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A Proposed Recreational Program for the Negro High School of Muskogee, Oklahoma

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A PROPOSED RECREATIONAL PROGRAM FOR THE NEGRO HIGH SCHOOL
OF MUSKOGEE, OKLAHOMA

A Problem Submitted to the Graduate Division in
Partial fulfillment of the Requirements for the Degree
of Master of Science

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By

James McKinley Brown

KANSAS STATE TEACHERS COLLEGE
Pittsburg, Kansas

May, 1940

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CHAPTER I

INTRODUCTION

Purpose

The problem involved in this paper is to propose a recreational program for the Negro high school of Muskogee, Oklahoma.

The first purpose of the study is to suggest a number of leisure time activities from which the pupils might be free to choose and play. The second purpose is to secure a list of the activities of the school and non-school organizations, such as Boy Scouts and others, so as to co-ordinate these activities with those of the proposed program. Only those activities are to be considered in which the pupils spend at least thirty minutes per week; thirty minutes is used as a demarcation between the pupil's likes and dislikes for recreational activities. The third purpose concerns the likes and dislikes of the school's personnel for certain activities, and the time to be given to each activity. The fourth purpose is to propose a recreational program to fit as nearly as possible the recreational needs of the high school.

Definition

A recreational program may be defined as a plan of activities which seeks to provide leisure-time enjoyment to pupils when they are not otherwise engaged. A school's recreational program includes, among other things, interesting play activities before school, during noon recess, after school, and sometimes after supper.

Some purposes of a recreational program are to promote leadership, sportsmanship, wholesome environment, and to inculcate within the participant behavior patterns that might serve as bases for good character building.

Need for such a Study

From November 1, 1938 to November 1, 1939, the number of colored juvenile cases brought before the Muskogee County Court from the city of Muskogee, Oklahoma were as follows:

1. Sent to orphanages	7
2. Sent to training schools	19
3. Juvenile delinquents	7
4. On probation	10
Total colored juvenile cases	<u>43</u>

Muskogee has a population of 32,036, of whom 15 per cent are colored children of school age. A study of this kind, it is hoped, may help to reduce the number of colored juvenile delinquent cases in the city of Muskogee, Oklahoma.

Procedure

The questionnaire method was used in securing data. Considered in this study were four grades: the ninth, the tenth, the eleventh, and the twelfth. Questionnaires were sent for all the pupils, and for the 14 teachers, 2 coaches, and one principal. Replies were received from 460 pupils, 13 teachers, one coach, and one principal. The principal gave a total enrollment of 416 pupils, but there were 460 answered questionnaires from the pupils. After further investigation it was found that some teachers had given questionnaires to pupils not included in their own advisory classes, and some duplications were received from every grade except the eleventh. The principal's figures, however, were correct.

Pupils from the higher grades were questioned instead of the pupils of the lower grades for the following reasons: (1) pupils of the higher grades are to teach the activities to pupils of the lower grades; in other words the higher grades are to supervise the lower grades, and (2) in setting up a program for the high school a pattern is created for the lower grades to follow.

Only those teachers that were advisors to one of the four upper grades were used in this study. The term "advisor" refers to a teacher in charge of a class, or the home room teacher of one of the four grades. These

teachers would know better what activities are desirable for the pupils of their grades, and whether or not they could give time to supervision and direction of activities.

The coaches were questioned because of their constant contact with all the pupils of the school, and because they would know best how to organize a program for these pupils.

The principal was questioned because of his information concerning all activities of the school, and because he is the one in charge of the money given for such a program.

Questionnaires

The questionnaire to the pupils consists of two parts entitled: I. "Seasonal Activities of Your School," and II. "Activities of Non-school Organizations." The seasonal activities of the school included a list of recreational games compiled from various school programs. The pupils were to check (✓) any activities listed that they played in season at least thirty minutes per week. Next, they were to mark (X) any activities in which they would like to spend more than thirty minutes per week.

The activities of the non-school organizations consisted of activities provided by organizations not directly connected with the school. The pupils were to fill in the names of activities of the organizations listed in which they spent at least thirty minutes per week.

The teachers, coaches, and the principal were given a similar questionnaire with two additional sections. The first additional section was composed of activities of the school's program, and the second consisted of questions centering around the use of additional recreational activities, time given to the present program, additional time that would be given to the proposed program, and the use of an adviser in the proposed program.

A copy of each of the four questionnaires is given in the appendix beginning on page 39.

CHAPTER II

RESULTS AND FINDINGS

This portion of the study gives samples of the two major parts of the questionnaires. The different directions to each group--pupils, teachers, coaches, and principal--are also given. The results from the questionnaires follow in table form.

Seasonal activities of the school

Pupils: Check (✓) each activity in the list below which you play in season at least 30 minutes per week.

Teachers, Coaches, Principal: Check each activity in the list below that you think desirable for the pupils in your school.

<u>Fall and Winter</u>	<u>Spring and Summer</u>	<u>Year Round</u>
<input type="checkbox"/> Football	<input type="checkbox"/> Track and field	<input type="checkbox"/> Gymnastics
<input type="checkbox"/> Basketball	<input type="checkbox"/> Tennis	<input type="checkbox"/> Team dogeball
<input type="checkbox"/> Volleyball	<input type="checkbox"/> Badminton	<input type="checkbox"/> Ping Pong
<input type="checkbox"/> Roller skating	<input type="checkbox"/> Hopscotch	<input type="checkbox"/> Wrestling
<input type="checkbox"/> Field hockey	<input type="checkbox"/> Horseshoe pitching	<input type="checkbox"/> Boxing
<input type="checkbox"/> Soccer	<input type="checkbox"/> Folk dancing	<input type="checkbox"/> Swing dancing
<input type="checkbox"/> Touch football	<input type="checkbox"/> Marbles	<input type="checkbox"/> Pleasure book reading
	<input type="checkbox"/> Softball	<input type="checkbox"/> Dramatics
	<input type="checkbox"/> Swimming	<input type="checkbox"/> Hikes
	<input type="checkbox"/> Water polo	<input type="checkbox"/> Acrobatics
	<input type="checkbox"/> Croquet	<input type="checkbox"/> Art
	<input type="checkbox"/> Baseball	<input type="checkbox"/> Music
		<input type="checkbox"/> Manual Arts

Pupils: Mark (X) each of the above activities on which you would like to spend more than 30 minutes per week.

Teachers, Coaches: Mark each of the above activities that you will take time to supervise and direct.

Principal: Mark each of the above activities for which you have or can get facilities for participation.

Activities of non-school organizations

Pupils: Write in the names of the activities of the organizations listed below in which you spend at least 30 minutes per week.

Teachers, Coaches, Principal: Write in the names of the activities of the organizations listed below in which recreation is provided for pupils in your school.

Y.M.C.A.	1 _____	2 _____	3 _____
Y.W.C.A.	1 _____	2 _____	3 _____
Boy Scouts	1 _____	2 _____	3 _____
Girl Scouts	1 _____	2 _____	3 _____
Girl Reserves	1 _____	2 _____	3 _____
Other organizations:			
a _____	1 _____	2 _____	3 _____
b _____	1 _____	2 _____	3 _____
c _____	1 _____	2 _____	3 _____

Table I on page eight shows the data procured from the section of the pupils' questionnaire concerning the seasonal activities in the school, in which the pupils participated at least thirty minutes per week, and the activities in which they would like to spend more than thirty minutes per week. The columns checked (✓) represent the number of pupils that engaged in these activities, in season, at least thirty minutes per week. The columns marked (X) show the number of pupils that desire to spend more time on these activities.

The pupils participate numerically in more activities now than new activities they desire. The (✓) checks are more numerous than the (X) marks. The exceptions to this are eleven activities marked and checked by the eleventh grade pupils. These activities included hikes, basketball,

TABLE I

Seasonal Activities for the Pupils of the School

	9th		10th		11th		12th	
	(✓)	(X)	(✓)	(X)	(✓)	(X)	(✓)	(X)
Fall and Winter								
Football	47	15	36	23	24	13	31	16
Basketball	45	26	39	28	20	26	26	25
Volleyball	13	7	8	3	9	8	2	12
Roller skating	86	42	59	28	31	23	57	32
Field hockey	15	10	4		6	7	7	4
Soccer		4			1			
Touch football	42	8	25	10	16	12	32	7
Bicycling	22	23			2	2	3	3
Spring and Summer								
Track and field	16	9	11	6	18	24	18	18
Tennis	31	18	25	16	19	41	22	52
Badminton		1		2	1	1	3	2
Hopscotch	53	11	28	7	27	10	37	3
Horseshoe pitching	56	13	27	7	24	16	35	7
Folk dancing	15	5	25	6	8	15	11	9
Marbles	69	10	21	5	13	3	12	2
Softball	77	24	38	17	33	33	55	41
Swimming	72	31	51	31	23	39	65	47
Water polo	3	4	3	2	1	8	3	6
Croquet	53	17	49	24	29	26	59	25
Baseball	104	45	57	41	47	40	62	36
Jacks	28	6						
Year-Round								
Gymnastics	12	7	9	5	10	27	10	22
Team Dodgeball	13	3	7	3	3	19	3	3
Ping pong	32	14	34	19	21	18	36	23
Wrestling	37	8	20	7	11	10	14	5
Boxing	39	10	22	9	17	13	14	9
Swing dancing	73	35	61	43	36	47	82	42
Pleasure book reading	84	29	57	17	42	10	79	26
Dramatics	19	6	5	6	7	11	15	13
Hikes	94	44	61	32	39	43	61	22
Acrobatics	9	2	2	2	9	11	8	12
Rubber donkey	1							

(✓) The number of pupils of that grade giving at least 30 minutes of participation per week to those activities.

(X) The number of pupils that would like to spend more than 30 minutes per week in those activities.

track and field, tennis, folk dancing, swimming, water polo, gymnastics, field hockey, acrobatics, dodgeball, swing dancing, and dramatics. The eleventh grade seemed to be the most dissatisfied group of the entire school. No explanation is offered for this.

These data show that with the advance in grade, the number of pupils participating in and desiring more time for recreational activities decreased. The reason for this decided decrease is due to the decreasing attendance of pupils per grade.

The table shows that the pupils devoted more time to the spring and summer activities than to the year-round or fall and winter activities. There is also some desire for an enlarged program of spring and summer activities.

An idea of the likes and dislikes of pupils for certain recreational activities is given in this table. The results of this table were used partially as a guide in planning the new program, but the desires and suggestions of the school's personnel as shown in Tables II and IV were also helpful. Table II on page ten shows the opinions of the teachers, coaches, and principal in the selection of certain activities for the pupils in their school. All the thirteen teachers named basketball as desirable for the pupils in their school; four would be willing to supervise basketball. They all thought track and field, tennis, and swimming were desirable; five agreeing to supervise

TABLE II

Seasonal Activities for the Pupils of the School as Desired by the School's Personnel

	Thirteen Teachers		One Coach		One Principal	
	(✓)	(X)	(✓)	(X)	(✓)	(X)
Fall and Winter						
Football	9	3	1	1		
Basketball	13	4	1	1		
Volleyball	12	5	1	1		
Roller skating	12	3				
Field hockey	5					
Soccer	3					
Touch football	7	2				
Spring and Summer						
Track and field	13	1	1	1	1	
Tennis	13	5	1	1	1	
Badminton	6	1			1	
Hopscotch	6	1			1	
Horseshoe pitching	8	4		1	1	
Folk dancing	10	4			1	
Marbles	5	1				
Softball	12	4	1	1	1	
Swimming	13	1				
Water polo	3					
Croquet	9	5			1	1
Baseball	12	5		1	1	1
Year-Round						
Gymnastics	12	1	1	1		
Team dodgeball	7	1				
Ping pong	11	4	1	1		
Wrestling	7	1	1			
Boxing	10	1	1			
Swing dancing	6					
Pleasure book reading	13	3	1			
Dramatics	12	5	1			
Hikes	11	4				1
Acrobatics	7	1	1			

(✓) The number of persons choosing those activities as desirable for the pupils of the school.

(X) For the teachers and coach; Number of persons that would take time to supervise and direct those activities.

(X) For the principal; Activities that he can get facilities for participation.

volleyball, tennis, croquet, and baseball. Twelve thought volleyball, roller skating, softball, baseball, gymnastics and dramatics desirable, and five agreed to supervise and direct dramatics.

After careful consideration of the very small portion of his budget designated for recreational activities, the principal was only able to check three activities for which he felt the facilities could be obtained.

The coach being experienced in the field of recreation felt that thirteen activities could be checked as beneficial to the pupils. He was capable of supervising ten of these listed.

Summarizing the content of the tables the following points are outstanding:

1. The pupils of the school were interested in many different recreational activities.
2. The pupils participated in many activities, yet a number desired more time and more activities.
3. The pupils took most interest in the spring and summer activities with the year-round activities second.
4. The teachers desired practically the same activities as the pupils, but the principal and coach varied slightly in their choices.

Activities of Non-school Organizations

Table III on page twelve gives a large variety of non-school organizations that provide recreational activities for the pupils of the school. There are nineteen organizations that provide activities such as hiking, baseball, basketball,

TABLE III

Activities of Non-School Organizations

Hi-Y or Y.M.C.A.	Y.W.C.A.	Boy Scouts	Girl Scouts	Future Farmers of America
Football	Singing	Basketball	Handicraft	Summer camp
Softball	Dancing	Boxing	Dancing	Softball
Checkers		Dodgeball	Singing	Baseball
Skating		Swimming	Ring games	Ping pong
Dodgeball		Softball	Basketball	Dancing
Dominoes		Knotting	Softball	Hikes
Swimming		Ping pong	Baseball	Tennis
Ping pong		Baseball	Hikes	Checkers
Basketball		Hikes	Tennis	Trips
Dancing			Picnics	
Baseball				
Tennis				

Baptist Young People Union	Floral Club	New Deal Club	Art and Cultural Club	Junior Choir
Hayrides	Hiking	Tennis	Hiking	Hiking
Bible study	Baseball	Dancing	Baseball	Baseball
Picnics	Croquet Swimming	Baseball	Swimming	Swimming

*Federated Club	*Home Mission Club	Better Home and Garden Club	Church	Civic Club
		Picnics	Outings	Hikes
		Tennis	Baseball	Baseball
		Hiking	Dramatics	Softball
		Games	Tennis	Dancing
			Softball	
			Jumping	

*Progressive Gents	Young People Social League	*4-H Club	*Sunshine Band
	Hikes		

*Organizations for which no activities were given.

softball, ping pong, dancing, tennis, checkers, skating, dodgeball, dominoes, boxing, etc.

The findings of this table check with those of Table I in that many of the seasonal activities checked (✓) and marked (X) by the pupils in Table I were provided for them by the non-school organizations listed in Table III.

Table IV on page fourteen consists on a list of clubs named by the pupils as providing recreational activities for them. Recreational activities of the twenty clubs named amounted only to nine. These nine activities were as follows: hiking, swimming, ping pong, tennis, operetta, baseball, croquet, tap dancing, and Bible reading. Most of these clubs are organized by the pupils themselves, thus showing their interest in recreation.

The following Table (Table V) indicates the activities

TABLE V

Activities of the School's Program Given at Least 30 Minutes of Supervision Per Week

Activities	Teachers	Coach*	Principal
Ping pong	3	0	0
Basketball	2	0	0
Hikes	1	0	0
Games	1	0	0
Scouting	1	0	0
Pleasure book reading	1	0	0
Dramatics	3	0	0
Football	1	0	0
Band	1	0	0
Total	14	0	0

*The coach gave no answer in regards to his supervision; he did not consider his coaching as supervision of the recreational program.

TABLE IV

Extra-Curricular Organizations
Providing Activities of Recreation

Clubs	9th	10th	11th	12th
Band	5	5	10	4
Junior Club	hiking, swimming			
W. W. C.**	ping pong, tennis			
Y. F. W. W.**	1			
C. H. C.**	1			
Red-Circle	1			
G. A. Girls	7			
Chorus	1	3	operetta 7	tennis 2
R. C. G.**	3			
A. B. C. Club	1			
Y. P. C.**	2			
Home Circle	1			
Y. P. W. W.**	1			
C. C. Club	1			
Jeep Club		1		
Boxing Club		2		
B. A. A.**		baseball, croquet		
Safety Patrol				
Dancing Classes				
Y. M. M. M.**				tapping Bible study

Numbers show the number of pupils giving that club as providing activities of recreation.

**For these initial clubs no names were given.

provided in the school's recreational program that are supervised and directed by the teachers, coaches, or the principal. It also indicates that all supervision was carried on by teachers, and that there was more supervision of ping pong and dramatics than of any other activity.

By cooperation with the non-school organizations, an excellent community recreational program could be established without endangering the program of any organization. As already shown in this study there were many organizations outside of the school that provided a great variety of recreation to pupils of high school age. Thus it can be seen that not only is the school interested in the recreation of the pupils, but outside organizations as well. There is much recreation at hand but it is not organized into a coordinated program. This list of activities of non-school organizations was secured from these data in Table III upon which are placed the number of organizations and the activities provided for the pupils of the high school.

Table VI on page sixteen shows the answers received from the questions asked the teachers, coaches, and principal. Out of a possible total of fourteen teachers, eleven sent replies to the questions asked. The coach in reply to the questionnaire, answered only three out of the six questions.

The principal thought that additional recreational activities would be beneficial to the pupils of his school, and he would give ample time to the carrying out of such a

TABLE VI

Questions Asked the Personnel of the School

Questions	Principal*	Coach	Teachers
1. Do you think additional recreational activities beneficial to the pupils of your school?	yes	-	11-yes
2. Would you personally give ample time to the carrying out of such a program?	yes	-	
3. Is there an adviser in the school that helps high school pupils teach games to lower grade pupils and pupils of elementary school?	no	no	11-no
4. Do you think this an effective means of spreading the idea of a recreational program?	yes	yes	11-yes
5. From what sources might your school secure money for recreational activities and equipment?	Community and School Board		
6. Do you think the school's present program meets the needs of those not participating in athletic competition? Give a brief statement for your answer.		No not enough group activity	
7. How much time do you give each week outside of regular work to supervision and direction of recreational activities?			
8. How much additional time would you be willing to give to recreational activities?		None 30 minutes per day	

*The principal gave a total enrollment of pupils as 174 males and 252 females, and a total number of high school teachers as 10 male and 6 females.

program. The teachers and coach both agreed that additional recreational activities would be beneficial to the pupils of the school.

The coach stated that the present program did not meet the needs of all the pupils because of lack of sufficient group activities. He was willing to give additional time of thirty minutes per day to the proposed program. The writer suggests that this thirty minutes per day combined with the time given his present athletic program would be sufficient for supervision of the proposed program. The coach believed that an adviser would be of help in the school's program, but at present there is no one officiating in such capacity. The teachers also agreed that an adviser would be beneficial to the school's program. If an adviser is to be secured for the program, he is to be chosen by a committee composed of the principal, a teacher representative, the coach, and a representative of the student body.

Available spaces for recreational activities

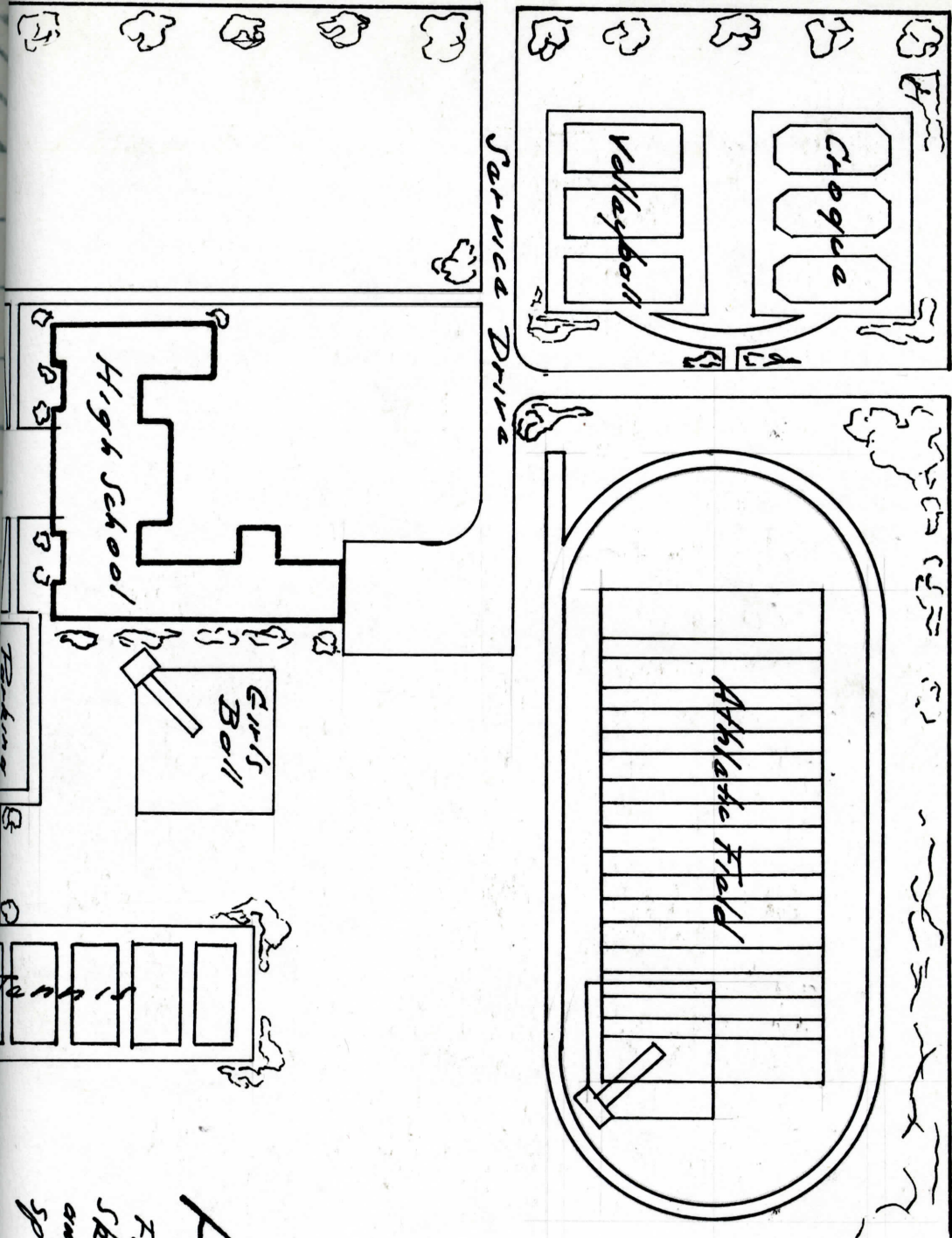
The diagrams on the following pages were secured from the personal observations of the writer, and measurements made with the aid of the principal. These drawings were sent to the principal who had the areas at the school measured. This information might be used as a guide to the recreational director, or to any one desiring to secure information of where certain activities for such a program might be planned to advantage.

Figure 1 on page nineteen gives a sketch of the school grounds and the relative locations of the areas in the diagrams that follow.

Figure 2 on page twenty represents the football field. It is meant to give a practical picture of how the field could be laid off and also provide space for several activities. This is necessary to reduce conflicts between activities.

Figures 3, 4, and 5 on pages twenty-one to twenty-three show the places and positions of games that could be played on flat courts with nets, rackets, or wickets. These diagrams should be used as an aid in making out the plans for court sites.

Figure 6 on page twenty-four takes one into the auditorium, to give a rough sketch of the activities that can be carried on, and how they might be located to get the best possible results. In case of boxing and other similar games the center of the auditorium might be used when no other activity is

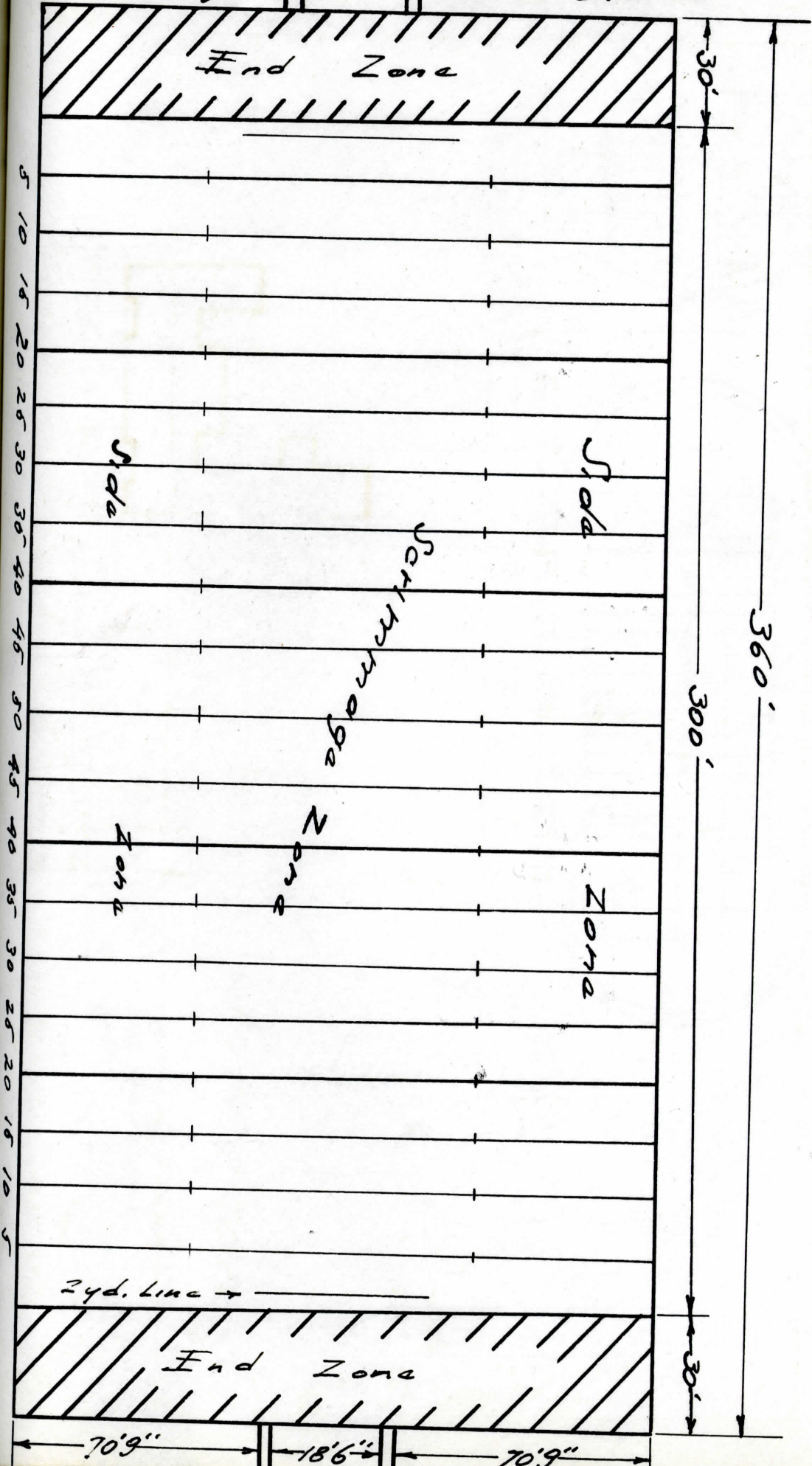


Plot Plan

Fig. 1.
 Sketch for the school
 and available
 space

Gold post
over 20' high

Cross bar 10'
above Ground



End Zone

30'

360'

300'

Side

Side

Schmanga Zone

Zone

Zone

Zone

2yd. Line →

End Zone

30'

70'9"

18'6"

70'9"

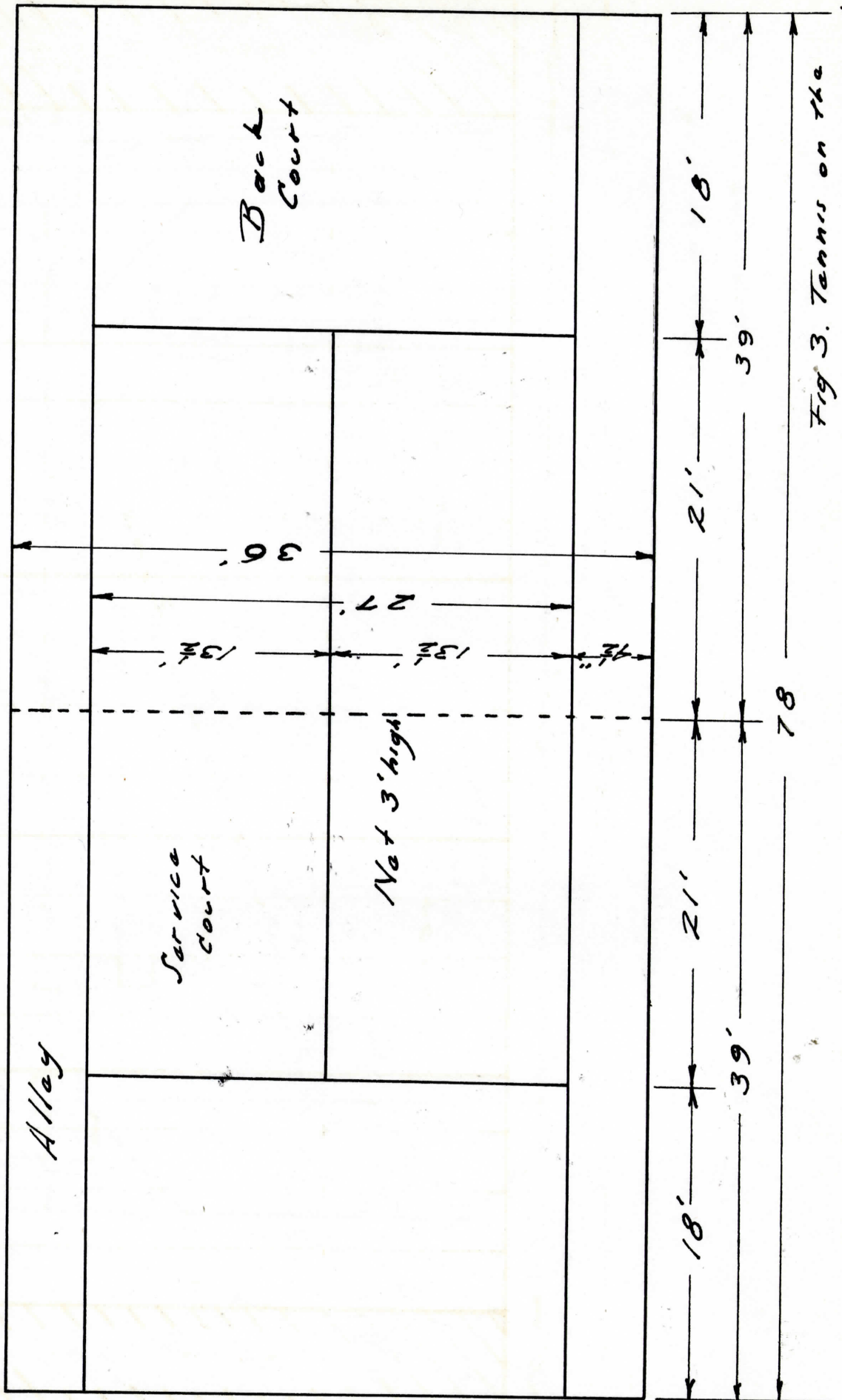


Fig 3. Tennis on the
Space before the School

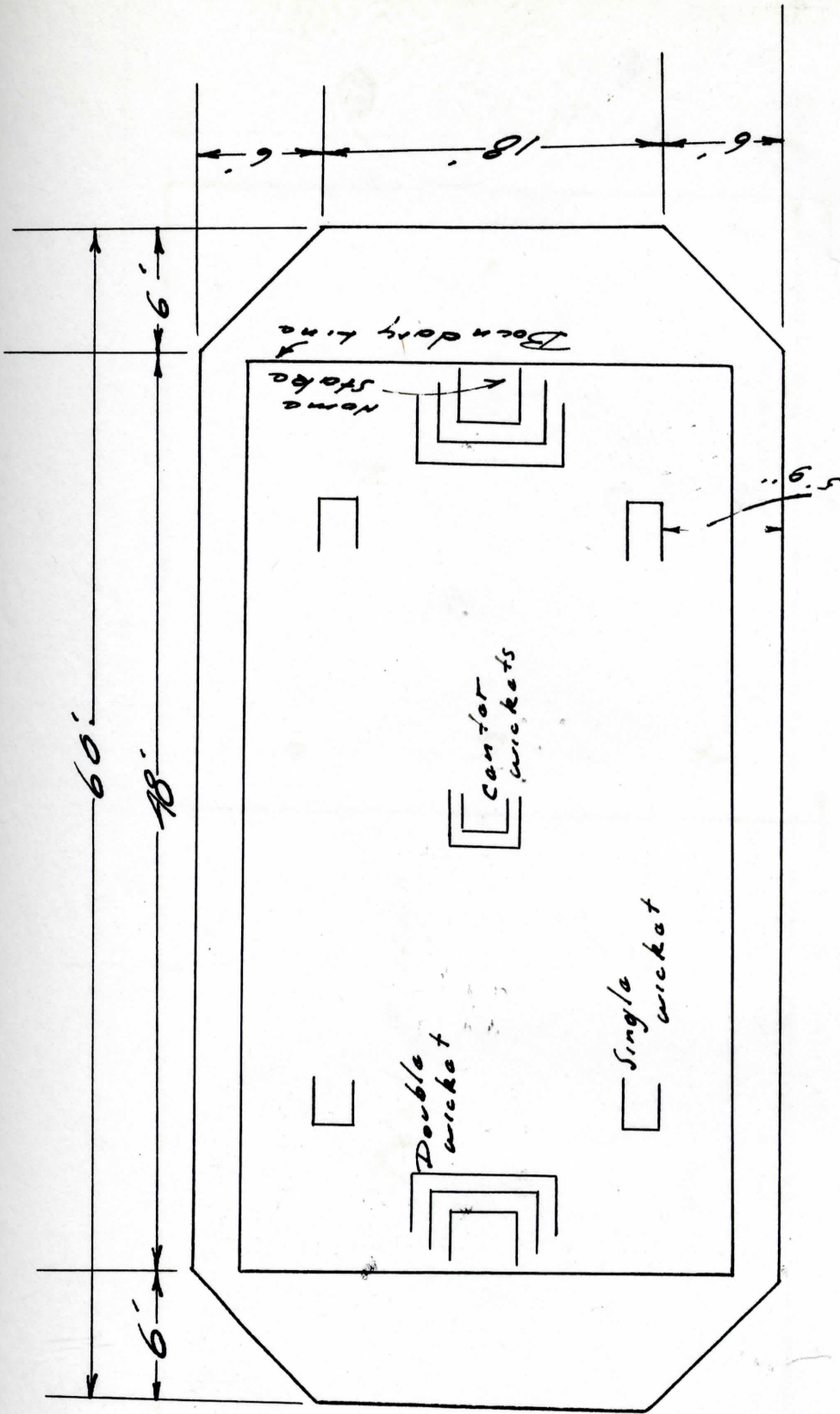


Fig. 4 Croquet on the
space before the
School

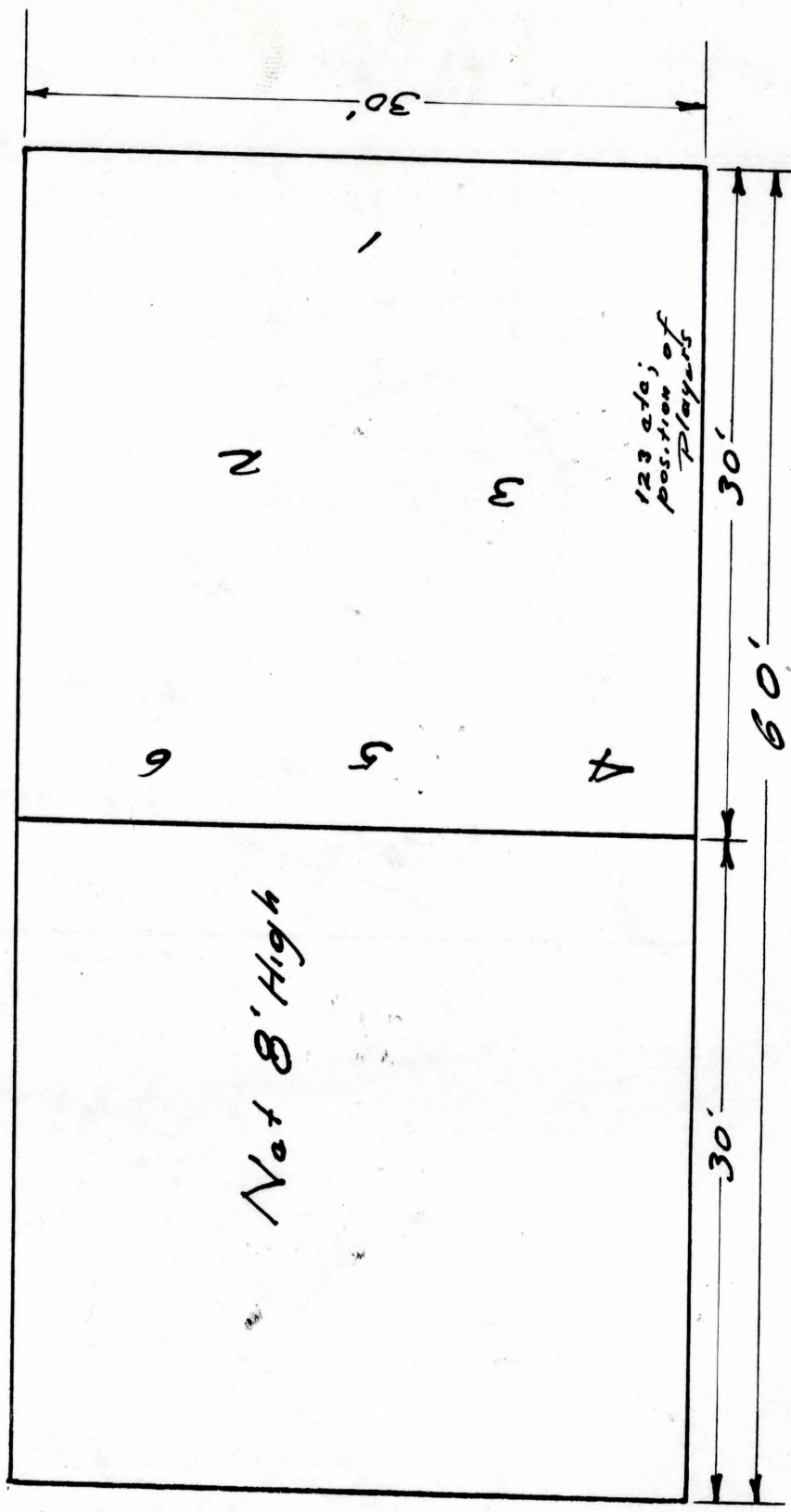


Fig. 5 Volley ball on the
Space before the
School!

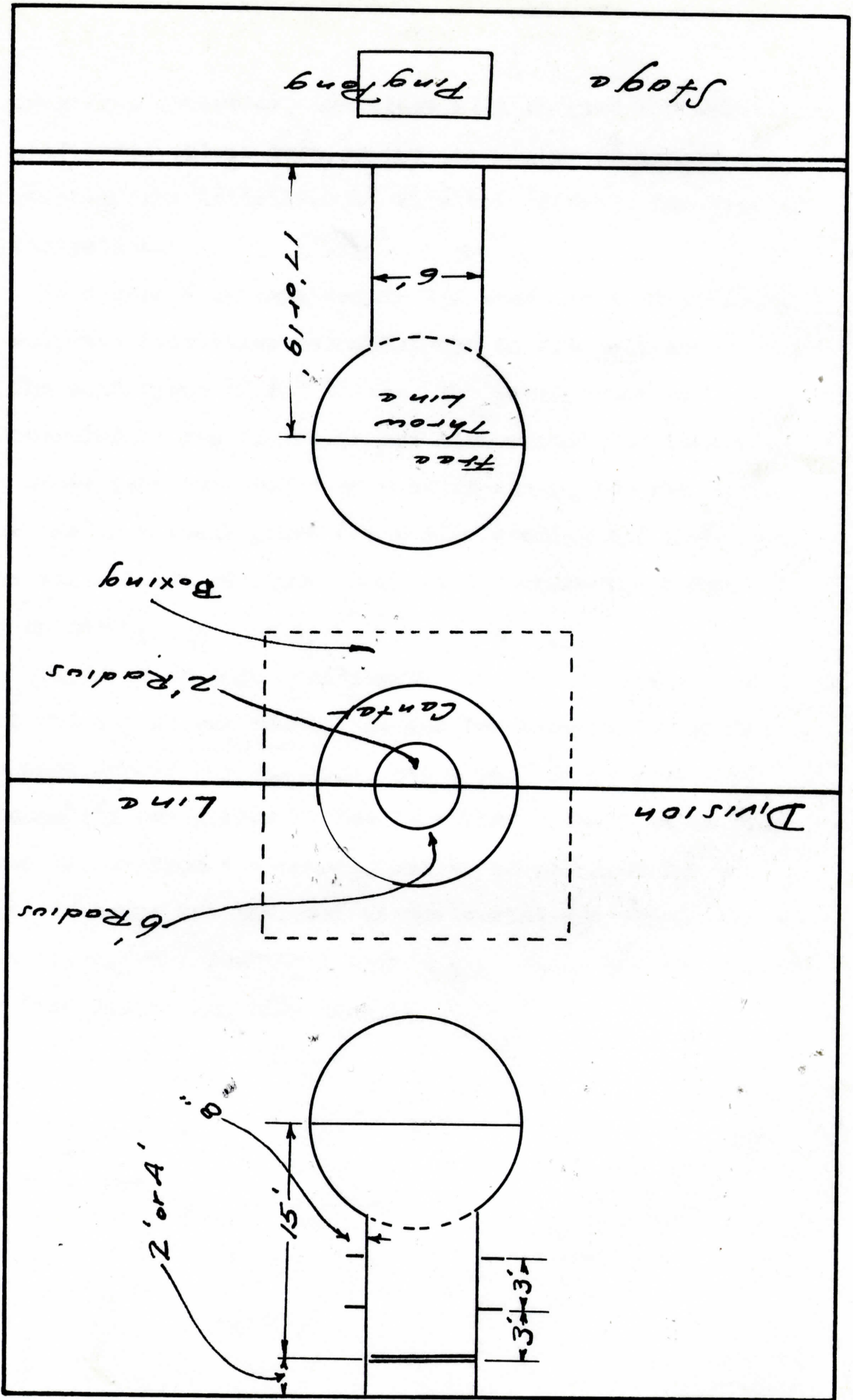


Fig 6. Auditorium

in progress; otherwise, the stage will be used for activities of this sort. It is left to the supervisor to change the location of the activities to suit the needs at the time of participation.

In figure 7 on page twenty-six there is a possibility of only two activities being carried on simulataneously due to the conditions of the space. The paved drive way illustrated on the figure is not wide enough for tennis or any other game that requires a large space, but can be of some use to a small group for roller skating and hopscotch. This space is to be roped in so as to secure the safety of the children.

Figure 8 on page twenty-seven represents the swimming pool and its shower rooms. It has two showers for girls, the same number for the boys, and a pool large enough to accommodate two grades at the same time. The pool is only three blocks from the school, making it possible for one class to leave for the pool at one period and return for the next class. The pool is a city W.P.A. pool, but the school has free use at any time desired.

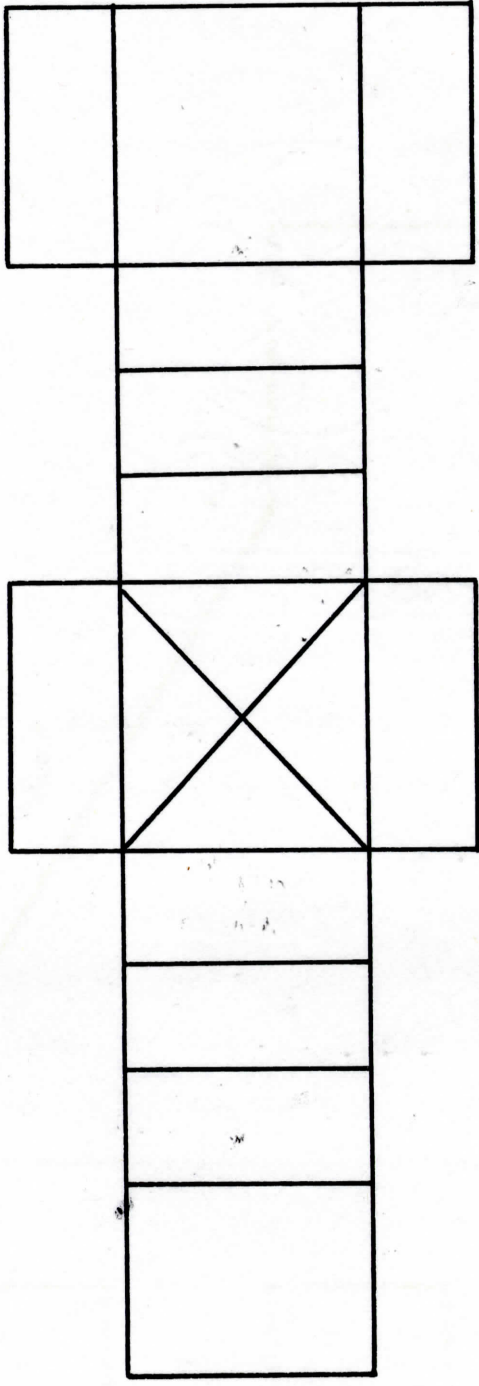


Fig. 7. Hopscotch on
the paved driveway
between the school
and Football Field

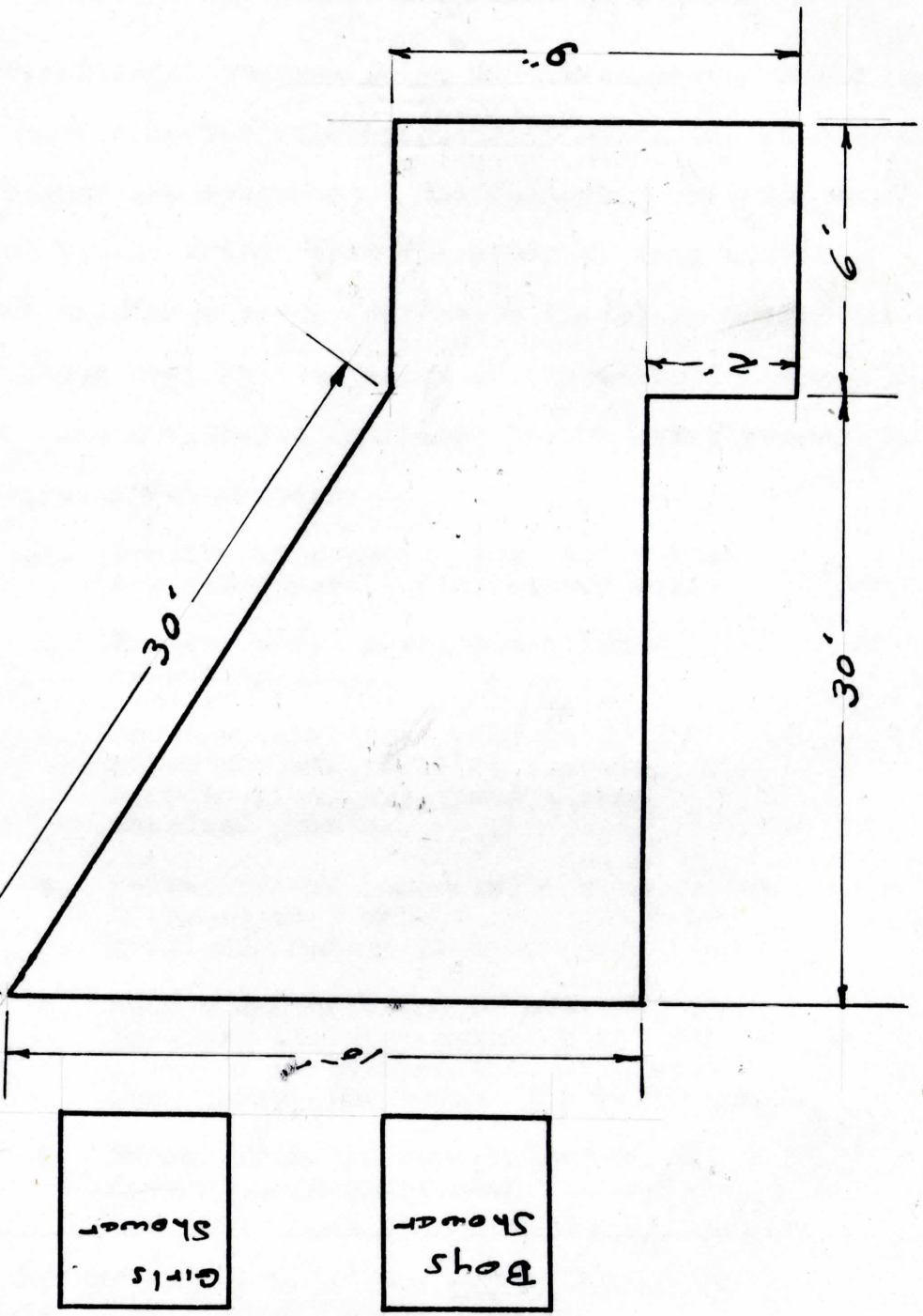


Fig. 8
The Swimming pool on
the hill

CHAPTER III

THE PROPOSED PROGRAM

Criteria for a good recreational program

A recreational program is an aid in character building, and must have some definite criteria by which the standards of the program are evaluated. The following criteria were formulated by the writer from the study of many authors. The writer used as a basis statements listed by Roemer and Allen as being desirable outcomes of extra-curricula activities.¹ Below are listed criteria desirable in the establishment of a good recreational program.

1. Provide interesting play activities for all regardless of sex or size.
2. Promote moral development through selective play.
3. Provide games that help train the motor centers, develop muscular coordination, and produce symmetrical growth.
4. Selective and progressive arrangement of games in a manner from which the pupil may derive greatest benefits.
5. Have a definite set of aims and objectives that are arranged in such a way as to be flexible, and keep them indirectly before the participants.
6. Direct games in such manner as to develop good sportsmanship, self-

¹J. Roemer and C. F. Allen, Extra-Curricular Activities: (New York, 1925) p. 163.

- control, calmness of temper, and group cooperation.
7. Provide opportunity for group leadership.
 8. Give citizenship training.
 9. Provide a wider scope of interests.
 10. Give wise guidance.
 11. Be healthful to the player.
 12. Develop a feeling of responsibility among the players.
 13. Develop self-realization in the interests and welfare of the individuals.

Shortcomings of the present program

The present program has many shortcomings, but in pointing out a few, comparisons will be made between the criteria of a good recreational program and those of the present program. Below are given a few of the shortcomings of the present program as judged from the reports of the questionnaires.

1. There is not enough interesting play activities for all; only a small selected few really enjoy the benefits of the program.
2. The present activities are not arranged into a definite program, thus, not having any aims or objectives toward which to strive as a goal.
3. The pupils have no conception of benefits to be derived from participation that form the bases for the behavior patterns.
4. More money and equipment is needed for the enlargement of such a program, and the school at present has neither.

Recommendations

The following principles should assist in recommending a recreational program.

1. Combine all the organizations of the school into one program, and combine the non-school organizations into a community program.
2. The program should be guided by definite aims and objectives with play activity provided for all the pupils of the school on the level of their interests and abilities.
3. The needs and benefits of the program should be clearly demonstrated in order to secure the interest of these persons who can provide the necessary money and equipment for the development of such a program.
4. Develop diversified community activities for the welfare of pupil interest.
5. Use of pupil coaches as leaders of play activities in the development of a city-wide school recreational program. These pupils are playground supervisors of elementary schools.

Following are recommended activities for the proposed program grouped according to sex and seasons of the year. The writer does not attempt to give the time of each activity because of complications met between the school's time and the time used in setting up the activities of the proposed program. The placing of the program into a time schedule should be left to its director.

Fall and Winter Activities

Boys

Football
Basketball
Volleyball
Roller skating
Touch football
Bicycling

Girls

Basketball
Volleyball
Roller skating
Bicycling

Spring and Summer Activities

Boys

Track and field
Tennis
Horseshoe pitching
Softball
Swimming
Water polo
Croquet
Baseball
Checkers

Girls

Track and field
Tennis
Hopscotch
Folk dancing
Softball
Swimming
Croquet
Jacks
Checkers

Year-Round Activities

Boys

Gymnastics
Team dodgeball
Ping pong
Wrestling

Girls

Gymnastics
Team dodgeball
Ping pong
Pleasure book reading

Year-Round Activities

Boys

Boxing
Swing dancing
Pleasure book reading
Dramatics
Hikes
Art
Music
Manual arts

Girls

Dramatics
Hikes
Art
Music
Manual Arts

The Proposed Program in Action

The proposed program consists of selective activities chosen by the teachers, pupils, coach, and principal as desirable for a recreational program in that particular school.

In providing competitive activities among the grades, it is better to arrange competition between those grades or groups of pupils more equal in sizes and ages. Before competition is planned, weights, heights, and ages of each group are to be taken. This information is to be used by the adviser to insure reasonable equality in interests and abilities among the pupils. Not all activities are to be of a competitive nature, but some are to be used for recreational purposes for the non-competitive pupils.

There are included in the program many games that can be used in group or team activity, namely: football, basketball, volleyball, touch football, track and field, tennis, horseshoe pitching, softball, swimming, croquet, baseball, team dodgeball, ping pong, wrestling and boxing. These activities can be carried on as an intramural program between the classes. This program will not only be helpful in improving physical prowess, but should act as an excellent incentive for improving social adjustments that are essential in living with people.

Each class will have teams for those activities that call for group participation. Both boys and girls will participate in these group games, but each team will either be all boys or all girls. In the case of tennis, croquet, and ping pong there might be mixed doubles. These teams in turn will compete against each other for the recreational championship in the A and B division. These teams will compete against teams of the opposite grade and of the same sex, unless a mixed team. The games provided in the program will be listed according to sex unless a change is desired by the school.

There will be an adviser who will instruct the senior high pupils in the technique of teaching recreational activities to pupils of junior high and elementary schools. In this way the idea of a recreational program will not only exist in the high school, but it will spread over the entire school system of the city.

The coaches of the school are not to coach any of the class teams; they are to be used only in an advisory capacity. Each class will have its respective leader or coach chosen from the group. This leader will obtain information concerning the techniques of coaching from the adviser of the recreational program. This adviser would be in most cases one of the coaches, because, he would be the person best fitted to instruct pupils in game activities. The coach is to remain near at hand in case of some difficulty arising in which the pupil coach may desire his advice.

In competitive activity only two grades will compete at one time due to the variety of games and the number of pupils engaged. The idea of the program is to try as nearly as possible to have everyone participate in some one activity of interest.

The day set aside for this in most cases should be on a Saturday, and is to be called a field day. The reason for Saturday is to eliminate interference with the everyday schedule of the school. Most people work only half a day on Saturday which will give the pupils an opportunity to draw an audience. An audience is not a requisite because the aims of the program are primarily for the welfare of the pupils. The audience might through visual participation acquire interest in supporting the program. Mention has been made before, in discussing the questionnaire for the principal, that the only sources of money for such a program

are the community donations and the school board and its tax money, but the writer wishes to suggest that through personal interviews he finds that the N. Y. A gives aid to schools with inadequate funds. There are to be three field days during the Spring session. The first field day is to be sponsored by the ninth and tenth grade pupils; the second, by the eleventh and twelfth. There is to be competition between the grades for the runner-up in the championship playoff which is the high light of the last field day. Each class will be represented by a team including a student coach. The pupils sent to the elementary and junior high schools might get together with the adviser of the program and plan their field days. The field day will include activities as the following: tennis, track and field, gymnastics, horseshoe pitching and acrobatics.

From the games we proceed to the club activities.

If possible a period will be set aside known as "Club Hour" when all clubs can meet for a full period and conduct club activities of recreation. Pupils not members of any club might at this hour participate in some activity provided by the program of the school. Each club will if so desired have teams which might participate in the championship play off of recreational games.

This program is to be supervised by the teachers, coaches, and adviser, who would be one of the coaches, with the principal being the one to see that such a program is

carried out by these supervisors. It is not meant that the teachers will be forced to supervise or direct these recreational activities, but that if they are willing and so desire they may supervise or direct any activity or activities that they are well acquainted with. No teacher or supervisor is to direct any activity of which he knows nothing.

The writer suggests that some of the activities of this program might be used by a few of the non-school organizations as aids in building adult or community recreational programs for out-of-school people. With some one to organize the many non-school organizations, a very worthwhile community program could be established.

The ground in and about the school is not large enough to admit all the pupils of the school at once, but each class should have a definite set time within the course of a school day to rule the grounds, and no other class at this period would be allowed on the field unless by special permission. There will be a supervisor or supervisors to act as overseers on the grounds at different class periods.

This ends the fourth part of the purpose. This portion of the purpose was to submit a proposed recreational program for the negro high school of Muskogee, Oklahoma. This part consists of the combining of the entire data received into one program suitable for the high school. This program does not stop at proposing activities for the school, but goes farther in suggesting ways and means by which proposed

activities might be organized and carried out. The proposals also include guidance in coaching for pupils of higher grades and the use of pupils in directing their own class activities. With the use of this proposed program many worth while elements of good character building will be practiced by the child. This program could be called a three-fold program, first, as promoting leisure time activities for the recreation of the pupils; second, as promoting desirable behavior pattern and social benefits; and third, as a program in guidance instruction. This guidance project is to be managed primarily by the pupils themselves with the ever-needed help of the adviser and supervisors.

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SELECTED REFERENCES

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APPENDIX

PUPILS

A recreational program seeks to provide leisure time enjoyment for pupils when they are not otherwise engaged.

The school's recreational program includes interesting play activities before school, during noon recess, and after school, sometimes after supper.

Some organizations, as churches and scouts, provide recreational activities in addition to those of the school.

Please glance over the entire questionnaire before beginning to answer in order that you may get a general idea of its nature and purpose.

I. Seasonal activities of your school

Check (✓) each activity in the list below which you play, in season, at least 30 minutes per week. Add any omitted and check (✓) on the line.

Fall and winter

- Football
- Basketball
- Volleyball
- Roller skating
- Field hockey
- Soccer
- Touch football
- _____
- _____
- _____

Spring and summer

- Track & field
- Tennis
- Badminton
- Hopscotch
- Horseshoe pitching
- Folk dancing
- Marbles
- Softball
- Swimming
- Water polo
- Croquet
- Baseball
- _____
- _____

Year round

- Gymnastics
- Ping pong
- Team dodge-
ball
- Wrestling
- Boxing
- Swing dancing
- Pleasure read-
ing of books
- Dramatics
- Hikes
- Acrobatics
- _____
- _____

Mark (✓) each of the above activities on which you would like to spend more than 30 minutes per week. Add any omitted and mark (X) on the line.

II. Activities of non-school organizations

Write in the names of activities of the organizations listed below in which you spend at least 30 minutes per week.

1. Y.M.C.A. 1. _____ 2. _____ 3. _____

II. PUPILS (Continued)

2. Y.W.C.A. 1. _____ 2. _____ 3. _____

3. Boy Scouts 1. _____ 2. _____ 3. _____

4. Girl Reserves 1. _____ 2. _____ 3. _____

6. Other organizations:

a. _____ 1. _____ 2. _____ 3. _____

b. _____ 1. _____ 2. _____ 3. _____

c. _____ 1. _____ 2. _____ 3. _____

TEACHERS

A recreational program seeks to provide leisure time enjoyment for pupils when they are not otherwise engaged.

The school's recreational program includes interesting play activities before school, during noon recess, and after school, sometimes after supper.

Some organizations, as churches and scouts, provide recreational activities in addition to those of the school.

Please glance over the entire questionnaire before beginning to answer in order that you may get a general idea of its nature and purpose.

Grade _____ Enrollment: Boys _____ Girls _____

I. Seasonal activities of your school

Check (✓) each activity in the list below that you think desirable for the pupils in your room. Add any omitted and check (✓) on the line.

- Fall and winter
- Football
- Basketball
- Volleyball
- Roller skating
- Field Hockey
- Soccer
- Touch football
- _____
- _____
- _____

- Spring and summer
- Track & field
- Tennis
- Badmington
- Hopscotch
- Horseshoe Pitching
- Folk dancing
- Marbles
- Softball
- Swimming
- Water polo
- Croquet
- Baseball
- _____
- _____

- Year round
- Gymnastics
- Team dodge-
ball
- Ping pong
- Wrestling
- Boxing
- Swing dancing
- Pleasure read-
ing of books
- Dramatics
- Hikes
- Acrobatics
- _____
- _____

Mark (X) each of the above activities which you would take time to supervise and direct. Add any omitted and mark (X) on the line.

II. Activities of the school

Name all activities in your school's recreational program to which you give at least 30 minutes per week in supervision.

II. Teachers (Cont.)

- 1. _____ 4. _____
- 2. _____ 5. _____
- 3. _____ 6. _____

Do you think additional recreational activities would be beneficial to the pupils in your school? _____

Is there provided in your recreational program an adviser who helps high school pupils teach games to pupils of the lower grades of elementary schools? _____. If not, do you think this would be an effective means of spreading the idea of a recreational program? _____.

III. Activities of non-school organizations

Write in the names of the activities of the organizations listed below in which recreation is provided for pupils in your school.

- 1. Y. M. C. A. 1. _____ 2. _____ 3. _____
- 2. Y. W. C. A. 1. _____ 2. _____ 3. _____
- 3. Boy Scouts 1. _____ 2. _____ 3. _____
- 4. Girl Scouts 1. _____ 2. _____ 3. _____
- 5. Girl Reserves 1. _____ 2. _____ 3. _____
- 6. Other organizations:
 - a. _____ 1. _____ 2. _____ 3. _____
 - b. _____ 1. _____ 2. _____ 3. _____
 - c. _____ 1. _____ 2. _____ 3. _____

COACHES

A recreational program seeks to provide leisure time enjoyment for pupils when they are not otherwise engaged.

The school's recreational program includes interesting play activities before school, during noon recess, and after school, sometimes after supper.

Some organizations, as churches and scouts, provide recreational activities in addition to those of the school.

Please glance over the entire questionnaire before beginning to answer in order that you may get a general idea of its nature and purpose.

I. Seasonal activities for your school

Check (✓) each activity in the list below which you think desirable for the pupils in your school. Add any omitted and check (✓) on the line.

Fall and winter

- Football
- Basketball
- Volleyball
- Roller skating
- Field hockey
- Soccer
- Touch football
- _____
- _____
- _____

Spring and summer

- Track & field
- Tennis
- Badminton
- Hopscotch
- Horseshoe pitching
- Folk dancing
- Marbles
- Softball
- Swimming
- Water polo
- Croquet
- Baseball
- _____
- _____

Year round

- Gymnastics
- Ping pong
- Team dodgeball
- Wrestling
- Boxing
- Swing dancing
- Pleasure reading
of books
- Dramatics
- Hikes
- Acrobatics
- _____
- _____
- _____

Mark (X) each of the above activities which you would take time to supervise and direct. Add any omitted and () on the line.

II. Activities of the school

Name the activities in your school's recreational program to which you give at least 30 minutes per week, in season, of supervision.

- | | |
|----------|----------|
| 1. _____ | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ | 8. _____ |

Do you think additional recreational activities would be beneficial to the pupils of your school? _____

III. Activities of non-school organizations

Write in the names of activities of the organizations listed below in which recreation is provided for pupils in your school.

- | | | | |
|-------------------------|----------|----------|----------|
| 1. Y. M.C.A. | 1. _____ | 2. _____ | 3. _____ |
| 2. Y.W.C.A. | 1. _____ | 2. _____ | 3. _____ |
| 3. Boy Scouts | 1. _____ | 2. _____ | 3. _____ |
| 4. Girl Scouts | 1. _____ | 2. _____ | 3. _____ |
| 5. Girl Reserves | 1. _____ | 2. _____ | 3. _____ |
| 6. Other organizations: | | | |
| a. _____ | 1. _____ | 2. _____ | 3. _____ |
| b. _____ | 1. _____ | 2. _____ | 3. _____ |
| c. _____ | 1. _____ | 2. _____ | 3. _____ |

Do you think the school's present recreational program meets the needs of those not participating in athletic competition? Give reason for your answer in a brief statement. _____

How much time do you now give each week outside of your regular work to the supervision or direction of recreational activities?

How much additional time each week would you be willing to give to recreational activities? _____

Is there provided in your recreational program an adviser who helps high school pupils teach games to pupils of the lower grades or elementary schools? _____ If not, do you think this would be an effective means of spreading the idea of a recreational program? _____

PRINCIPAL

A recreational program seeks to provide leisure time enjoyment for pupils when they are not otherwise engaged.

The school's recreational program includes interesting play activities before school, during noon recess, and after school, sometimes after supper.

Some organizations, as churches and scouts, provide recreational activities in addition to those of the school.

Please glance over the entire questionnaire before beginning to answer in order that you may get a general idea of its nature and purpose.

I. Number of pupils in the senior high

Enrollment of pupils:

<u>Grade</u>	<u>Boys</u>	<u>Girls</u>
Ninth.....	_____	_____
Tenth.....	_____	_____
Eleventh.....	_____	_____
Twelfth.....	_____	_____

II. Number of teachers in the senior high

Number of Teachers:

<u>Grade</u>	<u>Men</u>	<u>Women</u>
Ninth.....	_____	_____
Tenth.....	_____	_____
Eleventh.....	_____	_____
Twelfth.....	_____	_____

III. Seasonal activities for your school

Check (✓) each activity in the list below that you think desirable for the pupils in your school. Add any omitted and check (✓) on the line.

<u>Fall and winter</u>	<u>Spring and Summer</u>	<u>Year round</u>
<u>Football</u>	<u>Track & field</u>	<u>Gymnastics</u>

III. PRINCIPAL (cont'd)

Fall and winter

- Basketball
- Volleyball
- Roller skating
- Field hockey
- Soccer
- Touch football
- _____
- _____
- _____

Spring and summer

- Tennis
- Badminton
- Hopscotch
- Horseshoe pitching
- Folk dancing
- Marbles
- Softball
- Swimming
- Water polo
- Croquet
- Baseball
- _____
- _____

Year round

- Ping pong
- Team dodge ball
- Wrestling
- Boxing
- Swing dancing
- Pleasure read-
ing of books
- Dramatics
- Hikes
- Acrobatics
- _____
- _____

Mark (X) each of the above activities for which you have or can get facilities for participation. Add any omitted and mark (X) on the line.

Do you think additional recreational activities would be beneficial to the pupils of your school? _____

Would you personally give ample time to the carrying out of such a program? _____

From what sources might your school secure money for recreational activities and equipment?

1. _____
2. _____
3. _____

Is there provided in your recreational program an adviser who helps high school pupils teach games to pupils of the lower grades or elementary schools? _____ If not, do you think this would be an effective means of spreading the idea of a recreational program? _____

IV. Activities of non-school organizations

Write in the names of activities of the organizations listed below in which recreation is provided for pupils in your school.

1. Y.M.C.A. 1. _____ 2. _____ 3. _____
2. Y.M.C.A. 1. _____ 2. _____ 3. _____

3. Boy Scouts 1. _____ 2. _____ 3. _____

4. Girl Scouts 1. _____ 2. _____ 3. _____

5. Girl Reserves 1. _____ 2. _____ 3. _____

6. Other organizations:

a. _____ 1. _____ 2. _____ 3. _____

b. _____ 1. _____ 2. _____ 3. _____

c. _____ 1. _____ 2. _____ 3. _____