

A PROPOSED SUMMER RECREATION PROGRAM
FOR A RURAL ELEMENTARY
SCHOOL DISTRICT

A Project

Submitted in partial satisfaction of
the requirements for the degree of

MASTER OF ARTS
AT THE
SACRAMENTO STATE COLLEGE

SACRAMENTO
STATE COLLEGE
ARCHIVES

by

Robert D. Manley
A. B., (Chico State College), 1939

Hubert J. McCormick, Chair
Ira R. Woodworth
Harold H. Stephenson

Date July 29, 1953

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
The Problem	1
Statement of the problem	1
Limitations of the study	2
Importance of the study	2
Definitions of terms used	4
School-community	4
Recreation	4
School district	4
Methods	4
Organization of remaining chapters	6
II. CHARACTERISTICS OF THE JUNCTION ELEMENTARY SCHOOL DISTRICT	7
III. RECREATION AS A FUNCTION OF A SCHOOL DISTRICT	14
Civic center law	15
Joint exercise of powers	16
Financial basis	16
Recreation support law	17
Supporting organizations	17
Organization and administration of a school-community recreation program	18
Recreation personnel	19

CHAPTER

PAGE

Volunteer leadership	20
Recruiting of volunteer leadership	21
Facilities for recreation	21
Description of Junction School District play area	22
Proposed budget	23
Attendance	25
Public relations	25
Word of mouth publicity	26
Public meetings	26
Public speakers	26
Newspaper publicity	27
Advance information	27
Follow-up information	27
Bulletins	27
Posters	28
Radio publicity	28
IV. THE RECOMMENDED SUMMER RECREATION PROGRAM	29
Finance	29
Personnel	29
Facilities and equipment	29
Interest	30
Miscellaneous factors	30
Factors determining a five day week	30

CHAPTER	PAGE
Balanced program	30
Evening programs	31
Relationship to the yearly school program	31
Recreational activities	32
The bulletin board	34
The small children	34
Record keeping	34
Scheduling activities	34
Safety of children and other participants	34
Aquatics program	35
Awards	35
Culmination activity	36
Open house	36
Circus or carnival	36
V. SUMMARY AND CONCLUSIONS	38
Summary	38
Conclusions	39
Concluding recommendations	40
BIBLIOGRAPHY	44

LIST OF TABLES

TABLE	PAGE
I. Growth in Average Daily Attendance of the H. C. Muddox School 1943-1953.	9
II. Financial Report Submitted to the Junction School District by the Supervisor of Recreation	13
III. Proposed Recreation Budget for the H. C. Muddox School-community Summer Recreation Program for 1952-1953	24

CHAPTER I

INTRODUCTION

Since the turn of the century education has made tremendous strides in its development from the philosophy of "The Three R's" and the facilities and program of "The Little Red Schoolhouse" to the present modern curriculum and facilities and programs broadly conceived and conducted to meet the need of youth. However, education, as such, has not been alone in this forward movement but has had "Recreation" as a traveling mate. In fact it is recognized by leading authorities in the field of recreation and education that the two are no longer separable. Lawrence P. Jacks states that:

To understand the meaning of education and recreation we must see the two in union, and not in separation. The education which is not also recreation is an incomplete, half-done thing . . . the recreation which₁ is not also education has no recreative value . . .

I. THE PROBLEM

Statement of problem. It is the purpose of this study: (1) to describe the characteristics of the Junction Elementary School District; (2) to outline the basic principles

¹ Lawrence P. Jacks, Education Through Recreation, (New York: Harpers and Brothers, 1948), p. 2.

underlying the place of recreation as a function of a school district; (3) to ascertain the legal and financial framework involved; (4) to recommend a basic program; (5) to make other recommendations which would be useful to the school board in the establishment and maintenance of a school-community recreation program.

An attempt is made to arrive at a representative summer recreation program that can be recommended to the governing board of the Junction Elementary School District.

Limitations of the study. The study is limited to a school-community recreation program, to be organized and conducted by the Junction School District. No attempt is made to give attention to a study involving a year around recreational program.

The study points out the basic aims and objectives of community recreation. Recommendations are made regarding the legal framework and financial structure involved. Further recommendations are made as to the kind of personnel needed to conduct a worthwhile program, the type of recreational activities best suited for the facilities, and methods of program scheduling. Consideration is given to the problem of promotion, publicity, and public relations.

Importance of the study. It has long been recognized

that recreation has become a vital part of the individual's life. Modern living, with its complexities and high pressures, accompanied by an ever increasing quota of leisure time indicates that opportunities for wholesome physical, mental, spiritual, and social outlets must be provided for all individuals within a community.

People must be given opportunities for acquiring skills, attitudes, and experiences that will aid them in learning to make worthy use of their leisure time now and throughout their lives.

The proper types of recreational opportunities, where and when provided, contribute to the many qualities of good citizenship which directly make for a better society.

The Junction District is a typical rural community where to date civic facilities and leadership have proven incapable of providing adequate recreation programs. Consequently, the responsibility for a recreation program must rest with the school district. Conrad, writing in California Schools, has indicated eighty-seven elementary schools in California are sponsoring recreation programs.²

² Carson Conrad, California Schools, XIX (June, 1948), p. 170.

II. DEFINITIONS OF TERMS USED

School-community. The term "school-community" is used to signify the condition of interrelationship of the school and community. More than ever before the school is becoming the focal point of the community. The use of its buildings and grounds for many community functions and activities is increasing each year.

Recreation. Recreation may take form in a number of ways, but basically it can be considered as an activity voluntarily engaged in by an individual purely for the sake of the activity and not necessarily for any other reward. Furthermore a recreational activity should be an activity that will contribute to the betterment of the individual as determined by society.

School district. A school district is an involuntary political division of the state, created by and under the authority of general laws.³

III. METHODS

In order to make a complete study of this problem it was necessary for the present writer to draw upon five years

³ Number 77, California Appellate Court Reports, Second Series, pp. 719-20.

of first hand observations of the district.

Conferences have been held with the district board of the school's administration, teachers and lay citizens of the community regarding their views, needs, and recommendations concerning a school-community summer recreation program.

It was indicated by these conferences that it would be desirable for the district to establish and maintain a summer recreation program that would be a continuation of the regular school program. Parents of the school children and other interested parties expressed the opinion that the children of the community would be benefited considerably by a recreation program. The fact was also brought out that the adults of the community would be actively interested as participants and supporters of a recreation program.

To approach the problem in a systematic way, conferences have been held with representatives of the Bureau of Health, Physical Education, and Recreation, California State Department of Education, and of the California Recreation Commission.

A review of much of the literature on the subject of school-community recreation has been made for the purpose of gaining an insight to the problem and as an aid in making the proper recommendations as to the type of summer recreational plan to be adopted by the district.

IV. ORGANIZATION OF REMAINING CHAPTERS

Chapter II. This chapter is devoted to a brief outline of the historical background and description of the Junction School District.

Chapter III. The basic principles underlying the place of recreation within the pattern of present day living is discussed in this chapter. In recreation circles the several aspects of a recreation program are frequently referred to as the "Big Six" of recreation. They include such factors as organization and administration, finance, program, personnel, facilities and public relations. Each of these topics, as it applies to the unique problems of the Junction School District will be discussed in this chapter.

Chapter IV. A recommended school-community summer recreation program that would be adaptable to the Junction School District is outlined in detail.

Chapter V. This chapter includes a complete summary of the materials presented in the preceding chapters and such conclusions as are a basis for a recommended plan of action for the Junction School District to follow in establishing a school-community summer recreation program.

CHAPTER II

CHARACTERISTICS OF THE JUNCTION ELEMENTARY SCHOOL DISTRICT

The Junction School District, located approximately five miles from the heart of Sacramento, lies to the East of the city and at one point is adjacent to the Sacramento city limits. The district is bounded on the North by the American river, on the East by a highway known as Power Inn road, on the South in part by Marin Avenue and in part by Fourteenth Avenue and on the West by Sixty-fifth Street.

The district was first established, March 11, 1887,⁴ at which time it was considerably larger than at present. In recent years parts of the district were annexed to other school districts. Though large in area, the residential nucleus of the school district consists of an area of about one-half mile square, bordering the railroad tracks.

Most of the families of the district are people who have recently come to California from the midwestern section of the United States. There are also many Mexican and Negro families residing in this district.

A great number of the working population of the district are employed by the box factories, lumber mills, gravel

⁴ Sacramento County Board of Supervisors' Minutes, Vol. M., March 11, 1887, p. 43.

companies and cement plants that lie within the district. Still others find employment at the military bases that are nearby.

The school known as the H. C. Muddox Elementary School, is located on a seven and one-half acre plot at the corner of San Joaquin and Redding Avenues. The buildings are modern in structure and consist of a separate kindergarten room with a patio and play area, eight classrooms and an all purpose room that doubles for an auditorium and cafeteria. There are about six acres of play area available for all of the students.

The school has shown a steady growth in attendance during the past few years and the present enrollment is slightly over three hundred pupils.⁵ (See Table I)

The district furnishes transportation to about ninety per cent of the students; however, the greater per cent of the children are within reasonable walking distance of the school.

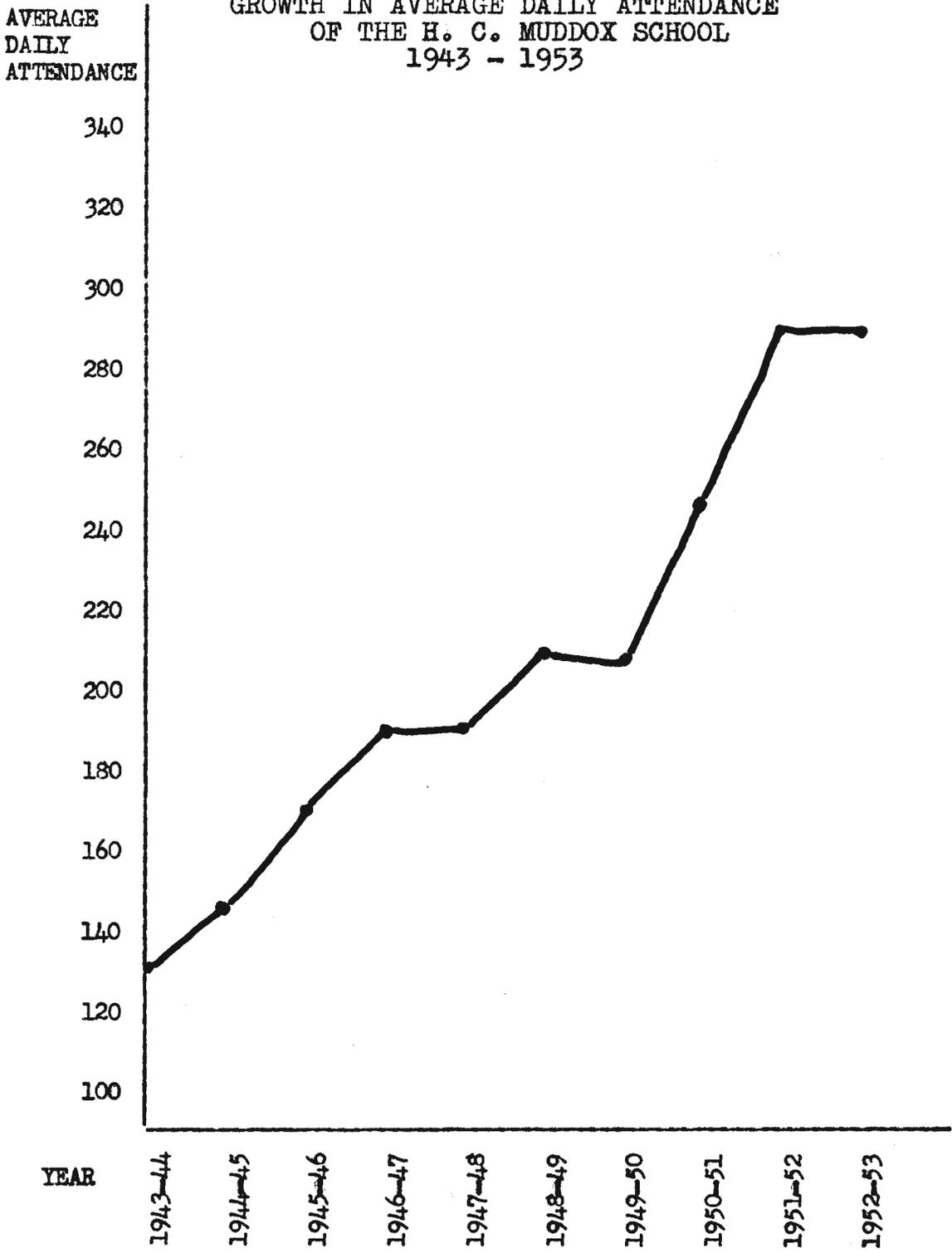
The staff consists of nine teachers, a non-teaching principal, one part time clerk, two combination bus drivers and custodians, and two cafeteria workers.

The Junction District is recognized as a rather poor district inasmuch as its total assessed valuation in 1953 is only \$1,112,170.00.

⁵ Ernest Oliver, Principal, M. C. Muddox Elementary School, Sacramento.

TABLE I

GROWTH IN AVERAGE DAILY ATTENDANCE
OF THE H. C. MUDDOX SCHOOL
1943 - 1953



This is an approximate average of \$3,700. per ADA as compared with an approximate average of \$26,000. per ADA in the neighboring district.⁶

In this same year the district has a bonded indebtedness of \$38,000.00 with a total bonding capacity of \$55,608.00.

Within the school district there is a very active community club which holds meetings once a month at the school. There is also a junior community club for the teenagers of the community which meets at the school twice each month.

The senior community club sponsors a scouting program embracing the Cubs, Scouts, and Explorer Scouts. The community club also fosters a 4-H Club and maintains a reserve fund at the Sacramento Blood Bank.

This organization promotes fund raising campaigns throughout the year such as card parties and an outstanding annual Spring Fair. The revenue gained by the club through these ventures is used in many ways to benefit the students of the school.

This community club has further gone on record as desiring to act in part as a sponsoring body for a community recreation program by ear-marking a specific sum of money

⁶ Approved Budget, Sacramento County, 1951-52, p. 111.

toward the establishment and maintenance of such a program.⁷

Until the summer of 1952 the only recreational opportunities that were available to these people were those which were furnished by the school to the pupils in their everyday class program, and the only activities in the way of recreation furnished by the district for the adults were those promoted by the senior community club and these were limited to the aforementioned card parties and spring fairs.

Immediately prior to the summer of 1952 the school district decided to launch a limited and rather experimental type of summer recreational program.

By use of the "five-cent tax" the district was able to raise approximately five hundred dollars. The "five-cent tax" was made possible by legislative action of the State of California in 1951 for the purpose of permitting schools to raise a specific sum of money that would be used solely for recreational purposes. It was the decision of the school trustees to use the additional tax funds to provide two leaders and pay them two hundred dollars each for their service in rendering recreational leadership for a twenty day period during the month of August. The remaining money was used to

⁷ Minutes, Meeting, H. C. Muddox Community Club, Junction Elementary School District, Sacramento, California: May 5, 1952.

purchase supplies for the program.⁸

As certain expendable items such as refreshments are not allowable by law to be purchased from recreational funds obtained through application of the "five-cent tax" the H. C. Muddox community club donated small sums to cover the added expenses. (See Table II).

As time was limited before the close of the spring term of 1952, little planning was done regarding the summer recreation program and consequently many problems had to go unsolved.

However, the results of that experimental program bore out the contention of the district board and the school's administration that a summer recreation program was needed in the district. Their contact with the problems resulted in the acceptance of a modern point of view which holds, according to Meyer and Brightbill,⁹ that recreation is now accepted as a major force in social well-being. Recreation takes its place with education, health, religion, and work as an essential process of molding individual personalities and creating community living.

⁸ Morris, Robert, Financial Report of H. C. Muddox Recreation Program, Sacramento, California: September 21, 1952.

⁹ Harold D. Meyer and Charles K. Brightbill, Community Recreation, Boston: D. C. Heath and Company, 1948, p. 7.

FINANCIAL REPORT SUBMITTED TO THE JUNCTION
SCHOOL DISTRICT BY THE SUPERVISOR
OF RECREATION

Expenses for operating the recreation program for a period of twenty days starting August 4, 1952 and closing September 3, 1952.

Prizes	\$2.16
Refreshments	9.75
Gasoline	3.90
Handicraft supplies	48.53
Films and developing	3.21
Motion picture films	9.10

Total Cost	\$76.65
Collected from children for additional materials	2.45

Total	\$74.11
Wages	
Supervisor	200.00
Assistant	200.00

Total	\$474.11

Average Daily Attendance 65
 Cost per child per day \$.36
 Total registered for season 143

CHAPTER III

RECREATION AS A FUNCTION OF A SCHOOL DISTRICT

Surveys and studies that have been conducted for the purpose of gaining an overview of the school-community recreation programs throughout the State of California by such leaders in the field of recreation as George D. Butler,¹⁰ Lawrence P. Jacks,¹¹ and Carson Conrad,¹² repeatedly pointed out the definite trend of school districts to recognize the place of the school in providing school-community recreation.

Meyer and Brightbill state that:

The school has two definite responsibilities in recreation (1) integrating its resources - pupils and teachers, facilities and activities - with the community recreation program in full cooperation with all other agencies for individual and social well being; (2) operating an adequate recreation program as an essential part of the education program by teaching the arts of leisure and providing recreation opportunities within the framework of the school program.¹³

10 George D. Butler, Introduction to Community Recreation, (second edition; New York: McGraw-Hill Book Co., Inc., 1949), p. 64.

11 Jacks, op. cit., p. 5.

12 Conrad, op. cit., p. 169.

13 Meyer, op. cit., p. 164.

The tax paying public, who are the recipients of the benefits of community recreation, have gradually become cognizant of the fact that facilities and personnel needed for the maintenance of a community recreation program are available at and within the school. That this point of view has not always existed is indicated by Charles W. Davis, who in speaking of the role of the school in the total community program, made the following statement:

. . . we have had our public schools in America, in cities and rural communities throughout the land, but their use for anything other than education has not been taken for granted¹⁴

The Civic Center Law, enacted in 1919, authorized the governing board of any school district to grant the use of school buildings or grounds for recreational purposes.¹⁵ This was the first action taken by the state legislature to solve the need for public meeting places for the people living in California. However, this act alone did not solve all the problems of public recreation and so the California Legislature enacted the California Recreation Enabling Law¹⁶ of 1939. This law gave authorization to school districts to

14 Charles W. Davis, Report to Public Recreation Section Meeting, American Association for Health, Physical Education and Recreation at Los Angeles, April, 1952.

15 California Administrative Code, Title 5, Education Sections 19431 - 19439, pp. 909.

16 Ibid., Sections 24401 - 24411.

organize, promote, and conduct such programs of community recreation as will contribute to the attainment of general educational and recreational objectives for children and adults of the state.

Joint Exercise of Powers. It was soon found that these provisions did not fully meet the needs of all districts, especially those districts made up of small cities and unincorporated areas. There was a definite need for further legislation and in 1949 further clarification of powers as they particularly related to cooperative administrative authority of recreation were incorporated in the Joint Exercise of Powers enactment.¹⁷

This enactment provided for various districts to join together in the promotion and maintenance of recreation programs. In fact, any combination of agencies is free to pool their finances and resources toward the attainment of a recreation program without becoming too involved in legal red-tape.

Financial Basis. Public school districts contribute to the financial support of community recreation in three ways. The districts permit the use of their school grounds, buildings, equipment and facilities for community programs.

¹⁷ Ibid., Section 6502.

They may allocate district funds for the community recreation budget and they may maintain recreation programs that are administered and financed by the district.¹⁸

Recreation Support Law. The new recreation law of 1951 commonly referred to as the Recreation Support Law,¹⁹ permits school districts with a maximum tax rate to levy, not to exceed five cents per each one hundred dollars of assessed value of property within the district for the purposes of rendering recreation services within and for the district.

The money raised in this manner must be used by the district solely for the purpose of fostering recreation. It is to be used for the employment of recreation leaders, for the purchase of certain expendable items, for meeting the cost of utilities and transportation and for payment of necessary janitorial service.

Within a year of the passage of the Support Law, two hundred and thirty school districts had made use of this provision. This represented approximately eleven and five-tenths per cent of the school districts of California.

Supporting Organizations. Various types of adult community organizations that are directly affiliated with

18 Conrad, op. cit., p. 171.

19 California Administrative Code, op. cit., 6357.2.

the school district may often supplement the district recreation funds or even support summer recreation programs entirely.

The Senior Community Club of the Junction School District is a fund raising group which contributes funds for the purpose of bettering the welfare of the children of the Junction School District. It is logical to suppose that it might be possible for this group to aid in the promotion, financing, and administration of a summer recreation program.

Organization and Administration of a School-Community Recreation Program. Summer recreation programs conducted at a school have been organized and administered by the district board. Such was the case of the Junction District in promoting a recreation program during the summer of 1952.

The people of the district had voiced their desire to have some type of program of recreation to be conducted for a period of time during the summer. This fact was brought to the attention of the district board which decided to have a twenty day program of recreation during the month of August. A report of a Recreation Research Project shows that the Board was able to raise approximately five hundred dollars from this source.²⁰ It was their decision to use these funds to

²⁰ Recreation Research Project, Bureau of Health Education, Physical Education and Recreation, California State Department of Education, March 1953.

employ two recreation leaders to establish and conduct the recreation program on a limited basis.

A lay committee appointed by the district board or by another agency such as a community club within the district could make a study of the problem of organizing and maintaining a summer recreation program and could submit their findings and recommendations to the district. They would not have any legal powers but would merely serve in an advisory capacity.

Recreation Personnel. It is most vital to have adequate facilities and equipment in order to conduct a recreation program but not nearly so important as the need for desirable leadership. If a recreation program can be assured a well qualified leader it may well be a very successful and worthwhile program and can make a definite contribution to the district.

Surveys of rural recreation programs have indicated that in most instances teachers represent the only available qualified personnel for employment as recreation supervisors during the summer.²¹ However, the mere fact that teachers are available does not necessarily guarantee a district that it has available the best qualified personnel to act as recreation supervisors. Many qualifications are needed.

²¹ Meyer, op. cit., p. 375.

Much has been written on the qualifications for recreation leaders. In all positions which involve dealing with personalities there are general qualities expected in every leader: (1) interest in society, enthusiasm for one's work, certain ideals, good judgment, integrity, responsibility, initiative, and resourcefulness; (2) patience, dependability, devotion, a sense of humor and courtesy; (3) the related qualities of efficiency, thoroughness, accuracy, promptness, and industry.

Naturally these are qualities that are desirable in any profession but specifically so in recreation as recreation leaders are confronted with all types of people from all walks of life and must be able to cope with many and different situations and problems.

Volunteer Leadership. The well organized recreation program can make good use of volunteer leaders and an alert supervisor of recreation will search the community for such help. In nearly any district there are people who are genuinely interested in the program of recreation and are willing to give of their leisure time to aid in the program. Some are particularly skilled or gifted or possess specific knowledge that could be called upon to enhance the program of recreation.

Specifically, there are oftentimes, people who have a

hobby such as stamp collecting, photography, the tying of flies, and so forth who would like to impart some of their knowledge and skill to others. Perhaps someone in the community is able to teach folk dancing or tap dancing and still others, especially skilled in athletics, who could assist in recreation leadership.

Recruiting of Volunteer Leadership. The supervisor may conduct a talent survey of the community and in this way have a first hand knowledge of the various talents of potential leaders within the district. Personal contact is the best method of recruiting these people and in most instances the leader can appeal to the individual with a specific skill to share his knowledge by acting as a volunteer leader in the community's recreation program.

Facilities for Recreation. In order to carry on successfully a school-community summer recreation program of even limited scope it is necessary that some facilities be available. There should be a play area that will accommodate at least one soft-ball diamond that can also be used as a play field for soccer, speedball, and touch football.

Provisions should be made for a partially sheltered area wherein story hours, quiet games, and craft classes could be maintained.

There should be at the minimum, a volleyball court

which would serve as a ring tennis and badminton court as well, and at least one basketball court.

In addition, there should be a tetherball court, horseshoe court, and croquet court. Possibly within the sheltered area, or near by, there should be one or two tables for ping pong. A small area close in to the sheltered area should be set aside for the smaller children to have a sand box, wading pool, hopscotch courts, and room for circle games and relays.

Description of Junction School District Play Area.

I. Size of play area

- A. Approximately six acres

II. Outdoor activity facilities

- A. Five dirt softball diamonds
- B. Three dirt volleyball courts
- C. Three dirt combination football, soccer, and speedball fields
- D. Two standard horseshoe courts
- E. Eight tetherball courts
- F. Two paddle tennis courts
- G. Two small areas for circle games
- H. Fenced patio (one-half grass, one-half paved) for little children
- I. Three large sandboxes
- J. One high jump pit

- K. One broad jump pit
- L. Area for dashes and relays
- M. Two paved basketball courts (metal backstops)
- N. Two baseball backstops (steel pipe and wire mesh)
- O. One dirt surfaced apparatus area

III. Indoor activity facilities

- A. One large all purpose room with portable stage
- B. One small auditorium with stage (combination of two classrooms)

IV. Other facilities

- A. A portable athletic supply room (apart from the regular building) is available
- B. A large supply of varied athletic equipment
- C. Audio-visual equipment (i. e., phonographs, records, projectors, (film and strip) wire recorder, public address system)
- D. Library of fiction and other books

Tables and benches are available for arts and craft work and the playing of quiet games. Provisions should be made for the playing of croquet, shuffle board, and table tennis.

The possible addition of a barbecue pit to be used for evening gatherings would be of considerable value. The patio area would afford a natural location for such a project.

Proposed Budget. The proposed budget for the 1952-53 program of recreation is shown in limited detail in Table III. The school district does not anticipate allocating funds

TABLE III

PROPOSED RECREATION BUDGET FOR THE H. C. MUDDOX
SCHOOL-COMMUNITY SUMMER RECREATION
PROGRAM FOR 1952 - 1953

Anticipated income:

Funds acquired through application of the "five-cent tax". (approximately)	\$500.00
Funds granted by the H. C. Muddox Community Club	50.00
Total (approximately)	<u>\$550.00</u>

Anticipated expenses:

Wages	
Supervisor of program	\$225.00
Assistant to supervisor	225.00
Supplies and materials (approximately)	50.00
Expendable items (refreshments, etc.) (not allowable under the "five-cent tax" law, approximately)	50.00
Total (approximately)	<u>\$550.00</u>

Note: This budget would normally be expected to be supplemented through limited use of selected supplies of the school district, when available.

toward the promotion of the program from its general fund but will give direct support to the program by permitting use of buildings, facilities, and some arts and craft materials.

The district has delegated the responsibility of purchasing supplies to the supervisor of the program and he will be required to make a full report indicating how and where the money was spent.²²

Attendance. The 1951 summer program showed an average attendance of sixty-five participants per day. No accurate count was made of the participants to determine the breakdown according to age groups and sex but in discussion with the supervisor of the program it was indicated that there existed a general spread in the age group from the ages of six to fourteen and approximately an equal division in the sexes that took part in the program.

Public Relations. It is desirable to have a fine program of recreation in which those responsible are doing a creditable job but it is also important to report and interpret it intelligently enough to secure adequate public support.

The recreation program holds a unique position in society in that it comes in contact with all types of people

²² Morris, op. cit.

which go to make up the full cross section of society. Each of these individuals is responsible in part for the public relations factor of recreation, depending upon what recreation has meant to him.

The promoting of good public relations for the purpose of stimulating interest in a summer recreation program is accomplished in the following ways:

1. Word of mouth publicity. The child, youth, or adult who has anything to do with the program is an important media of publicity for the program. This publicity can be either beneficial or detrimental to the program of recreation depending on what it and its administrators have been able to offer the individual.

2. Public meetings. Meetings for parents and all interested people can be held at the school building for the purpose of introducing or planning a program of recreation or for stimulating interest in a program that has already been initiated.

3. Public speakers. Public speakers with a knowledge of the program of recreation may be procured for the purpose of attending meetings of various social or service organizations in order to further interest in the summer program. It is wise to have the administrator or leader of the program attend these meetings in an advisory capacity.

4. Newspaper publicity. The newspaper is perhaps the most widely used media for the purpose of promoting the recreation program. The recreation leader will do well to become acquainted with the local papers and those connected with the paper who are in a position to report upon and transmit the many news items and features that are connected with the recreation program.

5. Advance Information. The public can be given information through the local publications as to the future of the recreation program and information as to the introduction or promotion of specific recreational pursuits.

6. Follow-up Information. The follow-up article that reports on the progress of a certain event within the recreation program or an article devoted to the reporting of the results or outcomes of the event originally reported, is of vital importance to the program in its relationship to the public. Furthermore, the newspaper likes to be accorded the privilege of handling the news coverage from a follow-up standpoint.

7. Bulletins. The recreation leader or supervisor should issue some form of bulletin that can be transmitted to the home and community by the participants in the program which would be a direct news article for the family. Items

of news interest, schedules of activities, the program of the future weeks, and explanatory notes for the purpose of promoting and explaining the program to the community will go to make up the bulletins.

8. Posters. Children may take part in a poster contest that will stress various phases of the recreation program. For example, a "Learn to Swim Week" may be a part of the summer program and posters could be made advertising this feature and these posters in turn could be placed in public places where they would attract the public eye.

9. Radio Publicity. Spot news items of interest from the summer recreation program can be made during the regular news broadcast or a talk on recreation could be made during some period of time that the broadcasting company has set aside for the purpose of public service.

The group that is to assume the responsibility of establishing the recreation program will find it advantageous to their cause to give consideration to the aforementioned points of public relations.

Essential to the proper development of the recreation movement are leadership, areas, and facilities. The creating of public opinion on behalf of these indispensable elements rests squarely upon the shoulders of workers in the recreation field.²³

²³ The A B C's of Public Relations for Recreation, National Recreation Association, (New York, N.Y., 1946), p. 3.

CHAPTER IV

THE RECOMMENDED SUMMER RECREATION PROGRAM

While an all-summer program would be ideal, at present the following factors indicate that a program of four to six weeks is advisable:

1. Finance. As was previously mentioned the district must operate on limited funds and would therefore be unable to finance a program of greater duration than from four to six weeks.
2. Personnel. It naturally follows that if there are limited funds there will of necessity be a limit on the amount and type of personnel that can be acquired. This factor will be a direct control on the established length of program.
3. Facilities and Equipment. Facilities can be considered as equipment of a more permanent and lasting nature such as buildings, grounds, and playing courts and consequently would have little effect on the duration of the program. However, equipment of a less durable nature such as balls, bats, arts and craft materials and so forth are expendable items that require replacement. Naturally, the replacement and/or repair of equipment necessitates added expense to the program.

4. Interest. The success of a program of recreation is in greater part dependent upon creating and maintaining a wholesome interest in the program and in what the program has to offer. This factor is naturally contingent upon the budget established for the program as it is reasonable to assume that in the event of limited funds there must be a limited program.

5. Miscellaneous Factors. The factors of weather, locality, social structure of the community, family vacations, various youth camping programs, and labor conditions which would involve many of the community's youth in summer work are other factors to be considered in determining the length of the summer recreation program.

6. Factors Determining a Five Day Week. There is a strong religious tie in the community which would not indicate any interest in a program of recreation on Sundays. This fact coupled with the fact that many families escape the heat of the valley by spending the weekends in the mountains, would tend to dispel any reason for establishing a program of recreation for Saturday or Sunday.

7. Balanced Program. A balanced recreation program will call for the supervisor to maintain certain sports schedules, classes in arts and crafts, field trips and

excursions, various tournaments, playdays and contests, swim programs, and culminating activities such as an open house, pet parades, or talent shows. This type of program to be established on a limited basis could best be accomplished by maintaining a seven-hour day extending from nine in the morning until five in the evening throughout a five-day week for a period of from four to six weeks.

8. Evening Programs. In the event that evening recreational activities were planned, credit for extra time pay could be provided or specific days of the week could be shortened to balance the number of hours of supervision by the leaders.

9. Relationship to the Yearly School Program. The summer recreation program should not necessarily be considered a separate function of the school district but should be so planned and so supervised as to have a direct relationship with the year around school curriculum. The program should at all times be conducted with sound educational objectives as a foundation. The methods of play, the rules of conduct, the merits of good sportsmanship that are stressed in the year around physical education program should be carried on in the summer recreation program. Children should not be allowed to believe that a different set of standards exist for the summer program than were expected of them during the

regular physical education program of the school. There must be continuity of policy through both programs and by the leaders of both programs.

10. Recreational Activities. The summer program should be scheduled on a seasonal basis in order that consideration can be given to all phases of the program, but with enough elasticity provided to permit daily and weekly changes. The supervisor of recreation should exercise the judgment expected of him as a supervisor to make necessary deviations from the original program.

The recreation program of activities to be conducted under supervision can be classified as shown:

A. Equipment and small-court games

Box hockey	Tetherball
Hop scotch	Dodge ball
Horseshoes	Relays
Ring tennis	Croquet
Stilt walking	Tops
Circle games	Yo-yo's
Clock golf	Shuffleboard
Marbles	Table tennis
Paddle tennis	Kickball

B. Sports and athletics

Basketball	Soccer
Touch football	Softball
Badminton	Volleyball

C. Quiet activities

Table games	Parties
Sandbox play	Playground newspaper
Wading or spray pool	Nature museum

Story hour
Library reading
Hopscotch

Bulletin board preparation
Jacks
Jump rope

D. Arts and crafts

Creative Dramatics
Plastics
Ceramics
Wood carving

Claywork
Model making
Leatherwork
Puppetry

E. Music and dancing

Harmonica
Popular dancing
Rhythm bands
Baton twirling

Folk dancing
Square dancing
Tap dancing
Ballet dancing

F. Other activities

Picnics
Watermelon feeds
Basket socials
Motion pictures

Pot luck dinners
Excursions
Weenie roasts

G. Special events

(Tournaments)

Marbles
Jacks
Checkers
Tetherball
Volleyball
Paddle tennis
Clock golf
Model plane meet
Seasonal sports activities

Yo-yo's
Horseshoes
Table tennis
Hopscotch
Ring tennis
Croquet
Box hockey

(Shows and parades)

Pets
On wheels parade
Mardi gras

Hobbies
Doll show
Talent show

(Carnivals and play days)

Bicycle rodeo
Treasure hunt
Relay carnival

Folk Dance Festival
Scavenger hunt

H. Aquatics

Beginner swimming	Advanced swimming
Beginner diving	Junior life saving
Senior life saving	

The Bulletin Board. An attractive bulletin board should be located near the center of activity. The supervisor of recreation may post line-ups of teams, schedules of games, tournaments, and other activities; also the results of games and the standings of teams and individuals in the various schedules and tournaments.

The Small Children. The little children who are not yet interested in the more highly skilled and competitive sports will take great delight in taking part in hopscotch, jacks, jumprope, and other similar contests.

Record Keeping. The supervisor should keep an account of daily attendance. He should also determine a method for measuring participation interest, in order to evaluate certain phases of the program.

Scheduling of Activities. The supervisor should take care to schedule activities during the day so as not to have the children engage in vigorous activities during the heat of the day.

Safety of Children and Other Participants. The

greatest first aid is accident prevention and the supervisor should periodically check all equipment, facilities, and play areas to be sure that hazardous conditions do not exist.

Aquatics Program. If facilities for swimming, diving, and life-saving classes are not available at the site of the recreation center, arrangements can often be made with other agencies that do have the necessary facilities for aquatics to conduct a seven-to-ten-day "Learn to Swim" campaign or life-saving courses. This program can often be carried on in conjunction with the American Red Cross.

Awards. As a follow-up to the keeping of records regarding the winners in the different competitive activities, a system of award giving may be established. As one form of culmination to the season's recreational activities an award assembly can be held and inexpensive ribbons or certificates can be given to the boys and girls who have made certain achievements during the summer program. If an award system is to be used a definite policy should be established and information pertinent to the award system should be posted at the start of the summer program. This will act as an incentive to the different participants in the summer program to be continually in attendance and to be actively interested in the program.

CULMINATION ACTIVITY

The summer's program should be planned from the beginning with the idea of having a culminating program.

Open House. A carefully planned activity of this type is well received by the members of the community. It is an opportunity for the supervisor to put on display many articles and events of the program. Demonstrations of activities and sports contests are an important part of the open house. It is a wonderful opportunity for the program to be interpreted to the public.

Circus or Carnival. This is a type of activity that proves as popular with the spectators as it does with the participants. The summer program is pointed toward this activity. Plans are made to have, preferably, a night show in order that the parents in the community may attend.

The children can display the various items that have been made in the arts and craft classes. The children can dress to represent animals and one of the children can act as ring-master and run the different animals through their tricks. A parade of the children in their costumes may precede the actual show. Other acts of the show such as singing, dancing, tumbling, boxing, skits, and pantomime acts can be organized from the talent on the playground.

A well-planned and well-organized culminating program is equally as important to the whole summer program as is the introduction of the program. The supervisor who would take great pains to open up the summer program on an attractive basis to all the members of the community would be wise to make careful plans in terminating the program so as to leave people with pleasant memories and with a desire to take an active part in future summer recreation programs.

CHAPTER V

SUMMARY AND CONCLUSIONS

Summary. Specifically, it was the purpose of this project to make a study of the factors involved in the establishment of a school-community summer recreation program in the Junction Elementary School District. The primary factors have been determined to be a knowledge of the area and people to be served by a recreation program, description of the existing equipment and facilities for recreation, community cooperation and planning, legal and financial factors, recreational aims and objectives, and a description of a typical recreation program.

The center of operation for the Junction District is the H. C. Muddox school. It has an area of approximately six acres that is devoted to recreational facilities. The school has an average daily attendance of slightly over three hundred pupils. A recreational program conducted at the school could serve better than three hundred families residing in or near the district.

The school district has indicated a desire and willingness to finance and promote a limited summer recreation program.

The civic center act of 1919 authorized school districts to permit the use of school buildings and facilities for

recreational purposes. In 1939 the California Recreation Enabling Law was enacted which gave authorization to school districts to organize and promote programs of community recreation that would contribute to the educational and recreational objectives for children and adults of the state.

In 1949 a legislative provision was made whereby a combination of agencies could pool their resources and interests in fostering community recreation. This is known as the Joint Exercise of Powers Enactment.

The aims and objectives as established for community recreation are in keeping with the aims and objectives of education in general, thereby justifying community recreation as not only a function of a school district, but also a direct responsibility of the district to the people of the district.

Conclusions. This study has brought to light facts that justify a summer school-community recreation program for the Junction Elementary School District, and also has determined that facilities and finances are presently available to foster such a program on a limited basis. There is a unity of thought among the members of the district and the district's board and administration as to the value of community recreation.

School districts contribute to the support of community

recreation programs by granting use of their buildings, equipment, and facilities. School districts are permitted to budget, from the general fund, money to be used for the promotion of recreational activities. In addition, those districts operating under a maximum tax rate may, under the provision of the Recreation Support Law, levy a five-cent tax for the support of a school-community recreation program.

Approximately five hundred dollars can be raised by the application of the five-cent tax which schools are allowed to assess for the conduct of recreation programs. This should be done.

The Senior Community Club of the H. C. Muddox school could possibly work with the school district in fostering a recreation program or they may merely earmark a specific sum toward recreation from their regular budget and this sum could be used to augment the district funds.

Factors determined by this study indicate that it would be advisable for the district to take necessary action to establish and maintain a school-community recreation program of limited status for the summer of 1953.

Concluding Recommendations. The true value of a summer recreation program has been firmly established in the community and it is recommended that the district give consideration to the following suggestions as an aid in

furthering the present program of recreation or in establishing a program on a year around basis.

1. The district should establish a recreation committee of at least five members who would be a representative group. This group should meet with the recreation supervisor or with an individual who is trained in the field of community recreation. They, in turn, should make a study of the community and, in view of the present summer recreation program, make recommendations for the furtherance or improvement of this program.

A. Consideration should be given to the study of all avenues of possible finance in order to build a sufficient and workable budget.

B. An evaluation of the present leadership should be made in relation to the recommended type of leadership as proposed by recreation authorities.

C. An evaluation should be made of the present summer recreation program in terms of recommended objectives and outcomes.

D. A survey of existing facilities and equipment should be conducted by the committee and recommendations should be made as to necessary changes or additions. Following are some suggestions:

1. Construction of a cement slab to be used for hopscotch courts, shuffleboard courts, and

playing of jacks and other quiet games.

2. The construction of handball courts.
3. The construction of concrete table-tennis tables.
4. The construction of a barbecue pit.
5. The planting of grass in the playing field.
6. The establishment of lights for the baseball field for night softball leagues and other group functions.

E. A study should be made regarding the possibility of establishing and maintaining a year around program that would include some of the following recreational activities:

1. An after-school program.
2. A vacation program (other than summer time).
3. An evening recreation program;
 - a. Social and folk dancing.
 - b. Hobby clubs.
 - c. Craft classes.
 - d. Other social functions.
4. Holiday celebrations.

The aforementioned recommendations are made for the district to consider in long term planning. Such planning will directly affect the future of the community and will

have a direct bearing upon the improvement and the expansion of the present short term program.

BIBLIOGRAPHY

A. BOOKS

- Butler, George D., Introduction to Community Recreation, New York: McGraw-Hill Book Company, Inc., 1949, 568 pp.
- Fitzgerald, Gerald B., Leadership in Recreation, New York: A. S. Barnes and Company, 1951, 235 pp.
- Hjelte, George, The Administrator of Public Recreation, New York: The Macmillan Company, 1947, 416 pp.
- Jacks, Lawrence P., Education Through Recreation, New York: Harpers and Brothers, 1932, 155 pp.
- Meyer, Harold D., and Charles K. Brightbill, Community Recreation, Boston: D. C. Heath and Company, 1948, 411 pp.

B. BULLETINS

- "Approved Budget", Sacramento County, 1951-52.
- "A Yard Stick for Recreation Evaluations", State of California Recreation Commission.
- Davis, Charles W., Report to Public Recreation Section Meeting, American Association for Health, Physical Education and Recreation.
- Education Code of California, Sacramento, California: California State Printing Office, 1949, 941 pp.
- "Guide to Formation of Recreation Councils", Government of the Province of Saskatchewan.
- Hubbard, Edward, "Publicity and the Recreation Program", State of California Recreation Commission, July 1952.
- "Recreation in California", State of California Recreation Commission, Publication No. 8, 1950.
- "Recreation in California", State of California Recreation Commission, Publication No. 17, 1951-52.
- "Recreation in California", October, 1952, State of California Recreation Commission.

B. BULLETINS (continued)

- "Recreation in Your Community", California Congress of Parents and Teachers of California, 1947.
- "Recreation Research Project", Bureau of Health Education, Physical Education, and Recreation, California State Department of Education
- "Recreation Services in California Public School Districts," California Schools, June 1948.
- "State Legal Provisions in California Relating to Health Education, Physical Education, and Recreation", California State Department of Education, September, 1952.
- The A B C's of Public Relations for Recreation, National Recreation Association, New York, N. Y., 1946.
- "The Role of the School in the Total Community Program", California State Department of Education.

C. MINUTES OF MEETINGS

- Minutes, Board of Supervisors, Sacramento County, Vol. M., March 11, 1887,
- Minutes, H. C. Muddox Community Club, Junction School District, Sacramento, California, May 5, 1952.

D. REPORTS

- Appellate Court Reports, Sacramento, California, Number 77, Second series.
- Morris, Robert, Financial Report of H. C. Muddox Recreation Program, Sacramento, California, September 21, 1952.