


AN ABSTRACT OF THE THESIS OF

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Title----- A SURVEY OF THE SMALL OREGON HIGH SCHOOL AS A -----  
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Abstract Approved:  -----  
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This study was made to secure data which would reveal the extent small high schools are used as community recreational centers. The data were secured by means of a questionnaire sent to 140 small Oregon high schools. The information for this study is based upon the returns of 100 of the 140 secondary schools in Oregon.

Results of the study show that most of the small high schools believe that school facilities should be available for community use whenever this does not interfere with school activities. The study reveals that small communities are largely interested in sports. Closely following this is their interest in music, particularly in the community sing and mixed chorus. Drama and clubs received less attention than sports and music, but more than clubs, picnics, library use, handicrafts, and community night.

Findings of the study show a need for recreation committees made up of representatives from civic organizations. There is also a need for inexpensive material on various phases of recreation along with a play loan service.

A recommended program based upon this survey includes a more expansive program of sports and music. As a community member generally supervises drama, it is suggested the high school play coach render assistance and cooperation whenever possible. The high school staff can give active support to clubs and activities growing out of library use. It is suggested that a larger variety of handicrafts be offered to meet the needs and interests of the community. A well organized program of group games and sports are proposed as a means of recreation at picnics. A more extensive program of activities is recommended for community night which includes drama, games, and old time swing dances.

Results of the data found in this study is believed to justify the following recommendations:

1. A more extensive program of sports and games for community participation.

2. An increased opportunity for community participation in music, particularly group singing.

3. The high school play coach render assistance and cooperation in community dramatics.

4. Clubs in the community receive active support from the high school staff.

5. Offer a larger variety of crafts to insure a more successful program in handicrafts.

6. To hold interest in activities at picnics, have a well organized program of group games and sports.

7. Community night may open with a brief program of drama, music, and group singing. Following this, group games, and the old time swing dances.

8. Study groups, discussion groups and outside speakers may encourage the use of the library.

A SURVEY OF THE SMALL OREGON HIGH SCHOOL  
AS A COMMUNITY RECREATIONAL CENTER

by

PATRICIA COAN WHITTAKER

A THESIS

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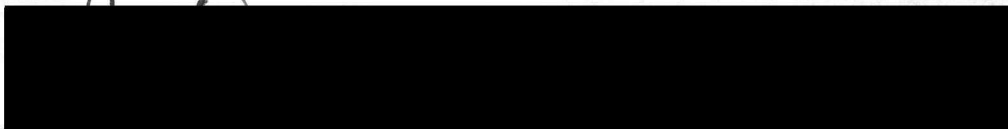
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## TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION . . . . .	.1
Statement of the Problem . . . . .	2
Purposes of the Study . . . . .	3
Procedure . . . . .	4
Attitude toward Study. . . . .	5
Limitations . . . . .	6
II. REVIEW OF PREVIOUS STUDIES . . . . .	7
Introduction . . . . .	7
Policy and Philosophy. . . . .	7
Facilities and the Extent of Their Use . . . . .	8
Types of Activities . . . . .	9
Administration . . . . .	11
Evaluation . . . . .	13
III. RESULTS OF A SURVEY OF THE SMALL OREGON HIGH SCHOOL AS A COMMUNITY RECREATIONAL CENTER . . . . .	14
IV. SUMMARY AND RECOMMENDATIONS. . . . .	44
Summary. . . . .	44
Recommendations. . . . .	45
BIBLIOGRAPHY . . . . .	49
APPENDIX . . . . .	51

## LIST OF TABLES

Table	Page
I. Items which Express the School Policy . . . . .	15
II. Departments and Facilities Utilized by Community . . . . .	16
III. When Facilities may be Used by Community . . .	17
IV. Activities Provided for Community . . . . .	18
V. Sports Organized for Community Participation. .	19
VI. Drama for Community Participation . . . . .	20
VII. Most Popular Type of Drama . . . . .	21
VIII. Clubs and Their Activities . . . . .	22
IX. Types of Music Organized for Community Participation . . . . .	24
X. Items Included in Community Music Program . . .	25
XI. The School and Community Combine Their Music Talent . . . . .	26
XII. In Which is the Musical Talent of School and Community Combined? . . . . .	26
XIII. Does the School Help with the Organization of Picnics? . . . . .	27
XIV. Activities Included at Picnics . . . . .	28
XV. Activities that are Supervised at Picnics . . .	29
XVI. Community Night . . . . .	30
XVII. Games in Which Community Participates on Such a Night . . . . .	31
XVIII. Who is in Charge of Community Night . . . . .	32



XIX	Entertainment for Community Night . . . . .	33
XX	Handicrafts are Supervised by a Community Member or a Faculty Member . . . . .	34
XXI	Sports Supervised by a Community Member or a Faculty Member . . . . .	35
XXII	Drama Supervised by Community Member or Faculty Member . . . . .	36
XXIII	Music Supervised by Community Member or Faculty Member . . . . .	38
XXIV	Supervision of Community Night and Activities Growing out of Library Use . . . . .	39
XXV	Supervision of Clubs and Organization of Activities at Picnics . . . . .	40
XXVI	Degree of Popularity of Activities in the Community . . . . .	42
XXVII	Items that Might Improve a Program . . . . .	43

# A SURVEY OF THE SMALL OREGON HIGH SCHOOL AS A COMMUNITY RECREATIONAL CENTER

## CHAPTER I

### INTRODUCTION

Experience has taught educators and civic leaders the value of establishing recreational centers. In cities much has been done with this aim in view by constructing parks and playgrounds together with organizing clubs and classes in a variety of interests and skills. In rural communities there are few facilities to carry on a recreational program. The school is a public institution with both equipment and leadership that may be used to promote a program of healthful, creative and relaxing leisure-time activities.

Rural people are in a receptive mood for experiences and the field is open provided there is leadership wise enough and alive enough to guide its development. The need is for a broad program that includes many phases of recreation. The rural community is interested in competitive athletics, outdoor sports and functions, social parties, music, dramatics, dancing, and handicrafts.

To meet this need, there must be well-trained leadership: professional leaders to instigate the activities, and volunteer leaders to direct them.

Recreation is not merely play, nor is it a static thing, but a vital factor necessary to happiness and satisfaction. It is a medium of expression through developing creative activities and meeting emotional situations, a medium of pleasure through satisfying the need for relaxation and the desire for excitement. By acquiring new ideas, inspirations and skills; by cultivating friendships and meeting people, the individual is mentally and physically invigorated, and is contributing toward the development of a well-rounded personality.

It is largely through social and recreational contacts that youth and adults become more closely associated with the community and with every group outside of the home. This is the fundamental element in community spirit. Recreation from this point of view is a civic responsibility that should bring out talents and resources from every citizen. It is a means of developing group loyalty which is so essential in good citizenship.

#### Statement of the Problem

In developing a community recreational program, it is necessary to know certain basic fundamentals; namely, the policy of the school, whether the executives are willing to cooperate with the community; the facilities available and how many can be supplied by the school; information



as to what constitutes a recreational program and the manner in which it may be administered. With these major points in view, a survey of the small Oregon high schools was made to determine what is being done about community recreation and the role played by the high schools.

The study under consideration was suggested by the writer's observation of several small communities. Residents had little opportunity for recreation unless they drove several miles to a larger town that supported picture shows, pool halls, and other forms of amusement.

The school staff and community leaders realized the necessity for leisure-time activities and undertook the construction of a recreational program which soon became the center of interest. It was observed the attitude of the surrounding district gradually developed into one of friendly cooperation. As the program expanded, it was necessary to introduce different ideas and seek new material in order to hold interest. Such was the situation that led to the preparation of this work.

### Purposes of the Study

There are a number of purposes involved in this study: first, to secure data concerning the recreational activities of communities; second, to furnish information that might be of value in building a leisure-time program;

third, to make recommendations for a community recreational program.

This study is believed to be of value because it will assist in the preparation of recreational programs, while information concerning material is in constant demand by those who are working in the field. There is also a value of the study in that it discloses what is being done about community recreation.

#### Schools Included in the Study

The schools in this study include a sample from each county with more than one institution being selected in counties of large population. Out of 140 schools, 100 with an enrollment of under 200 responded. The schools were selected at random, as no other method of making a choice seemed justified. A spot map showing the location of the schools to which the questionnaires were sent is included in the appendix.

#### Questionnaire

Information was obtained by means of a questionnaire\* which was sent with a letter to 140 schools of Oregon in January 1942.

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\* A copy of the questionnaire is included in the appendix.

This questionnaire was carefully prepared after considering the many aspects of community recreation. It was segregated into six main divisions. The first concerned the policy and philosophy of the school; the second included the facilities and extent of their use; the third covered the types of activities provided for the community; the fourth concerned supervision of activities; the fifth was an evaluation of the activities; and the sixth part covered the needs to improve recreational programs.

The information obtained in this survey was tabulated and tables analyzing the results are in Chapter III.

Out of 140 questionnaires sent to the schools of Oregon, 100, or 73 percent, were returned.

#### Attitude Toward Study

The attitude expressed on the questionnaires seemed to indicate a recognized need for community recreation with the schools and their facilities used as a center to carry out such a program. This was particularly true of the more isolated districts, for there is evidence they carry on a more extensive recreational program than districts near a large city or town.



### Limitations

To avoid misunderstanding, the questionnaire was made objective with simple statements to be checked. The greatest limitation was in the request for specific information regarding program material. On many of the returns this was omitted. Another limitation to be considered was the failure to submit comments on some of the questionnaires in the space reserved for that purpose.

Since 40 of the 140 schools did not return the questionnaire, the number of schools actually studied was reduced to 100. Thus, this number does not represent all of the small Oregon high schools, but it is reasonable to assume there is a fair sample.

## CHAPTER II

### REVIEW OF PREVIOUS STUDIES

Although studies similar to this work have not been found, much has been written concerning community recreation. A brief review of these will give a background upon which to base the findings of this study.

#### Policy and Philosophy

In some of the rural areas, schools have promoted activities for the benefit of the community, for school personnel is gradually beginning to recognize the importance of cooperation between the school and community to encourage recreational programs for adults. Although many activities are offered, proper organization with good leadership has been neglected, thus destroying the true recreational value to be gained from leisure-time activities.

Schools may easily become a center for recreational activities because they have the facilities and potential leadership; however, many school buildings and play areas are open for community use only because of the pressure that forced them to offer their facilities outside of school hours. Educators, nevertheless, are beginning to realize their obligation to the community in helping to

develop leisure-time interests under competent leaders.

This was brought out in a publication by the Educational Policies Commission:

Sound educational policy requires that public properties be opened to public use outside of the school hours, subject to such regulation as will safeguard the public interest.

.....  
The program will succeed or fail in proportion as the leader can learn about and draw out the varied interests of many individuals. Leadership can often be provided through the schools!<sup>1</sup>

#### Facilities and the Extent of their Use

School buildings are generally in convenient locations so they are within easy travel distance from most of the rural homes, and as they are equipped with facilities, it naturally follows they should be the centers of community recreational activities. The following statement was made by the Educational Policies Commission.

An immediate step leading toward more complete provision of community recreation is to make available for leisure use all suitable school facilities in the community outside of school hours and during vacation periods.....School buildings have facilities for most kinds of indoor leisure-time activity as well as playgrounds and playfields in the immediate vicinity

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1. Educational Policies Commission; Educational Policies for the Community Recreation, p. 26.



Furthermore, these buildings are so placed that there is one of them within a half mile of most urban homes.....<sup>2</sup>

### Types of Activities

The complexity of modern civilization with its highly organized industry, its living standards, and its social problems tends to produce a mental and physical strain upon the individual that is causing no small concern to those of the medical profession. The American people seek amusement and entertainment, but often fail to obtain it from their own resources. True, everyone may not be interested in participating in leisure-time activities, but these people may assume the role of spectator, thereby receiving the benefits of relaxation and diversion from daily problems.

The development of physical skills through participating in wholesome games is important from a social standpoint as well as health and pleasure. Games and creative activities learned in school may easily be carried over into adult life, either as a participant or as a spectator; The Educational Policies Commission says:

Recreation includes the role of listener or spectator....Some fear has been expressed

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2. Ibid., p. 26.

about the evils of "spectatoritis" on the ground that the American public is becoming too concerned over passively watching others play and not sufficiently interested in taking part.... for the average person each activity supports and enriches the other.

.....  
 We may well teach boys and girls how to watch and appreciate a well-played football or baseball game. Similarly, we may learn to enjoy taking part in amateur theatricals and through such activities reap a richer harvest in watching the performance of professional actors.<sup>3</sup>

Reading for leisure requires training in childhood so that it may develop into a recreational pursuit in adult life to bring escape from everyday routine. Music, either as a participant or as a listener, brings satisfaction to many. This may be in the form of instrumental music or group singing which may easily be introduced as a part of an evening's program of entertainment. Arts, crafts, music, dramatics, games, discussion groups and library service can be within reach of all those who are interested if there is a little encouragement, instruction, and leadership.

One of the most important steps in planning a recreational program is a knowledge of conditions peculiar to the community together with a knowledge of what the people like to do. After learning the variety of interests, a program may be built up around them. The activities

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3. Ibid., pp. 13, 14.

selected must be within range of ability, and as the degree of skill increases, the individual may be included in a more advanced group, for there is little satisfaction to be gained from working with a group too far behind or too far advanced. Butler says:

Programs sometimes fail because the leaders stress activities which reflect their own interests and experience rather than those of the people to be served. The leader must obviously be familiar with and interested in whatever activity he is conducting if his leadership is to be inspiring and helpful to the group, but it is the interest of the group which should determine the activities to be carried on.

.....  
 People are likely to be discouraged if they undertake craft or other projects which are too difficult for them and in which they have little likelihood of achievement or success. ....Careful classifications of participants in activities involving competition is especially important.<sup>4</sup>

### Administration

Inadequate leadership has been one of the greatest obstacles in promoting community recreation. When the school is used as a center for rural functions, the people often look to the teachers for leadership; however, teachers are trained for school work and hesitate to undertake the responsibility of leadership in the less formal adult activities of a more social nature. Polson states:

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4. Butler, George, Introduction to Community Recreation, p. 220.

The most conspicuous thing in the organization of recreation in rural areas is the lack of well-trained leadership. This is true not only of professional leaders but also of volunteer leaders. . . . Professional leaders should teach, advise, and train local volunteer leadership, and refrain from assuming this function themselves. . . .<sup>5</sup>

It is true that many individual activities may be carried on with little organization; however, if those of similar interest may be brought together in a group by a competent leader, it often provokes motivation. Butler observes:

Some activities, such as reading, playing cards, or creative writing require no special organization or promotion. . . . but when it organizes a horseshoe league or tournament, the game acquires an added incentive in the form of friendly rivalry.

.....  
The planning and conducting of special performances, exhibitions, or community celebrations, require another type of organization. The drama group prepares zestfully for and awaits eagerly its productions, the music group its concerts, the arts and crafts group its exhibits, and the sports group its carnival. The playground circus and festival require long and careful preparations but they afford opportunities for demonstrating playground activities. The Christmas celebration, an occasion for combining the interests of many groups, likewise requires a high degree of organization.<sup>6</sup>

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5. Polson, Robert, "Recreation in Rural Areas," Journal of Health and Physical Education, Vol. 9, p. 544.

6. Butler, George, op. cit., p. 222.



### Evaluation

The social value of wholesome recreation cannot be denied, for members of a group learn to cooperate and in so doing they develop an insight into human motives that leads to tolerance, understanding and getting along with people. This contribution to the development of cooperation is a vital factor to be encouraged in a democratic form of government. Competition often serves to hold the interest of a group and thus calls forth greater creative effort and a higher degree of pleasure. Neumeyer states:

Competition may be said to be the life of the game, without which much of its zest would disappear....Cooperation is far more significant than competition, both as to its place in play and its influence upon personality. Cooperation implies integration of the members of the group. This is accompanied by the conscious and unconscious assimilation of group ideas and ideals tending to socialize the individuals.

.....  
Society may find its greatest asset in the constructively used leisure of its citizens. The civilizations of the world have been made and unmade by the way in which people have used their spare time. It matters not so much what people do when they work as what they do when they do not work.<sup>7</sup>

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7. Neumeyer, Martin, Leisure and Recreation, p. 7.

### CHAPTER III

#### RESULTS OF A SURVEY OF THE SMALL OREGON HIGH SCHOOL AS A COMMUNITY RECREATIONAL CENTER

The purpose of this chapter is to present data collected from the questionnaires sent to the principals of 140 small Oregon high schools. The data from 100 respondents appear in tables in this chapter. This survey includes items that express the school policy which reveals information concerning the use of plant, equipment, and facilities. It further reveals the frequency of use of departments and facilities by the community. The types of activities provided for the community are disclosed in the survey as: handicrafts, sports, drama, clubs, library service, music, picnics, and community night; their organization being supervised by either a member of the community or a member of the high school faculty. These activities are evaluated according to their popularity in each community. A portion of the survey is devoted to the needs that would improve a recreational program.

The questionnaire has six divisions: however, it was necessary to have more than one table for some of the divisions in order to insure a clear understanding of the problem. To facilitate interpretation, the findings will be discussed in the same order in which they appear on

the questionnaire under the divisions; namely, (I) Policy and Philosophy of the School, (II) Facilities and the Extent of their Use, (III) Types of Activities, (IV) Administration, (V) Evaluation, and (VI) Needs.

In order to learn the extent schools are being used as community recreational centers, it was necessary to determine the policy and philosophy of the schools which is shown in Table I.

Table I  
Items which Express the School Policy

Policy	Number of Replies
All facilities are available for community use whenever it does not interfere with school activities	86
The community is allowed to use play areas and auditorium for special occasions	9
School plant and equipment are reserved for exclusive use by school.	5

All of the 100 schools responding checked one of the items, and 86 expressed the attitude that all facilities are available for community use whenever it does not interfere with school activities. This would indicate that a majority of school authorities are willing to cooperate in a community recreational program by furnishing equipment and play areas. Of the remaining 14, there were

nine who permitted their facilities to be used for special occasions. Only five schools out of the 100 answered that they reserve their equipment for school use.

If schools are to be used as recreational centers, it is necessary to know what facilities are at the disposal of the community. Table II reveals the departments and facilities utilized by the community.

Table II

Departments and Facilities  
Utilized by Community

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Kitchen	65
Gymnasium and equipment	63
Playgrounds and equipment	42
Gymnasium but not equipment	40
Music room	36
Library	34
Playgrounds but not equipment	34
Sewing room	34
Shop	27

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The above figures indicate that the kitchen ranks first and sports facilities rank second in community use. It is not determined, however, whether this is due to interest or the greater availability of these particular facilities. Following the sports equipment, 36 schools included the music room and 34 used the sewing room and library. The shop is used less than any of the other facilities, as only 27 schools out of the 100 that responded checked it as being utilized by the community.



The time when school facilities may be used by the community is expressed in Table III as daily, once a week, twice a month, and once a month.

Table III  
When Facilities May be Used by Community

	Daily	Once a week	Twice a month	Once a month	Total
Gymnasium	38	34	2	3	77
Playgrounds	46	7	0	4	57
Kitchen	23	18	1	7	45
Music Room	19	18	0	1	38
Sewing Room	18	13	1	0	32
Books checked from library	23	2	2	0	27
Shop	15	11	0	0	26
Library used as reading room	<u>16</u>	<u>4</u>	<u>0</u>	<u>0</u>	<u>20</u>
Total	198	103	6	15	322

The numbers in the above table indicate how many schools responded to this section of the questionnaire. The total for some of the figures in Table III is less than in Table II which would suggest that facilities are used at other times than those given in the questionnaire.

The attitude expressed as shown in Table III favors the daily use of facilities. The gymnasium and playgrounds are used the most, with the playground leading in daily use, and the gymnasium in total use. Table III reveals that the kitchen was second, and this is daily. Here, as in Table II, the music room is third, with 19 schools responding that it is utilized daily and 18 that it is utilized once a week. Fewer schools indicated community use of the library and shop.

Activities provided for the community in handicrafts is shown in the following table. The activities are listed together with the number of schools responding.

Table IV  
Activities Provided for Community

Activities	Number of Schools Responding
Woodwork. . . . .	13
Metalwork . . . . .	9
Reed basketry . . . . .	6
Leatherwork . . . . .	3
Costume making . . . . .	2
First aid . . . . .	2
Raffia . . . . .	2
Bead handicrafts . . . . .	1
Pottery . . . . .	1
Clay modeling . . . . .	1
Batik . . . . .	0
Rope and cordage . . . . .	0
Cork . . . . .	0
Celluloid handicraft . . . . .	0
Rug making . . . . .	0

Woodwork is apparently provided more for the community than any other form of handicrafts. Out of the 100 respondents, 13 schools offered woodwork, while nine gave metal work and six reed basketry. It is evident that few of the remaining handicrafts listed receive notice, as the schools answering dropped to three, two and finally one. First aid was written in the questionnaire as handicrafts by 2 schools.

Judging from the results of Table IV, few handicrafts are provided for the community.

The kind of sports organized for community participation are shown in Table V. These are divided into teams for both men and women and indicate which type of sport receives the greater attention from each.

Table V  
Sports Organized for Community Participation

Teams	Men	Women	Total
Basketball	78	10	88
Softball	34	4	38
Volleyball	<u>8</u>	<u>23</u>	<u>31</u>
Total	120	37	157

Figures appearing in the above table indicate the number of schools that answered this part of the questionnaire. More basketball teams are organized for men than

either softball or volleyball, as 78 schools indicated basketball, and 34 gave softball, the remaining 8 having checked volleyball. According to the table, it is the reverse for women, since 23 mentioned volleyball, 10 mentioned basketball and only 4 gave softball. Results of these figures show that men take part in sports more than women.

Drama provided for community participation is given in Table VI. The number of schools responding is listed opposite the types of drama.

Table VI  
Drama for Community Participation

Types of Drama	Number of Schools Responding
Three-act plays. . . . .	23
One-act plays . . . . .	17
Readings . . . . .	12
Skits . . . . .	10
Puppet plays . . . . .	4
Dramatic festival. . . . .	3
Pantomime . . . . .	3
Two-act plays. . . . .	2
Minstrels . . . . .	2

From the data in Table VI it may be assumed that communities participate more in three-act plays than in any other type of drama. Next in order are: one-act plays, readings, skits, and puppet plays. The dramatic

festival and pantomimes are mentioned by 3 schools, while only 2 mention two-act plays. Minstrels were written in the questionnaire by 2 schools as being a part of their dramatic programs.

The most popular type of drama is revealed in the following table. Schools were asked to check which of the four types suggested met with the greatest approval from the community.

Table VII  
Most Popular Type of Drama

Type of Drama	Number of schools Responding
Comedy	63
Mystery	18
Western	5
Rural	1

Apparently, the small community prefers comedies, since 63 schools listed them as being the most popular. Mystery plays are mentioned by 18 schools, western by 5, and only 1 school gave rural plays. These figures indicate that rural plays receive little attention in small communities, while comedies hold the greatest interest of the four types listed on the questionnaire



The kind of clubs and their activities together with the library and the activities growing out of its use are disclosed in Table VIII. The clubs are divided into literary, dramatic, nature and old time swing club. The activities growing out of library use are given as study groups and discussion groups.

Table VIII  
Clubs and Their Activities

Kind of Club	Responses indicating there are clubs	Activities indicated
Literary Club	28	
Book reviews		28
Group discussions		24
Outside speakers		7
Dramatic Club	13	
Give plays		13
Study play production		3
Study make-up		1
Old Time Swing Club	9	
Nature Club	5	
Study plants and animals		5
Reports by members		5
Take field trips		2
Study rocks and earth formations		2
Library	8	
Study groups		0
Discussion groups		8
Total number of clubs	63	

Evidence from Table VIII shows 28 literary clubs. Book reviews lead among the type of activities carried on by these clubs as indicated by the 28 responses, and group discussions closely follow with 24 responses. Seven schools included outside speakers.

Of the 13 schools stating there were dramatic clubs, only three mentioned the study of play production and one showed there was a study of the art of make-up. All of the 13 responses showed the most frequently used activity to be the production of plays.

Of the five responses indicating there were nature clubs, five also responded that one of their activities was the study of plants and animals, and that individual reports were given by members. Two schools included the study of rocks and earth formations together with field trips.

The square dance or old time swing club was specified by nine schools. The type of activities carried on by such a club is suggested by its title.

The library was indicated as being used by eight schools, none of these included study groups as a part of their activities, while all of them included discussion groups.

Table IX indicates the types of music organized for community participation. This includes the various classes

of group singing and a number of different kinds of instrumental music.

Table IX  
Types of Music Organized for  
Community Participation

Kind of music	Number of schools responding
Community sing	19
Mixed chorus	11
Community orchestra	9
Women's glee club	6
Quartet	6
Community band	4
Trio	4
Stringed orchestra	2
Harmonica band	1
Men's glee club	1

In the types of music organized for community participation, 19 schools gave the community sings, while 11 gave the mixed chorus. Apparently these are more frequently employed than other kinds of organized music. The women's glee club and the quartet were both indicated by six schools, while the trio was mentioned by four and men's glee club by one. Of the instrumental music, the community orchestra seems to be more popular, as it was

indicated by nine schools. Following the orchestra, is the band, given by four schools. The stringed orchestra was mentioned by two schools, and the harmonica band by only one.

Items included in community music programs are presented in the following table as cantatas, readings, and operettas. The table shows the number of respondents that indicated this type of program was given in their community.

Table X

Items Included in Community Music Programs

Types of programs	Number of schools responding
Cantatas	6
Readings	5
Operettas	3

Few schools checked the items included in community music programs, so it is reasonable to assume they are not frequently included. Six schools checked cantatas; five, readings; and three checked operettas.

Table XI divulges the number of schools that responded to the question asking if the school and community combined their music talent.

Table XI

## The School and Community Combine their Music Talent

	Number of schools responding
Yes	38
No	38

The number of schools answering "Yes" is the same as those answering "No." This would indicate that the number of districts where school and community combined their music talent was about the same as those which did not.

Table XII determines the type of music in which the musical talent of school and community are combined.

Table XII

In Which is the Musical Talent of  
School and Community Combined?

Type of Music	Number of schools responding
Mixed chorus	13
Orchestra	12
Band	11
Women's glee club	4
Quartet	3
Stringed orchestra	2
Trio	1
Harmonica band	0
Men's glee club	0



There were 13 schools that indicated the musical talent of the school and community were combined in the mixed chorus, 12 mentioned they were combined in the orchestra and 11 in the band. This left four schools giving the women's glee club, three the quartet, two the stringed orchestra and only one the trio.

In order to determine whether the schools help with organization of picnics, a section of the questionnaire asked the schools to check "yes" or "no" to this question. The number of answers are in the following table.

Table XIII

Does the School Help with the  
Organization of Picnics?

Answer	Number of schools responding
No	42
Yes	33

In the question asking if the school helped with the organization of picnics, 33 answered "yes" and 42 answered "no."

The kind of activities carried on at picnics are shown in Table XIV. The number of schools responding is listed opposite the type of activity.

Table XIV  
Activities Included at Picnics

Type of activity	Number of schools responding
Softball	34
Horseshoes	24
Races	18
Volleyball	9
Badminton	3

In the above table are the activities included at picnics. Softball received the most answers, with 34 schools indicating it was included in the activities. Horseshoes were mentioned by 27 schools, races by 18, volleyball by 9, and badminton by only three. These figures suggest that softball and horseshoes are the leading activities carried on at such functions.

In order to determine whether activities at picnics were supervised, this was included in the questionnaire and the number of schools responding is shown in Table XV.

Table XV

## Activities that are Supervised at Picnics

Activities	Number of schools responding
Softball	21
Volleyball	12
Races	11
Horseshoes	9
Badminton	3

Softball was considered by 21 schools as being supervised at picnics; supervision of other activities was included in the following order: volleyball by 12 schools; badminton by three schools; horseshoes by nine schools; and races by 11 schools.

Table XVI reveals the number of schools answering whether there is a community night when people are free to come to the gymnasium for recreation and play. This table also includes responses regarding games in which the community may participate.

Table XVI  
Community Night

Question	Yes	No
Is there a community night?	20	56
Are there games in which the community may participate?	20	10

In the question asking if there was a community night when people are free to come to the gymnasium for recreation and play, 20 schools answered "yes", and 56 schools answered "no."

Twenty schools indicated there were games in which the community may participate, and 10 schools said there were not such games. Judging from these figures, most places that have a community night offer games in which the people may participate.

The following table discloses information concerning the kind of games in which people participate on community night.

Table XVII

Games in which Community Participates  
on Such a Night

Games	Number of Schools responding
Table tennis	12
Badminton	9
Shuffle board	3
Deck tennis	3
Dart baseball	0

Games in which the people take part on community night were indicated in the following manner: table tennis by 12 schools, shuffle board by three schools, dart baseball was not mentioned, badminton by nine schools, and deck tennis by three schools. It is not known whether this choice of games is due to availability of equipment or to interest of the community.

To discover who usually has charge of community night, the schools were asked to check whether it was a club, committee, a member of the community or a member of the high school staff. Table XVIII shows how the schools responded.



Table XVIII

## Who is in Charge of Community Night?

Who is in charge	Number of schools responding
A member of the high school staff	20
A committee	5
A member of the community	4
A community club	4

In response to the question: "Who is in charge of community night?" Table SVIII shows that it is more often one of the high school staff, since 20 schools mentioned that it was a faculty member. Four schools said it was a community club, five said it was a committee, and four that it was a member of the community who was in charge.

The type of entertainment for community night is disclosed in Table XIX. The schools responded to the questions asking if there is drama and music to start activities on community night and if the evening terminates with group singing.

Table XIX  
Entertainment for Community Night

Type of entertainment	Number of schools responding	
	yes	no
There is drama and music to start community night activities	5	11
The evening terminates with group singing	7	9

In response to the statement concerning entertainment for community night, five schools answered "yes" to the question asking if there was drama and music to start the evening's activities and 11 schools answered "no". Seven schools said the evening terminated with group singing and nine schools gave a negative answer to this question.

This section of the questionnaire was included in the study to obtain information relative to the manner in which handicraft activities were supervised. It was asked that each activity be checked whether it was a community member or a faculty member who acted as supervisor.

Table XX

Handicrafts are Supervised by a Community  
Member or a Faculty Member

Handicrafts	Community member	Faculty member
Wood work	2	9
Metal work	2	6
Leather work	0	3
Raffia	0	2
Costume making	2	0
Reed basketry	1	1
Pottery	0	1
Clay modeling	0	1
Bead handicraft	0	1
Batik	0	0
Rope and cordage	0	0
Cork	0	0
Celluloid handicraft	0	0
Rug making	<u>0</u>	<u>0</u>
Total	7	24

The responses in Table XX indicate there are few handicrafts offered for community participation. More schools mentioned wood work and this was supervised largely by a faculty member as shown by the responses of nine schools, only two indicating that it was supervised

by a community member. In leather work, three schools said it was supervised by a community member. Two schools gave metal work as supervised by a community member and six by a faculty member. Pottery, clay modeling, reed basketry and bead handicraft were each indicated by one school as supervised by a faculty member. Reed basketry was also mentioned by one school as being in the charge of a community member. Two schools responded that raffia was in the charge of a faculty member, and two schools mentioned that costume making was supervised by a community member. The total responses indicate that faculty members usually supervise handicrafts.

Table XXI shows who supervises the sports. The schools were asked to indicate on the questionnaire whether it was a community member or a faculty member who had charge of basketball, softball, and volleyball.

Table XXI

Sports Supervised by a Community Member  
or Faculty Member

Sports	Community member	Faculty member
Basketball	33	39
Softball	19	17
Volleyball	<u>11</u>	<u>17</u>
Total	63	73

In answer to the question regarding the supervision of sports, 33 schools indicated a community member and 39 a faculty member for basketball; 11 schools answered a community member and 17 a faculty member for volleyball; 19 schools answered a community member and 17 a faculty member for softball. Basketball and volleyball received more answers indicating that a faculty member had charge, while softball had more responses indicating it to be in the charge of a community member.

Information regarding who directs the various types of drama is given in Table XXII. The drama was divided into its several phases and the schools checked whether it is a community member or a faculty member who supervises each phase.

Table XXII

Drama Supervised by Community  
Member or Faculty Member

Type of Drama	Community member	Faculty member
Three-act plays	12	7
Readings	10	1
One-act plays	8	1
Skits	5	3
Puppet plays	2	1
Pantomimes	1	2
Dramatic festival	0	3
Two-act plays	<u>0</u>	<u>2</u>
Total	38	20



A faculty member was listed by three schools as supervising the dramatic festival. Twelve schools gave three-act plays as being under the supervision of a community member, and seven as under a faculty member; two-act plays were indicated by two schools as under a faculty member; one-act plays by eight schools as under a community member and one as under a faculty member; pantomimes, by one school as under a community member and two schools as under a faculty member; skits, by five schools as under a community member and by three schools as under a faculty member; puppet plays, by two schools as under a community member and by one school as under a faculty member; readings, by 10 schools as under a community member and by one school as under a faculty member. The figures in this table suggest that drama is more often under the supervision of a community member than it is under a faculty member. This is particularly true of the three-act plays, one-act plays, skits and readings.

Music was divided into its various types and the schools checked whether each type was supervised by a community member or a faculty member. The results appear in the following table.

Table XXIII

Music Supervised by Community Member  
or Faculty Member

Type of Music	Community member	Faculty member
Community sing . . . . .	7	11
Community orchestra . . . . .	7	2
Glee clubs . . . . .	1	6
Mixed chorus . . . . .	2	2
Trio . . . . .	1	2
Quartet . . . . .	0	2
Community band . . . . .	1	1
Stringed orchestra . . . . .	1	1
Harmonica band . . . . .	1	0
Total . . . . .	21	27

Table XXIII shows responses given to the inquiry concerning who supervised music in the community. Schools were asked to check whether this was done by a community member or a faculty member. Following is the number of schools that checked each: community sing, community member seven and faculty member 11; community band, community member one and faculty member one; harmonica band, community member one; community orchestra, community member seven, faculty member two; stringed orchestra, community member one, faculty member one; mixed chorus, community member two, faculty member two; glee clubs, community member one, faculty member six; trio, community member one, faculty member two; quartet, faculty member two.

These figures indicate that the school staff more often has charge of community music.

Data concerning supervision of community night and activities growing out of library use are shown in Table XXIV. The activities to be organized are listed as organization of games on community night, organization of community night, and activities growing out of library use. The schools indicated whether it was a community member or a faculty member who had charge of these.

Table XXIV

Supervision of Community Night and Activities  
Growing out of Library Use

Activity to be organized	Community member	Faculty member
Organization of games on community night	9	10
Organization of com- munity night	8	8
Activities growing out of library use	<u>3</u>	<u>4</u>
Total	20	22

Supervision of community night and of activities growing out of library use were combined in Table XXIV, because there would be no opportunity for confusion in understanding the results. Organization of games on

community night were indicated as being supervised by a community member by nine schools, and 10 schools said it was a faculty member. Organization of community night was checked by eight schools as being under a community member, and by eight schools as being under a faculty member. Activities growing out of library use were mentioned by three schools as being supervised by a community member, and by four schools as being under a faculty members. The results seem to indicate that faculty members generally supervise these activities.

Information regarding the supervision of clubs and organization of activities at picnics is given in the following table. Clubs are divided into literary, nature, and dramatic.

Table XXV

Supervision of Clubs and Organization  
of Activities at Picnics

	Community member	Faculty member
Clubs		
Literary	11	0
Nature	2	1
Dramatic	<u>1</u>	<u>1</u>
Total	14	2
Organization of activities at picnics	<u>6</u>	<u>9</u>
Total	20	11

Supervision of clubs and the organization of recreational activities at picnics were combined in Table XXV. It was discovered that literary clubs were checked by 11 schools as being under a community member and none checked it as being under a faculty member. Dramatic clubs received mention from one school as being under a community member and from one as being under a faculty member. Two schools checked nature clubs under a community member and one under a faculty member.

Organization of activities at picnics was indicated by six schools as being supervised by a community member, and nine schools as being supervised by a faculty member. The results in this table show that community members usually take charge of clubs, while faculty members take charge of organization of activities at picnics.

In order to determine which of the activities received the most attention in small communities, this section concerning evaluation was included in the questionnaire. Results are disclosed in Table XXVI.



Table XXVI

Degree of Popularity of Activities  
in the Community

Activity	Number of schools responding to degree of popularity		
	<u>Very</u>	<u>Moderately</u>	<u>Slightly</u>
Sports	32	27	3
Music	16	25	8
Clubs	11	12	8
Drama	10	22	8
Picnics	9	15	8
Community night	7	7	10
Games	6	17	4
Handicrafts	6	10	14
Library use	2	10	17

Figures in this table show that sports were chosen as being very popular. Drama, music, games, picnics, and clubs proved to be only moderately popular, and handicrafts, community night, and library use only slightly popular. This would indicate that sports stand out as being favored in small communities.

To determine what is needed to improve recreational programs in small communities, a portion of the questionnaire asked for suggestions regarding material, use of

a play loan service, and organization of recreation in small communities. The findings appear in Table XXVII.

Table XXVII

Items that Might Improve  
a Program

Items	Number of schools responding
Recreation committee made up of representatives from com- munity organizations	45
Free or inexpensive material	14
Use of a play loan service	11

The responses shown in Table XXVII indicate there is a great need in small communities for a committee made up of a representative from each of the organizations such as: civic, religious, and educational clubs. This item was checked by 45 schools. Free or inexpensive material followed this in importance, as it was mentioned by 14 schools, while 11 schools suggested the use of a play loan service. These results indicate the greatest need of community recreational programs is improved organization.

In the following chapter, the summary and recommendations are presented.

## CHAPTER IV

### SUMMARY AND RECOMMENDATIONS

#### Summary

This study was made to determine the extent small high schools are used as community recreational centers. Data for the study was obtained by means of a questionnaire sent to 140 small Oregon high schools. The questionnaire had six major divisions: (1) policy and philosophy of the school; (2) facilities and the extent of their use; (3) types of activities; (4) administration; (5) evaluation; and (6) needs.

The information presented in this study is based upon the returns from 100 of the 140 small secondary schools in Oregon.

Results of the study show that most of the small high schools have a broad, liberal policy in regard to the use of their facilities. A majority agree that school facilities should be available for community use whenever this does not interfere with school activities.

The study reveals that small communities are largely interested in sports. Closely following this is their interest in music, particularly in the community sing and mixed chorus. Their favorite type of instrumental music is the community orchestra.

Drama and clubs received a mediocre amount of attention, since it was less than either sports or music, but a great deal more than any of the other activities. Interest in drama was centered around three-act plays, one-act plays and skits; while the interest in clubs was largely literary. The community seemed little concerned about picnics, handicrafts, and community night.

The findings of this study show a great need for recreation committees made up of representatives from civic organizations. This would indicate that the low interest displayed in many of the activities may be due to poor organization. There is also a need for inexpensive material on various phases of recreation along with a play loan service classified by royalty, non-royalty, mixed group, men and boys, and women and girls. These data suggest that availability of material would increase the ability to carry on a more effective recreational program.

### Recommendations

The information disclosed in this survey is believed to justify the following recommendations:

1. Carry on an extensive program of sports and games for community participation, including basketball,

softball, volleyball, badminton, table tennis, shuffle board, dart baseball and any game for which equipment may be available. Often, equipment for games such as shuffle board and dart baseball can be made in the school shop as a class project under the direction of the industrial arts instructor.

2. An increased opportunity provided for community participation in music, particularly group singing. This would include simple music programs that were not too difficult for the average person. Frequently entertainments and programs may be opened and closed by group singing.

3. Since the questionnaire revealed drama to be largely under the supervision of a community member, it is suggested the high school play coach render assistance and cooperation whenever possible. A teacher who coaches plays in the school will know sources of material and understand organizing such activities.

4. As the questionnaire shows clubs to be under the supervision of a community member, it is recommended that active support be contributed by the high school staff. As an example of this, the English teacher can take a lively part in the literary club and the science teacher in the nature club.



5. The industrial arts and home economics instructors are in a position to assist with handicrafts. The questionnaire showed a very limited number of activities were offered to the community in handicrafts. Here, local needs and interests can be studied and a larger variety of crafts introduced, which would lead to a more successful and satisfying program.

6. Interest in activities at picnics could be enhanced if a well organized program of group games and sports were included. Results of this survey revealed the most popular type of activities at such functions to be softball, horseshoes, races, volleyball and badminton.

7. Responses to the question regarding community night revealed few activities offered on such a night, and rarely were activities started with a brief program of drama or music. It is suggested that community night open with a brief program of skits or one-act plays in which local people take part. Any talent in music, dramatics or other special abilities should be included in the program. This phase of the entertainment may terminate by having the entire group sing a familiar number. By clearing the floor of chairs, lively group games of simple organization may be included for a brief period, then attention may be turned to other types of games such as

table tennis, dart baseball, and shuffleboard. Frequently, the old time swing dances or quadrilles may be brought in here.

8. According to responses on the questionnaire, a very few activities grew out of library use. Study groups, discussion groups, book reviews, and occasionally an outside speaker invited to talk to the group would encourage library use. At this time, people are greatly concerned with world affairs and such discussions on current events would hold interest. These activities can be led by different members of the community and helpful assistance may come from the school staff.

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TO THE PRINCIPAL

A questionnaire is being sent to the small high schools of Oregon to learn how many are helping in community recreational programs, and your cooperation is needed.

The purposes of this survey are to determine:

1. The extent to which high schools are serving as community recreational centers.
2. The recreational facilities available for community use.
3. The type of recreational activities carried on.
4. The nature of material needed that would improve such a program.
5. How community recreational programs are organized.

This survey is being conducted under the joint supervision of Miss Izola Jensen, Assistant Professor and Extension Specialist in Community Social Organization, and Dr. Frank Parr, Professor of Secondary Education, both members of the staff at Oregon State College.

Such a survey will be of value to smaller communities for it will help immeasurably in compiling material for their use. Miss Jensen is collecting material for this purpose and she will lend it to anyone who is looking for new ideas for recreational programs.

Your cooperation and assistance is earnestly desired. Will you help us by checking the blank spaces on the questionnaire and returning it in the stamped, self-addressed envelope by March 1, to enable us to complete the survey before the close of the present school year?

Although the questionnaire appears to be lengthy and detailed, I can assure that it will take only a short time to check.

Sincerely,



A Survey of the Small Oregon High School as a Community  
Recreational Center

School \_\_\_\_\_ City \_\_\_\_\_ County \_\_\_\_\_  
 District \_\_\_\_\_ Enrollment \_\_\_\_\_  
 Number of Teachers \_\_\_\_\_ Principal \_\_\_\_\_

I. Policy and philosophy of the school:

Check the item in the following list which most nearly expresses the policy of your school:

- ☐ A. The school plant and equipment are reserved for exclusive use by the school
- ☐ B. The community is allowed to use the play areas and auditorium for special occasions
- ☐ C. Classrooms and other facilities are available for evening classes, in addition to community use of play areas and auditorium on special occasions
- ☐ D. The school plant and all facilities are available for community use whenever this does not interfere with school activities.

II. Facilities and the extent of their use

Check in the following list, the departments and facilities utilized by the community

- ☐ A. Shop
- ☐ B. Music room
- ☐ C. Sewing room
- ☐ D. Kitchen
- ☐ E. Library
- ☐ F. Gymnasium but not equipment
- ☐ G. Gymnasium and equipment
- ☐ H. Playgrounds but not equipment
- ☐ I. Playgrounds and equipment

When the following departments and facilities are not being used by the school, they may be used by the community.

Check whether they may be used daily, once a week, twice a month or once a month.

- |                                   |       |       |       |       |
|-----------------------------------|-------|-------|-------|-------|
| A. Shop                           | _____ | _____ | _____ | _____ |
| B. Music room                     | _____ | _____ | _____ | _____ |
| C. Sewing room                    | _____ | _____ | _____ | _____ |
| D. Kitchen                        | _____ | _____ | _____ | _____ |
| E. Library used as a reading room | _____ | _____ | _____ | _____ |
| F. Books checked from library     | _____ | _____ | _____ | _____ |
| G. Gymnasium                      | _____ | _____ | _____ | _____ |
| H. Playgrounds                    | _____ | _____ | _____ | _____ |

### III. Types of activities

Check those provided for the community

#### A. Handicrafts

- ☐ 1. Woodwork
- ☐ 2. Leather work
- ☐ 3. Metal work
- ☐ 4. Pottery
- ☐ 5. Clay modeling
- ☐ 6. Batik
- ☐ 7. Rope and cordage
- ☐ 8. Cork
- ☐ 9. Reed basketry
- ☐ 10. Raffia
- ☐ 11. Bead handicraft
- ☐ 12. Costume making
- ☐ 13. Celluloid handicraft
- ☐ 14. Rug making

List any not mentioned that is popular in your community.

#### B. Sports

Check those teams organized for community participation.

	<u>Men</u>	<u>Women</u>
1. Basketball team . . . . .	<input type="checkbox"/>	<input type="checkbox"/>
2. Volleyball team . . . . .	<input type="checkbox"/>	<input type="checkbox"/>
3. Softball team. . . . .	<input type="checkbox"/>	<input type="checkbox"/>

List any sports not mentioned that have been popular in your community.

#### C. Drama

- ☐ 1. Dramatic festival
- ☐ 2. Three-act plays

List the last three, three-act plays given in the community

- ☐ 3. Two-act plays

List the last three, two-act plays given in the community

- ☐ 4. One-act plays

List the last three, one-act plays given in the community

- ☐ 5. Pantomimes

List the last three given by the community

- \_\_\_ 6. Skits  
List the last three given by the community
- \_\_\_ 7. Puppet plays  
List the last three given by the community
- \_\_\_ 8. Readings  
List the last three given by the community
9. Which type of drama is the most popular in your community
- \_\_\_ a. Mystery
  - \_\_\_ b. Comedy
  - \_\_\_ c. Western
  - \_\_\_ d. Rural
- List other types not mentioned that have been popular in the community

#### D. Clubs

Check the clubs in the list below that are found in your community

- \_\_\_ 1. Literary
- Check the activities carried on by this club
- \_\_\_ a. Book reviews
  - \_\_\_ b. Group discussions
  - \_\_\_ c. Outside speakers invited to talk to group
- List other activities not mentioned
- \_\_\_ 2. Dramatic club
- Check the activities carried on by this club
- \_\_\_ a. Study play production
  - \_\_\_ b. Study the art of make-up
  - \_\_\_ c. Study plays
  - \_\_\_ d. Give plays
- List other activities not mentioned
- \_\_\_ 3. Nature club
- Check the activities carried on by this club
- \_\_\_ a. Study plants and animals
  - \_\_\_ b. Study rocks and earth formations
  - \_\_\_ c. Take field trips to study nature
  - \_\_\_ d. Individual members give reports on nature subjects
- List other activities not mentioned.

- \_\_\_ 4. Square dance or old time swing club

E. Library

Check the activities that have resulted from community use of the high school library

- \_\_\_ 1. Study groups  
\_\_\_ 2. Discussion groups

List other activities not mentioned

F. Music

Check the types of music organized for community participation

- \_\_\_ 1. Community sing  
\_\_\_ 2. Community band  
\_\_\_ 3. Harmonica band  
\_\_\_ 4. Community orchestra  
\_\_\_ 5. Stringed orchestra  
\_\_\_ 6. Mixed chorus  
\_\_\_ 7. Women's glee club  
\_\_\_ 8. Men's glee club  
\_\_\_ 9. Trio  
\_\_\_ 10. Quartet

List other types not mentioned

Check the items used for music programs given by the community

- \_\_\_ 1. Readings accompanied by music  
List the last three given by the community

- \_\_\_ 2. Operettas  
List the last three given by community

- \_\_\_ 3. Cantatas  
List the last three given by community

Name other items not listed that have been popular on music programs given by the community:

The school and community combine their musical talent  
\_\_\_ Yes  
\_\_\_ No

In which of the following is the musical talent of school and community combined

- ☐ 1. Band
- ☐ 2. Harmonica band
- ☐ 3. Orchestra
- ☐ 4. Stringed orchestra
- ☐ 5. Mixed chorus
- ☐ 6. Trio
- ☐ 7. Women's glee club
- ☐ 8. Men's glee club
- ☐ 9. Quartet

List others not mentioned

#### G. Picnics

1. As a center of community recreation, does the school help with the organization of picnics for the community?

- ☐ a. Yes
- ☐ b. No

2. If there are such picnics, check the activities usually included

- ☐ a. Softball
- ☐ b. Volleyball
- ☐ c. Badminton
- ☐ d. Horseshoes
- ☐ e. Races

Name other games or contests which are not listed that are popular

3. Check the activities that are supervised

- ☐ a. Softball
- ☐ b. Volleyball
- ☐ c. Badminton
- ☐ d. Horseshoes
- ☐ e. Races

List the other activities that are supervised

#### H .Community Night

1. Is there a "community night" when people are free to come to the gymnasium for recreation and play?

- ☐ a. Yes
- ☐ b. No

2. Are there games in which the community may participate?

- ☐ a. Yes
- ☐ b. No



3. Check the games in which the community participates on such a night

☐ a. Table tennis  
☐ b. Shuffle board  
☐ c. Dart baseball  
☐ d. Badminton  
☐ e. Deck tennis

List any others not mentioned that have proved popular

4. Who is in charge?

☐ a. A community club  
☐ b. A committee  
☐ c. A member of the community  
☐ d. A member of the high school staff

Name any other who might organize such a function

5. There is a brief entertainment of drama and music to start "community night" before the other activities begin

☐ a. Yes  
☐ b. No

6. The evening terminates in group singing

☐ a. Yes  
☐ b. No

7. How many community nights are held during the year \_\_\_\_\_?

#### IV Administration

Check whether the community recreational activities are supervised by a member of the community or by a member of the school faculty

	<u>Community</u> <u>member</u>	<u>Faculty</u> <u>member</u>
A. Handicrafts		
1. Woodwork . . . . .	<input type="checkbox"/>	<input type="checkbox"/>
2. Leather work . . . . .	<input type="checkbox"/>	<input type="checkbox"/>
3. Metal work . . . . .	<input type="checkbox"/>	<input type="checkbox"/>
4. Pottery . . . . .	<input type="checkbox"/>	<input type="checkbox"/>
5. Clay modeling. . . . .	<input type="checkbox"/>	<input type="checkbox"/>
6. Batik . . . . .	<input type="checkbox"/>	<input type="checkbox"/>
7. Rope and cordage . . . . .	<input type="checkbox"/>	<input type="checkbox"/>
8. Cork . . . . .	<input type="checkbox"/>	<input type="checkbox"/>
9. Reed basketry. . . . .	<input type="checkbox"/>	<input type="checkbox"/>
10. Raffia . . . . .	<input type="checkbox"/>	<input type="checkbox"/>
11. Bead handicraft . . . . .	<input type="checkbox"/>	<input type="checkbox"/>
12. Costume making . . . . .	<input type="checkbox"/>	<input type="checkbox"/>
13. Celluloid handicraft . . . . .	<input type="checkbox"/>	<input type="checkbox"/>
14. Rug making . . . . .	<input type="checkbox"/>	<input type="checkbox"/>

## B. Sports

1. Basketball . . . . .
2. Volleyball . . . . .
3. Softball . . . . .

## C. Drama

1. Dramatic festival . . . . .
2. Three-act plays . . . . .
3. Two-act plays . . . . .
4. One-act plays . . . . .
5. Pantomimes . . . . .
6. Skits . . . . .
7. Puppet plays . . . . .
8. Readings . . . . .

## D. Music

1. Community sing . . . . .
2. Community band . . . . .
3. Harmonica band . . . . .
4. Community orchestra . . . . .
5. Stringed orchestra . . . . .
6. Mixed chorus . . . . .
7. Glee clubs . . . . .
8. Trio . . . . .
9. Quartet . . . . .

E. Organization of games for  
community functions . . . . .

## F. Organization of "Community night" . . . . .

## G. Activities growing out of library use . . . . .

## H. Clubs

1. Literary . . . . .
2. Dramatic . . . . .
3. Nature . . . . .

I. Organization of recreational  
activities at picnics . . . . .

## V. Evaluation

Check each of the following activities as to its  
popularity in your community

	<u>Very</u>	<u>Moderately</u>	<u>Slightly</u>
A. Handicrafts . . . . .	—	—	—
B. Sports . . . . .	—	—	—
C. Drama . . . . .	—	—	—
D. Music . . . . .	—	—	—
E. Games . . . . .	—	—	—
F. Picnics . . . . .	—	—	—
G. Community night . . . . .	—	—	—
H. Library use . . . . .	—	—	—
I. Clubs . . . . .	—	—	—

## VI. Needs

Check the items you believe would improve your program

- ☐ A. Free or inexpensive mimeographed material on various phases of recreation
- ☐ B. Use of a play loan service classified by royalty, non-royalty, mixed group, man and boys, women and girls, the number of characters and the type of play
- ☐ C. A community recreation committee made up of a representative of each of the active civic, religious, and educational clubs and organizations in the community

This questionnaire was filled out by:

Name \_\_\_\_\_ Position \_\_\_\_\_

Please use the space below for any additional information, suggestions, or criticisms of this survey.

