interest. Among these are tournaments, contests, hobby shows, plays, musicals, trips, and camps. All of these

activities should be included in a summer program with the purpose of broadening the interests of the participants. All activities should be geared to the skill of those participating. Ample opportunity should be given for instruction in all activities. No activity should be carried on after the interest has died. Basic to all recreation programs is the interest of the community.

CHAPTER VI

SUMMARY

The Problem

The purpose of this paper was to determine the extent to which authorities in the fields of recreation and education consider the leisure time needs of the community as a responsibility of schools. The author has also attempted to show what changes must take place in educational patterns if schools are to meet these leisure time needs. The third phase of the paper has shown how the school, through its curriculum and with the use of its facilities, can promote better leisure time habits for the entire community.

The majority of writers in the fields of recreation and education are well aware of the importance of leisure. Many feel that the moral structure of our society depends upon the wise use of leisure.

Opinions are somewhat divided on where the school fits into the entire picture of community recreation. A few feel that the responsibility lies with other community agencies. They base this opinion on the idea that schools are already faced with too many tasks. Most writers feel, however, that recreation and education cannot be separated. These writers

feel, as does the author, that both recreation and education are designed to lead the people of our society into fuller and richer lives.

Many educators are backing up their beliefs with recreation activities as part of the school program. These programs do not generally stop with the school age children but include the entire community. Some of these trends in community recreation will be summarized in a later section of this chapter.

Implications for Schools

There are various implications for education arising from the growing amount of leisure. One implication is that more time should be devoted to leisure time activities. Another implication is that the activities designed to provide training in the use of leisure should be of a highly varied nature. The type of work that a person does often determines the type of recreation that he will enjoy.

Subject matter can be used to improve the use of leisure if it is taught as vital, living experiences and not as stereotyped facts. Reading can be an opening to a wide variety of experiences and explorations if not turned into a recitation class. The spirit of adventure should be brought out in a child's reading. The library should be widely used for supplementary reading in all fields of

study.

The field of science can develop many useful ways of spending leisure time if it is not taught simply as a group of facts. Field trips, experiments, and nature studies can make science an exciting study.

Arts and crafts, music, dramatics, sports, games, and clubs are sometimes part of the school curriculum and sometimes regarded as extra-curricular. These activities are probably doing as much as any other part of the school program to promote worthy use of leisure time. Perhaps, if schools are attempting to develop well-rounded individuals, as they say they are, all extra-curricular activities should be incorporated into the regular curriculum so that the most could be made of them.

The physical education program today could be the outstanding method for improvement of leisure activities. However, too many programs are centered around the competitive sports of the school such as football, basketball, baseball, and track. These activities, while valuable in their own right, do not provide all children with an opportunity to participate. They are generally too strenuous to be taken part in after the school years are over. If such activities as tennis, handball, volleyball, swimming, golf, camping, and hiking were included in more programs there would

be an opportunity for every child to develop hobbies which would have a carry-over value in adult life. Participation in activities is not the only means of enjoyment. Our boys and girls should be helped to enjoy sports as spectators as well as participants. Study clubs can be formed to learn the history of various sports, outstanding teams, and rules of the game.

The school's responsibility does not end with the end of the regular day. The school should be available at nights for social dancing, club meetings, music rehearsals, and other student activities. Intramural programs can be handled on Saturdays. In other words, as stated by G. A. Bowling, "the school should be a community center, a place where leisure time may be used as an opportunity for the greater realization of life and not as a menace to democracy."¹ This statement implies that the controlled use of the child's leisure can usually result in formation of constructive habits. If the time is uncontrolled, anything might happen. Therefore, another implication for the school arises. The greatest period of free time for children is during the summer vacation.* The school must guard

¹Bowling, G.A., "Education's New Obligations," Recreation, 39:286 (September, 1945)

*Unless facilities and leadership are provided, our children have little opportunity to develop constructive leisure time habits. The facilities and equipment of the school should not be idle during the summer months.

against the possibility of children forming undesirable habits and using their leisure in undesirable ways.

The school should assist children in locating existing facilities within the community for use of leisure time. The public library, Y. M. C. A., Y. W. C. A., and scout groups all operate in various communities. Surveys can be taken by a school class to determine the types of recreation available in the community. These community agencies should be supplemented by a school-sponsored recreation program.

A responsibility rests with the school in aiding others than school children in the proper use of leisure time. Children of school age, but not in school, and adult members of the community should be afforded the use of school facilities. In fact, the school should go further by setting up recreational programs for these people.

The school administrators, when planning buildings, should take into consideration the needs of the community as well as school needs. The school building should be planned as a community center. The school alone cannot do everything, but with the school leading the way in a cooperative manner, much can be done to improve the lives of the citizens of a community.

Current Trends

Although sometimes hardly noticeable, there are certain trends that indicate a growing belief in school-sponsored community recreation. The experiments with year-round schools, summer camps, and adult education programs have been discussed earlier. Other signs of a growing awareness of the problem can be found in some of the new schools being constructed today with facilities for community use. The addition of recreation leadership courses in some colleges shows that thought is being given to this area. The inclusion of activities, heretofore considered extracurricular, into the regular school curriculum is a definite move toward school-sponsored recreation.

As mentioned before, schools move slowly. These trends are indicative, however, of the direction in which schools are moving. For the sake of our young people and for society as a whole, it is a move in the right direction.

Fields for Future Study

A number of studies should be made to help schools in this new role of community recreation. It would be desirable to have a study made of methods of surveying communities where recreation programs are to be organized. It

would also be interesting to have a study made of methods of organizing community recreation. Another study that would seem to have tremendous value would be a survey of activities to determine the carry-over value into adulthood. Other studies pertinent to this entire field are methods of financing, training of leaders, and the planning of buildings.

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