A STUDY OF A PROPOSED
SCHOOL-COMMUNITY RECREATION PROGRAM
FOR THE FRANKLIN UNION SCHOOL DISTRICT

by
Theodore LaTona
A. B., Sacramento State College, 1949

A THESIS
SUBMITTED IN PARTIAL SATISFACTION OF THE
REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS

SACRAMENTO
STATE COLLEGE
ARCHIVES

Approved:

Hubert J. McCormick, Chair
Charlotte M. Bergstrom

Advisory Committee
Date: May 2, 1956
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. THE PROBLEM, DEFINITIONS OF TERMS USED AND METHODOLOGY</td>
<td>1</td>
</tr>
<tr>
<td>The problem</td>
<td>1</td>
</tr>
<tr>
<td>Statement of the problem</td>
<td>1</td>
</tr>
<tr>
<td>Need for the study</td>
<td>1</td>
</tr>
<tr>
<td>Delimitations</td>
<td>1</td>
</tr>
<tr>
<td>Definitions of terms used</td>
<td>2</td>
</tr>
<tr>
<td>Physical education</td>
<td>2</td>
</tr>
<tr>
<td>Methodology</td>
<td>4</td>
</tr>
<tr>
<td>Community survey by questionnaire</td>
<td>4</td>
</tr>
<tr>
<td>Review of literature in the fields of recreation and physical education</td>
<td>4</td>
</tr>
<tr>
<td>Development of a proposed basic long range recreational program</td>
<td>5</td>
</tr>
<tr>
<td>II. THE PLACE OF THE SCHOOL IN CONDUCTING RECREATION AND POWERS OF GOVERNING BOARDS</td>
<td>6</td>
</tr>
<tr>
<td>III. DESCRIPTION OF THE FRANKLIN UNION SCHOOL DISTRICT</td>
<td>12</td>
</tr>
<tr>
<td>Characteristics of the Franklin Union School District</td>
<td>12</td>
</tr>
<tr>
<td>School Facilities available</td>
<td>13</td>
</tr>
<tr>
<td>Personnel employed by the district</td>
<td>13</td>
</tr>
<tr>
<td>Assessed Valuation of the Franklin Union School District</td>
<td>14</td>
</tr>
<tr>
<td>Tax rate of the Franklin Union School District</td>
<td>14</td>
</tr>
<tr>
<td>Recreation in the district</td>
<td>14</td>
</tr>
<tr>
<td>CHAPTER</td>
<td>PAGE</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>IV. THE IMPORTANCE OF PHYSICAL EDUCATION AND RECREATION</td>
<td>16</td>
</tr>
<tr>
<td>V. SURVEY OF COMMUNITY OPINION</td>
<td>25</td>
</tr>
<tr>
<td>Recreational activities for family use</td>
<td>25</td>
</tr>
<tr>
<td>Activities needed</td>
<td>25</td>
</tr>
<tr>
<td>School facilities receiving greatest use</td>
<td>25</td>
</tr>
<tr>
<td>Additional school facilities needed</td>
<td>26</td>
</tr>
<tr>
<td>Facilities lacking in the community</td>
<td>26</td>
</tr>
<tr>
<td>Need for a planned school-community recreational program</td>
<td>26</td>
</tr>
<tr>
<td>School leadership in setting up a recreation program</td>
<td>26</td>
</tr>
<tr>
<td>Occupations of those returning questionnaires</td>
<td>26</td>
</tr>
<tr>
<td>Distance to travel in reaching school facilities</td>
<td>27</td>
</tr>
<tr>
<td>Comments on questionnaire</td>
<td>27</td>
</tr>
<tr>
<td>School-Community Recreation Questionnaire</td>
<td>28</td>
</tr>
<tr>
<td>VI. RECOMMENDATIONS</td>
<td>30</td>
</tr>
<tr>
<td>Expansion of the program</td>
<td>30</td>
</tr>
<tr>
<td>Recommendations in personnel</td>
<td>32</td>
</tr>
<tr>
<td>Recreation programs in districts similar in size and nature</td>
<td>33</td>
</tr>
<tr>
<td>Recreation Program in Bryte School District,</td>
<td>34</td>
</tr>
<tr>
<td>Yolo County</td>
<td>34</td>
</tr>
<tr>
<td>Budget</td>
<td>34</td>
</tr>
<tr>
<td>Recreation Director and other help</td>
<td>34</td>
</tr>
<tr>
<td>CHAPTER</td>
<td>PAGE</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Buildings, equipment and playgrounds</td>
<td>34</td>
</tr>
<tr>
<td>Time</td>
<td>34</td>
</tr>
<tr>
<td>Program</td>
<td>34</td>
</tr>
<tr>
<td>Sample Program</td>
<td>35</td>
</tr>
<tr>
<td>Recreation Program in Florin School District,</td>
<td></td>
</tr>
<tr>
<td>Sacramento County</td>
<td>37</td>
</tr>
<tr>
<td>Budget</td>
<td>37</td>
</tr>
<tr>
<td>Recreation Directors and other help</td>
<td>37</td>
</tr>
<tr>
<td>Buildings, Equipment and playgrounds</td>
<td>37</td>
</tr>
<tr>
<td>Time</td>
<td>37</td>
</tr>
<tr>
<td>Program</td>
<td>38</td>
</tr>
<tr>
<td>VII. SUMMARY AND CONCLUSIONS</td>
<td>39</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>41</td>
</tr>
<tr>
<td>APPENDIX</td>
<td>43</td>
</tr>
</tbody>
</table>
CHAPTER 1.

1. THE PROBLEM

Statement of the Problem. The purpose of this study is to determine some of the factors and influences regarding a proposed school-community recreation program for the Franklin Union School District and to determine the need, if any, of setting up an adequate program to meet some of the recreational needs of this rural community with the school as the leading agency.

Need for the study. As no program of recreation is offered in the Franklin Area, it will be the purpose of this study to (1) determine the feelings of the people in regard to recreation in this community; (2) find out if the community feels a need for recreational activities to augment their daily work; (3) point out some values and benefits which can be derived from recreational pursuits; (4) point out the relationship of a good physical education program to a part of a possible recreation program.

Franklin is a rather conservative farming community where changes come about rather slowly. However, the Franklin Union School District lies just outside active sub division pieces of property. Should present trends continue, this farm area might well be subjected to a great influx of humans and dwellings. A population of greater concentration and different background would call for increased and more adequate recreational facilities.

Delimitations. This study will be concerned primarily with that phase specifically pertinent to the relationship of the physical education program to the possible establishment of a recreation program.
in the Franklin Union School District.

Since the term health or health education is so closely associated with the terms physical education and recreation, it should be pointed out that this study is not specifically related to any aspect of school-community health programs. It should also be noted that the term recreation is broadly defined to include any activity voluntarily engaged in during one's leisure time, but for purposes of this study only the physical aspects of the recreation program are considered.

II. DEFINITIONS OF TERMS USED

Physical education. The term physical education is dealt with by Jessie Feiring Williams and Clifford Lee Brownell as follows:

Physical education may be defined as the sum of man's physical activities, selected as to kind, and conducted as to outcome. Physical education is to be regarded as a means of education through physical activities rather than an education of the physical. 1

The aims and purposes of physical education listed below were established in the 1950 publication of the State of California Recreation Commission.

(a) To develop organic vigor; (b) to provide neuro-muscular training; (c) to promote bodily and mental poise; (d) to correct postural defects; (e) to secure the more advanced forms of coordination, strength, and endurance; (f) to promote such desirable moral and social qualities as appreciation of the value of cooperation, self-subordination, and obedience to

authority, and higher ideals, courage, and wholesome interest in truly recreational activities; (g) to promote a hygienic school and home life; (h) to secure scientific supervision of the sanitation and safety of school buildings, playgrounds, and athletic fields and equipment thereof. 2

Listed below are terms important to this study taken from Division 12, Chapter 4, Section 24402 of the Education Code for the State of California.

The following terms, wherever used or referred to in this chapter have the following meanings, respectfully, unless a different meaning clearly appears from the context.

(a) "Public Authority" means any city of any class, city and county, county of any class, any recreation districts organized under and pursuant to the provisions of Chapter 3 of Division 5 of the Public Resources Code, or school district in the State.

(b) "Governing Body" means, in the case of city, the city council, municipal council or common council; in the case of a governing board of a school district.

(c) "Recreation" means any activity voluntarily engaged in which contributes to the physical, mental or moral development of the individual or group participation therein, and includes any activity in the fields of music, drama, art, handicraft, science literature, nature study, nature contacting, aquatic sports, and athletics, or any of them, and any informal play incorporating any such activity.

(d) "Community Recreation" and "Public Recreation" mean, such recreation as may be engaged in under direct control of a public authority.

(e) "Recreation Center" means, a place, structure, area, or other facility under the jurisdiction of a governing body of a public authority used for community recreation whether or not it may be used also for other purposes, playgrounds, playing fields or courts, beaches, lakes, rivers, swimming pools, gymnasiums, auditoriums, rooms for arts and crafts, camps and meeting places. 3

2 Recreation in California; Revised Publication No. 8

III. METHODOLOGY

The study was begun after a meeting with the local board of school trustees and the district superintendent. At this meeting approval was granted for making the study and circulating the questionnaire and accompanying letter in the district.

Community survey by questionnaire. The purpose of the questionnaire was to determine the feeling of the people of the community toward available recreational activities and facilities, toward activities and facilities they feel are needed, and toward the role the school could play in furthering a school-community recreation program.

The questionnaire was developed, based upon ten specific points, nine of the points asked for either check mark answer or short written answers, the tenth point provided for personal comment.

The questionnaire was sent to one hundred eighty-two families in the district. A follow up on the questionnaire was conducted through personal contact and by mail. Post cards asked for return of the questionnaire if it had not already been returned.

Review of literature in the fields of recreation and physical education. A second method employed in this study is the review of literature in the fields of recreation and physical education. The place of the school and the power of governing boards regarding recreation programs are taken under consideration in this study.
Development of a proposed basic long range recreational program.

A third method employed in this study is a recording of some of the ideas of the experts on recreation programs. Another method is the comparison and review of programs from districts similar in size and background where school-community recreation has proven successful.
CHAPTER II.

I. THE PLACE OF THE SCHOOL IN CONDUCTING RECREATION

Administratively, in this rural area of Franklin, the school is the probable leader to formulate and conduct a school-community recreational program. The school, in this situation, is in the best position to make available to its people the facilities and personnel to form the nucleus of a recreation program. At its disposal the school has such facilities for a program as class rooms, books, libraries, personnel, gymnasiums and play equipment, and the means of acquiring funds to start a program of recreation. These resources are open to the school for recreation uses through the powers given to its Board of Trustees by the State of California. The powers below are listed from the Education Code of the State of California.

Division 9, Chapter 9, Article 1, Section 19401:

The governing board of any school district may grant the use of school buildings or grounds for public, literary, scientific, recreational, or educational meetings, or for the discussion of matters of general or public interest upon such terms and conditions as the board deems proper, and subject to the limitations, requirements, and restrictions set forth in this chapter.

Division 9, Chapter 9, Article 2, Section 19431:

There is a civic center at each and every public school building and grounds within the state where the citizens, parent-teacher association, Campfire Girls, Boy Scout Troops, farmers organizations, clubs, and associations formed for recreational, educational, political, economic, artistic, or moral activities of the public school districts may engage in supervised recreational activities, and where they may meet and discuss from time to time, as they may desire, and subjects and questions which in their judgement appertain to the educational, political,
economic, artistic, and moral interests of the citizens of the school districts may authorize the use, by such citizens and organizations of any other properties under their control, for supervised recreational activities. 4

It is pointed out below, in material from the State Department of Education, how the school often has the resources for a good physical education program and also a good recreation program.

Abundant resources - both natural and human - are available to every school in the state. Organized and systematic use of these resources will do much to accomplish the enriched program. 5

Organized instruction depends for its effectiveness upon the ability of the sponsoring agency to provide a physical situation conductive to learning. This matter involves suitable buildings, adequate space, proper lighting, necessary books, laboratory equipment, audio-visual materials, transporting, recreational equipment, and similar requisites. 6

Personnel. In every school are found instructors who are trained and experienced in the "art" of teaching people, teen-age, adult, as well as younger children. Teachers in our public schools are usually specialists in one field, and have a great proficiency in many fields. There is the teacher who is experienced in athletics, or in music, or in dramatics, or in teaching crafts, or in science, or in reading poetry. Such services could and should be utilized in a community. There are many willing to share these abilities with others, if asked and given the opportunity to do so. Educators have spent much time and much money in becoming proficient in these skills, and derive a great deal of enjoyment in being able to share

4 State of California, Education Code, op. cit., p.690
6 Ibid., p.41.
with their fellow man.

The school is in the position to call upon the school personnel who are at its fingertips daily. Where better can there by found such a great wealth of human talent than in the school? What better utilization for these talents than in the field of school-community recreation? There is also available in every school a person who could act as the head of a school-community recreation program. This person would probably be the principal of the school or some other executive officer of the district with experience in organization and leadership.

In view of the above mentioned facts, together with the need for worthy use of leisure time, a community cannot and should not let this abundance of wealth go to "waste".

II. POWERS OF GOVERNING BOARDS

Governing boards of school districts have at their command, by virtue of the laws of the State of California, many powers which they may utilize in the formation of recreational programs within their districts. These powers are to be found in the Education Code. Following are some of these powers pertinent to this study on recreation:

Division 8, Chapter 2, Article 2, Section 16271

The governing board of any school district may use school busses to transport pupils attending the school of the district and teachers or other employees employed by the district to and from school athletic contests or other school activities or to and from fairs or expositions held in the state or in any
adjoining state and in which the pupils participate actively or as spectators. The transportation may be provided on any or days throughout the school year.  

Division 9, Chapter 9, Article 2, Section 19433

The use of any public schoolhouse and grounds for any meeting is subject to such reasonable rules and regulations as the governing board of the district prescribes and shall in no wise interfere with the use and occupancy of the public schoolhouse and grounds, as is required for the purposes of the public schools of the state.  

Division 9, Chapter 9, Article 2, Section 19434

The management, direction, and control of the Civic Center is vested in the governing board of the school district.  

Division 9, Chapter 9, Article 2, 19435

The governing board of the school district shall make all needful rules and regulations for conducting the civic meetings and for such recreational activities as are provided for in this chapter and which aid, assist, and lend encouragement to the activities.  

Division 9, Chapter 9, Article 2, Section 19436

The governing board of any school district may appoint a person who shall have charge of the grounds, preserve order, protect the school property, plan, promote, and supervise recreational activities, and do all things necessary in the capacity of a representative of the board. He shall have the power of a peace officer, to carry out the provisions and intents and purposes of this chapter.

---

8 Ibid., p. 690.
9 Ibid., p. 609.
10 Ibid., p. 690 - 691.
Division 9, Chapter 9, Article 2, Section 19437

The use of school houses, property and grounds pursuant to the chapter shall be granted free, except as otherwise provided by section 19438, to organizations, clubs, or associations organized for general character building or welfare purposes.

For any other use of schoolhouses, property, and grounds pursuant to this chapter, including uses for which charges may be made under section 19438, the governing board of any school district may charge not to exceed an amount sufficient to pay the cost to the district of supplies, utilities, and salaries paid school district employees necessitated by use of schoolhouses and property, and grounds of the district.

(Amended by State 1951, Chapter 617)

Division 9, Chapter 9, Article 2, Section 19438

In the case of entertainments or meetings where admission fees are charged or contributions are solicited and the net receipts of the admission fees or contributions are not expended for the welfare of the pupils or the district or for charitable purposes a charge shall be made for the use of the school houses, property, and grounds.

The governing board may, however, permit such use, without charge, by organizations, clubs, or associations organized for general character building or welfare purposes, when membership dues or contributions solely for the support of the organization, club, or association, or the advancement of its character building or welfare work, are accepted.

Division 9, Chapter 9, Article 2, Section 19439

Lighting, heating, janitor service, and the services of the person when needed and other necessary expenses, in connection with the use of public school buildings and grounds pursuant to this chapter, shall be provided for out of the county or special school funds of the respective school districts in the same manner and by the same authority as similar services are provided for.


12 Ibid., p. 691.
Division 12, Chapter 4, Section 24401

The purposes of this chapter are: (a) to promote and preserve the health and general welfare of the people of the State and to cultivate the development of a good citizenship by provision for adequate programs of community recreation. (b) to authorize cities, counties, cities and counties, and public school districts to organize, promote, and conduct such programs of community recreation as will contribute to the attainment of general educational and recreational objectives for children and adults of the state. 13

Division 12, Chapter 4, Section 24403

The governing body of every public authority may (a) organize, promote, and conduct programs of community recreation, (b) establish systems of playgrounds and recreation, and (c) acquire, improve, maintain, and operate recreation centers within or without the territorial limits of the public authority.

No events for which an admission price is charged shall be held pursuant to this chapter, except amateur athletic contests, demonstrations, or exhibits and other educational and non commercial events. 14

13 Ibid., p. 829.
14 Ibid., p. 830
CHAPTER III.

I. DESCRIPTION OF THE FRANKLIN UNION SCHOOL DISTRICT

Characteristics of the Franklin Union School District. This district is located eighteen miles south west of the city of Sacramento on the Lower Stockton Road, also known as Franklin Boulevard.

The district is bounded by the following school districts: on the west by Freeport, Bates Joint Union and Walnut Grove, on the east by Florin, Elk Grove Union, Arno and Galt, on the south by Thornton and on the north by Pacific School District.

The district is made up of five components, Gothe, Prairie, Point Pleasant, Mokelumne, and Franklin, thus comprising the Franklin Union School District and covering an area of approximately seventy-five square miles.

The residents of the area are mainly engaged in agricultural occupations, with the greatest number engaged in the dairy industry. The land holdings are generally fairly large and well cared for. As a whole, the population is of an economically comfortable status.

Although located eighteen miles south of Sacramento proper, housing and related shopping areas are under planning or construction almost to the edge of the district. Should current trends prevail, the rather sparse population might increase greatly in the future. The area could certainly be tremendously changed with the present farming lands utilized as home sites and possibly industrial sites.

According to school records and voting indices there are one hundred eighty two different families in this district, with an
average of four people to each family. This would give an estimated population of seven hundred twenty-four people. Of this estimated population, the Franklin Union School District has an enrollment of one hundred ninety two pupils, and maintains grades Kindergarten through eight.

School Facilities available. Of the two buildings in this school district, one is located on a four acre site and the other on a ten acre site. The two sites are separated by a small cemetery and are approximately three hundred feet from each other. The two sites are connected by a school owned oiled road. Future plans call for completion of the new school by adding another five room wing and abandonment of the old site. On these two sites are found the following facilities and equipment: A small school-community kitchen, a forty by seventy foot gymnasium, one climbing apparatus for outdoor play, two sand boxes, one horizontal ladder, two outdoor paddle tennis courts, two tether ball standards with balls, two temporary baseball diamonds (one softball, one hardball), several four square courts, two horseshoe courts, and a total of ten class rooms. For transporting the children, the district owns three school buses.

Personnel employed by the district. Of the fifteen Franklin Union School employees, nine are classroom teachers, one a part time instrumental teacher, one a full time administrator, one a custodian-bus driver, one a custodian-bus mechanic, one a full time clerk, and two part time bus drivers.
Assessed Valuation of the Franklin Union School District. The Franklin Union School District has an assessed valuation of £3,164,720 dollars.

Tax rate of the Franklin Union School District. This district carries at the present the highest rate of tax it has ever carried. It was increased in 1955 to $1.20 a hundred from $.80 a hundred. The district is bonded for $120,000. This bond was passed in 1954 to construct new classrooms. Before reaching its legal bonding capacity, the district has another $30,000 which it could bond.

Recreation in the district. Recreation in this district is sort of a "catch as catch can" affair. It is engaged in quite vigorously, when offered by the school, by both adults and children of the area.

The activities which are offered by the school on an annual basis, after school hours, are a Mother-Daughter Basketball Game, a Father-Son Baseball Game, a School-Community Halloween Party and the Mother’s Spring Tea.

As part of the school curriculum there are included interschool athletic games in which the non-playing children engage as spectators. Sports included are: baseball, basketball, touch football, and volleyball. An annual school play day is held consisting mainly of field and track events adapted to pupils of elementary age. An opportunity is given to the pupils, who so desire, to learn to play musical instruments under a competent instrumental instructor.
Opportunity is provided for these pupils to play at various school functions during and after school hours.

Time is an important factor in the recreational life of the children of the school, as approximately 90 per cent of the children ride the bus to and from school. Some are on the bus for the better part of an hour.

As a whole, there is practically no recreation for the adults of the area, unless they travel to Sacramento. Sacramento is the largest metropolitan area, within short traveling time, which offers a diversified selection of recreational facilities and programs for people of all ages.
CHAPTER IV.

THE IMPORTANCE OF PHYSICAL EDUCATION AND RECREATION

One of the aims of physical education should be to provide skilled leadership for the individual or group to act in situations which are physically wholesome, mentally stimulating, satisfying and socially sound, advocates Jesse Feiring Williams. 14

Wm. Ralph LaPorte states as a sound aim of physical education:

The ultimate aim of physical education may well be to develop and educate the individual through the medium of wholesome and interesting physical activities that he will realize his maximum capacities, both physically and mentally, and will learn to use his powers intelligently and co-operatively as a good citizen even under violent emotional stress. 15

LaPorte goes on to offer these general objectives:

The development of fundamental skill in aquatic, gymnastic, rhythmic and athletic activities for immediate educational purposes -- physical, mental and social.

The development of useful and desirable skills in activities suitable as avocational interests for use during leisure time.

The development of essential safety skills and the ability to handle the body skillfully in a variety of situations for the protection of self and of others.

The development of a comprehensive knowledge of rules, techniques and strategies in the above activities suitably adapted to various age levels.

The development of acceptable social standards, appreciations and attitudes as the result of intensive participation in these activities in a good environment and under capable and inspired leadership.


The development of powers of observation, analysis, judgment, and decision through the medium of complex physical situations.

The development of the power of self-expression and reasonable self-confidence, (physical and mental poise); by mastery of difficult physical-mental-social problems in supervised activities.

The development of leadership capacity by having each student within the limits of his ability, assume actual responsibility for certain activities under careful supervision.

The elimination of remediable defects and the improvement of postural mechanics insofar as these can be influenced by muscular activities and health advice, based on adequate physical and health diagnosis.

The development of essential health habits, health knowledge and health attitudes as the result of specific instruction in health principles and careful supervision of health situations.

In his writing, Irwin makes the following statement in regard to the physical objectives:

One of the primary functions of physical education is to develop each individual to his greatest possible range of accepted educational objectives. The development of pupils to their greatest possible physical capacity implies development in skill and ability as well as organic development. Strength, vigor, vitality and neuromuscular coordination must be a part of the development of the secondary school and college. 16

As is pointed out by many authors in the field, recreation is leisure time activity with no rewards except to those who are participants and acquire pleasure therefrom. Recreation is an activity in which humans might engage, as an individual or as a member of a group, in either an active or passive form, with situations being organized or unorganized, either commercial, endowed or publicly financed. The enjoyment derived from recreation is such as to be fun for some and work to others.

Irwin contends that education in the broadest sense, is all experience with which one comes in contact, be it intellectual, social or physical. Recreation comprises one of these mediums of education, although for the most part it takes place during hours of leisure. Education and recreation have similar objectives. To some people, educational activities have recreational values, likewise, recreational activities have educational values to others.

Brightbill and Meyer theorize that the mechanization of industry has so shortened the hours of labor that the old ratio of time required for earning a living to time spent in enjoying life has been altered materially; consequently, greater leisure has provided abundant opportunity for life enrichment. Due to factors which have reflected the social trends of a century or more, the growth of recreation in recent years has been directed at meeting these contemporary needs. A need for extended and broadened educational opportunities, including guidance and direction of leisure-time activity has been brought about by the enlightened influence of the family and the church in the upbringing of youth. The nervous tensions caused by the speed and complexity of living in this age, by monotonous occupations and by the unwholesome amusements that lure some individuals with free time, call for some counter-acting

17 Irwin, loc. cit.

influence which will give healthful emotional release and needed relaxation of mind and body. Such situations as these call for well planned recreation programs.

The public schools of today should have an important part in community recreation and have begun to recognize their recreational obligations. In many cases the school is the only agent capable of initiating a plan for recreation in an area. In bringing the child face to face with the many different experiences of living, the school program necessarily includes a number of activities chiefly because of their leisure values; and in many other phases of the school program leisure values can well be stressed. Play is important; it is a medium through which the school may achieve important objectives. Apart from curricular considerations, the schools are probable as a center of leisure-time activity because of their planned facilities and personnel resources which can be made available for community recreational uses.

School authorities have, in many communities, incorporated play and other leisure activities into the program at pre-school, in-school and post-school levels. The nursery school and kindergarten feature arts, crafts and simple games all designed to help the child become adjusted to living in a group. Elementary and secondary schools supplement the program of Physical Education with the study of art, music, dramatics, shopwork and use of the library; therein designing to inculcate useful leisure-time appreciations and skills. Some school systems offer arts and crafts, music, dramatics, shopwork,
sports, games, dancing, discussion groups and library service for the youth or the adult. Consequently, the values derived from these activities are as many and varied as the activities themselves.

Williams and Brownell \(^{19}\) believe that all schools regardless of their size or grades which are housed in them, should have a gymnasium, multi-use room or building to be used as an indoor play area. Of course, these matters will be left to the discretion of the people who are in charge of the particular project. Generally it is recommended that an area for use during inclement periods of the year be provided for use by the children and other people of the area; for the specific purpose of physical education and recreation.

The size of these areas depend upon the intended use to which they can be put. Space requirements for them can not be definitely set, as the amount of available apparatus will set the rule for the amount of desirable space, as the amount of available space might determine the amount of apparatus.

Another deciding factor as to amount of equipment and space requirement is, the type of program which is to be offered. This should be the greatest deciding factor in the purchasing of equipment, site and construction of facilities. Usually, the number of students enrolled will determine the extent of the program, as will the background of the community. The construction of fields and the layouts of courts for some various outdoor and indoor games must be done with special attention being given to the age and capacity of

\(^{19}\) Op. Cit\(l\), p. 253
the school children and the general population of the locale.

The School and the Community are inseparable. 20

School facilities should be made available to adults, since
the schools' responsibility does not end with graduation. 21

These quotations lead us to believe that any recreation program,
to be functional, is in reality a school-community program and should
so be developed. Thus the communities' responsibility does not end
upon graduation either, but continues on as does that of the school,
and together they have facilities which they must offer to each
person within the community.

Abundant resources - both natural and human - are available to
every school in the state. Organized and systematic use of
these resources will do much to accomplish the enriched
program. 22

Organized instruction depends for its effectiveness upon the
ability of the sponsoring agency to provide a physical situation
conducive to learning. This matter involves suitable buildings,
adequate space, proper lighting, necessary books, laboratory
equipment, audio-visual materials, transportation, recreational
equipment, and similar requisites.
These are readily available in the school plus the personnel
necessary to conduct the functions of a recreational program. 23

In view of the above mentioned statements, it seems logical
that the school should be the agency to take the leadership in

20 Bulletin of the California State Department of Education
"A Framework For Public Education In California", Vol. XIX, No. 6:
Sacramento, Nov. 1950, p. 27.

21 Ibid., p. 31.

22 Ibid., p. 35

23 Ibid., p. 41.
developing a recreational program in a community, and especially in a rural community.

Brightbill and Meyer express this point of view as follows:

The rural school can also help immeasurably. At present it is the leading institution for recreation in rural life. Until the county can organize the recreation department, the school should carry on and, to the best of its ability and time, recognize and promote recreation. 24

The goal is to bring to rural life a full share of the wholesome forces of recreation without destroying the fundamentals of ruralization.

The need for planned recreation programs for rural areas is indicated by Brightbill and Meyer in the following statement:

The recreation picture in rural and sparsely settled areas is relatively drab aside from such bright spots as the work of 4-H Clubs, the Future Farmers of America, the consolidated rural school, a few church groups, and the programs of the Home and Farm Demonstration Groups, along with activities of farm clubs like the Grange and Puritans. In none of these groups, however, is recreation recognized as a primary force and hence it receives only secondary consideration. 25

Agencies, both public and private, have given service to community recreation. This point is suggested by the following material written by Carson Conrad.

The community recreation program has been recognized as the sum total of the recreational services of all public and private agencies. Not only have school districts and cities rendered a contribution to community life in that important field of service but also have private agencies, including National Youth services, clubs, and civic groups. 26

The purpose of the recreation program is to serve the leisure needs of the people of county or city locale. A recreation program should provide opportunities for creative self-expression, enjoyment and activities for a full life in wholesome recreational activities and interests of their own choosing.

In order for people to use their leisure time wisely, they must have ample opportunity and guidance toward participation in desirable leisure time activities and interests. The recreation program should be planned for all of the people of the community who have leisure time, both youth and adult.

As people have leisure time during each month, the recreational program should be so planned that it will function for the entire year. In summer months playgrounds should be open for at least a period of time during daylight hours and in the evening for both children and older members of the community.

During the school year students should have access to recreational facilities and leadership during non-school hours of the day and some evenings of the week. The working adults of a community should also have opportunities for recreational pursuits at night and on week-ends or other periods of time when they have hours of leisure. The retired or older population of the community should also be planned for in the recreation program, especially during the day. This group, in their later years, should not be forgotten too.

when the program is under way. They have, to offer a program, a wealth of experience, skill and an abundance of time. As much as possible, recreation should be encouraged as a family activity.

Martha Bennet King sets forth the following idea which might be common amongst many people:

Daily recreation has come to be an essential for health and happiness in our twentieth century lives, yet most of us have thought of recreation only as a two week's vacation or an occasional day off. 28

The above quoted author adds too, that for an activity to be classified as recreation it must do the following things;

Relax tensions and strains, give energy and release pent-up feelings, and lastly stimulate one in mind, body and spirit. 29

To achieve these values the secret lies in the choosing of activities knowing which will bring positive pleasures desired. Recreation is not something to be engaged in only when there is money left over at the end of the month, after the payment of necessary bills, but planned for and included as necessary.

---

28 Martha Bennet King, Money Management, The Recreational Dollar; Edited by Department of Research, Bernice Dodge, Assoc. Director (Copyrighted by Household Finance Corp., Aug. 1948) p. 5.

29 Ibid., p. 7.
CHAPTER V.

SURVEY OF COMMUNITY OPINION

In order to secure information regarding community opinion on recreational needs, if any, in the area, in November 1955 a questionnaire* was developed on ten specific points. The questionnaire was designed to find out what school facilities and activities for recreation the people in this locale feel are adequate or are lacking.

Of the one hundred and eighty-two questionnaires sent out, thirty-six were returned.

The findings of the survey are reviewed in this chapter.

Recreational activities for family use. Twenty-three questionnaires were checked in the space indicating that the party felt that there were enough recreational activities for family use. Ten people returned questionnaires showing that they felt that there were not enough recreational activities for family use in the community.

Activities needed. The facilities the people feel are needed are listed as a summer recreation program, a basketball league, a baseball league, social and square dancing, and handicraft classes. Two people pointed out the need for a swimming pool and tennis courts, one individual listed as needs, volleyball and a study course.

School facilities receiving greatest use. The gymnasium is the school facility receiving the greatest use by both the adults and the youth of the community.

*Copy of the questionnaire is at the end of this chapter.
Additional school facilities needed. Nine of the questionnaires were checked indicating that the people felt a desire for use of more of the school facilities for recreational purposes. Thirteen people indicated that they felt no desire for use of additional facilities.

Facilities lacking in the community. The responses indicated that the people feel that they need to have access to the school classrooms for a summer recreation program, to the grounds for baseball leagues, to the gymnasium for basketball leagues and social and square dancing. Four people reported that they felt the lack of a swimming pool, and four people reported the lack of a tennis court.

Need for a planned school-community recreational program. Seven returns were favorable toward a school-community recreation program. Nineteen persons indicated that they did not feel the need for a school-community program.

School leadership in setting up a recreation program. Thirteen questionnaires revealed that the individuals answering them felt that the school should assume leadership in developing a recreation program. Twelve felt that the school should not have a part in the development of a recreational program.

Occupations of those returning questionnaires. The occupations represented in the questionnaires returned indicated that over half
of the people were engaged in farming or agricultural work. Three were homemakers, one a gardener, one a clergymen, and one an electric repairman.

**Distance to travel in reaching school facilities.** The questionnaires were sent out to the people throughout the district which covers approximately seventy-five square miles. The largest number of returns were received from people who live within a five mile radius of the school.

**Comments on questionnaire.** Some of the comments on the questionnaire were favorable toward recreational ideas, others were not. Several returned questionnaires disclosed that the individual felt that there would be a tax raise if an added activity should be connected with the school. Some members of the community stated that they would be in favor of school-community recreation if taxes would not be raised through the program.

It is apparent that there is a great need to bring to the attention of the community the understanding of the word "recreation" and the part which the school district can take in providing a good program of recreation. Many people are unaware of the fact that existing school facilities are available for their use if desired.
1. Do you feel that there are enough recreational activities for your family in your community?

   Yes ___  No ___

2. If you answered "NO" to question #1, what activities do you feel are needed?
   (Indicate by check in the spaces below)

   Summer Recreation Program ____  Social Dancing ____
   Base Ball League ____  Square Dancing ____
   Basketball League ____  Handicraft ____

   Others (please list) __________

3. Of the school facilities which are available, which does your family use to the greatest extent?

   __________________________________________
   __________________________________________
   __________________________________________

   Which the least?

   __________________________________________
   __________________________________________

4. Would your family use more of the school facilities for recreation if they were available?

   Yes ___  No ___

   If so, please list:

   __________________________________________
   __________________________________________
   __________________________________________
5. List the facilities you feel are lacking in the community which your family might use for recreation.


6. Do the members of your family feel the need for a planned School-Community recreation program?

Yes ___ No ___

7. Do they feel that the school should take the leadership in setting up a recreation program?

Yes ___ No ___

8. What is your occupation? ____________________________

9. How far do you live from the Franklin Union School?

Less than 1 mile ____
Less than 5 miles ____
Less than 10 miles ____
More than 10 miles ____

10. Comments or Remarks:
CHAPTER VI.
RECOMMENDATIONS

The recreational opportunities in this community are limited and such as they are, are offered by the following agencies.

There are 4-H Clubs, various church groups, and recreation through use of the much frequented privately owned roller skating rink. The park facilities most accessible are those of Elk Grove, which is located seven miles east of the town of Franklin. Elk Grove Park offers an outdoor swimming pool, a softball diamond, a hardball diamond and horseshoe pits. Tables and barbecue pits are situated throughout the very nice grounds. The park maintains a large old building which is used for various recreational activities. Although these facilities are available, no organized recreational program is offered to the people of this area.

With this lack of a definite nearby program the people of the Franklin area are missing a great deal, both in their use of leisure time and the youth in their training for future worthy use of leisure time.

Expansion of the program. As the people of this area better understand the importance of recreation and indicate their desire for an organized program, the school should take the leadership by making funds available, utilizing the equipment, facilities and the personnel at its disposal.

The present program should be expanded to reach all of the people in the community part of the time, and all of the young people of the community most of the time. To make this possible, the present
limited program should be expanded to include some night activities as well as weekend activities. The present physical education program should strive to teach with the recreational values in mind. In the classroom the crafts training is developing good attitudes, as is the literature corner and music training for use of leisure time.

The school must be the leader in bringing to the attention of the people of the community the need for recreation, as the school is the leading community agency of this area.

In view of the fact that the school district is now thirty cents over its legal tax rate of ninety cents and is bonded for $120,000, it is recommended that the school board levy a five cent over ride tax to make available money with which to purchase additional equipment and to employ a recreational leader, on a part time basis.

The power to levy such a tax is given to school boards by the Laws of the State of California and pointed out in the Education code. This power eliminates the need for calling an election of the people of the district.

The State of California because of its interest in the welfare of the people of the state, offers and gives advice and assistance in setting up the legal machinery by which a complete program of recreation can be achieved. It is advisable that this service be used by those who will be charged with the responsibility of planning for a program of recreation for the Franklin Union School District.

The development of a site utilization plan can be prepared with the aid of the Bureau of Health, Physical Education and Recreation of
the State Department of Education. In this site utilization plan, care should be taken to the inclusion and placement of facilities such as:

Baseball diamonds, swimming pool, outdoor theatre, play area for children of various ages, wading pool for young non-swimmers, tennis courts, track and field event areas, parking and picnic areas with tables, benches and barbecue pits, kitchen facilities, dressing, shower, and lavatory facilities.

It is further recommended that a program be organized and be governed in one of these ways: by a recreation commission, a recreation board or council or as an association.

Recommendations in personnel. A recreation program as any other type of program must have the personnel with which to operate, therefore, this system could utilize the services of the two people who are trained in the field of Health, Physical Education and Recreation, and presently employed by the district in the capacity of physical education instructor and classroom teacher. These people are already under the jurisdiction of the school and conform to all of its rules and regulations as to certification, training, and benefits; that is, until the area grows and can undertake the program of recreation independently. Additional help could be recruited on a volunteer bases, and as the program grows, the volunteers should be replaced with trained paid personnel.
Recreation programs in districts similar in size and nature.

When a recreation program is being planned for in the Franklin Union School District it is recommended that the successful programs of areas similar in type and size be reviewed. On the following pages are examples of successful recreation programs in two small rural districts. Both programs are under the auspices of the school, as they were when they were started.
RECREATION PROGRAM IN BRYTE SCHOOL DISTRICT, YOLO COUNTY

In 1950 a recreation program was set up in this small rural community west of Sacramento. The school enrollment at the time was three hundred twenty-five.

**Budget.** With consent of the governing board $500 was allocated from the school budget under the category of Community Services.

**Recreation Director and other help.** A director of recreation was selected from the school faculty. The director was paid $1.25 an hour. Volunteer help from both the teaching personnel and the community was called upon to direct in special fields.

**Buildings, equipment and playgrounds.** The program was carried on under jurisdiction of the school. School buildings, equipment and playgrounds were used for the program. As the district of Bryte had no gymnasium or similar facility, arrangements were made with the adjoining school district for use of their gymnasium for basketball practice and games.

**Time.** This program was in effect one hour daily after school. It ran the full day on Saturdays. A half day program was scheduled for six weeks during the summer. Basketball Leagues played at night.

**Program.** The director of recreation and the administrator* of the school developed a schedule of activities. Listed below is a partial list of activities offered the children:

- boxing
- baseball
- baseball league
- basketball
- basketball league
- horseshoes
- pingpong
- weaving
- metal tooling
- leather tooling
- finger painting
- model airplanes, etc.
- figurine painting
- story telling
- dramatics
- dancing
- movies

*Dist. Supt. August Blanchard and Theodore LaTona
<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>HOUR</th>
<th>GRADE LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nature Hunt</td>
<td>10 - 11</td>
<td>one and two</td>
</tr>
<tr>
<td>Nature Hunt</td>
<td>11 - 12</td>
<td>three and four</td>
</tr>
<tr>
<td>Clay Modeling</td>
<td>1 - 2</td>
<td>five and six</td>
</tr>
<tr>
<td>Indian Club</td>
<td>2 - 3</td>
<td>five and six</td>
</tr>
<tr>
<td>Clay Modeling</td>
<td>1 - 4</td>
<td>Junior and Sr. High</td>
</tr>
<tr>
<td>Folk Dancing</td>
<td>7 - 9</td>
<td>Junior and Sr. High</td>
</tr>
<tr>
<td>Animal Friends</td>
<td>10 - 11</td>
<td>one and two</td>
</tr>
<tr>
<td>Animal Friends</td>
<td>11 - 12</td>
<td>three and four</td>
</tr>
<tr>
<td>Clay Modeling</td>
<td>1 - 2</td>
<td>open</td>
</tr>
<tr>
<td>Model Boat Building</td>
<td>1 - 4</td>
<td>five and six</td>
</tr>
<tr>
<td>Stamp Club</td>
<td>2 - 4</td>
<td>open</td>
</tr>
<tr>
<td>Excursions to Art Center</td>
<td>1 - 4</td>
<td>Junior and Sr. High</td>
</tr>
<tr>
<td>Social Dancing</td>
<td>8 - 10</td>
<td>Adults</td>
</tr>
<tr>
<td>Clay Modeling</td>
<td>10 - 11</td>
<td>one and two</td>
</tr>
<tr>
<td>Clay Modeling</td>
<td>11 - 12</td>
<td>three and four</td>
</tr>
<tr>
<td>Stamp Club</td>
<td>1 - 2</td>
<td>open</td>
</tr>
<tr>
<td>Model Boat Building</td>
<td>1 - 3</td>
<td>three and over</td>
</tr>
<tr>
<td>Art</td>
<td>10 - 11</td>
<td>five and six</td>
</tr>
<tr>
<td>Art</td>
<td>2 - 4</td>
<td>Junior and Sr. High</td>
</tr>
<tr>
<td>Volleyball</td>
<td>7 - 9</td>
<td>open</td>
</tr>
</tbody>
</table>
### THURSDAY

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nature Study</td>
<td>10 - 11</td>
<td>one and two</td>
</tr>
<tr>
<td>Art</td>
<td>11 - 12</td>
<td>open</td>
</tr>
<tr>
<td>Jig Saw Work</td>
<td>1 - 4</td>
<td>open</td>
</tr>
<tr>
<td>Science Club</td>
<td>1 - 4</td>
<td>Jr. and Sr. High</td>
</tr>
<tr>
<td>Table Tennis</td>
<td>7 - 9</td>
<td>Open</td>
</tr>
</tbody>
</table>

### FRIDAY

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Handicrafts</td>
<td>10 - 11</td>
<td>one to four</td>
</tr>
<tr>
<td>Handicrafts</td>
<td>11 - 12</td>
<td>five and six</td>
</tr>
<tr>
<td>Handicrafts</td>
<td>1 - 4</td>
<td>Junior and Sr. High</td>
</tr>
<tr>
<td>Folk Dancing</td>
<td>7 - 9</td>
<td>Junior and Sr. High</td>
</tr>
</tbody>
</table>

### SATURDAY

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model Boat Building</td>
<td>9 - 11</td>
<td>open</td>
</tr>
<tr>
<td>Movies</td>
<td>9:30-10:30</td>
<td>open</td>
</tr>
<tr>
<td>Music Appreciation and Group Singing</td>
<td>2 - 3</td>
<td>open</td>
</tr>
<tr>
<td>Pet Cage Construction</td>
<td>1 - 4</td>
<td>five and six</td>
</tr>
</tbody>
</table>

These activities could be supplemented with free play activities such as softball, horseshoes, table tennis, basketball or extra work time on special projects.
A program very similar to that of the Bryte School District Recreation Program was set up in the small rural town of Florin, seven miles south east of Sacramento in 1951. Florin School District had at the time an average daily attendance of three hundred.

**Budget.** With consent of the governing board $500 was allocated from the school budget under the category of Community Services.

**Recreation Directors and other help.** Two paid recreation directors were obtained from the school faculty. They were each paid $250 a month for their duties. One director specialized in crafts and was in charge of that part of the program, the other director was a Physical Education specialist and was in charge of the outside and gymnasium activities. Volunteer help was secured from the faculty and the community.

**Buildings, Equipment and playgrounds.** The kindergarten room was used for the crafts and art program. This room offered the necessary sinks, lavatories and yard. The multi-use room was used for ping-pong, dancing and community singing. The playgrounds were used for outside activities. The swimming pool at Elk Grove Park was used for the Weekly afternoon of swimming.

**Time.** The program in Florin ran for one month during the summer, five weekday mornings. One afternoon each week the older children were transported by bus to Elk Grove Park for swimming. One night each week a folk Dancing group met and was designed to provide recreation for adults.

A note was sent to the parents of the children in the community.

*Program set up by Isabelle C. Jackson and Directors Joanne LaTona and Glenn Brunswick.*
announcing the program, the time and what activities were to be offered to the children. The children used a sign up sheet and careful records were kept of attendance in each activity.

Program. Below is a sample of the craft program for one week in the Florin School District Recreation Program.

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY</th>
<th>SITE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon.</td>
<td>Clay Modeling</td>
<td>Kind.</td>
</tr>
<tr>
<td>9 - 10</td>
<td>Finger Painting</td>
<td>Kind.</td>
</tr>
<tr>
<td>10 - 11</td>
<td>Plaster Figurines</td>
<td>Kind.</td>
</tr>
<tr>
<td>Tues.</td>
<td>Shellac Box</td>
<td>Kind.</td>
</tr>
<tr>
<td>9 - 10</td>
<td>Scrapbook Cover</td>
<td>Kind.</td>
</tr>
<tr>
<td>10 - 11</td>
<td>Venetian Blind Belt</td>
<td>Kind.</td>
</tr>
<tr>
<td>Wed.</td>
<td>Bad Doll</td>
<td>Kind.</td>
</tr>
<tr>
<td>9 - 10</td>
<td>Ceramics</td>
<td>R - 4</td>
</tr>
<tr>
<td>10 - 11</td>
<td>Music Appreciation</td>
<td>R - 3</td>
</tr>
<tr>
<td>Thurs.</td>
<td>Clay Painting</td>
<td>Kind.</td>
</tr>
<tr>
<td>9 - 10</td>
<td>Textile Painting</td>
<td>Kind.</td>
</tr>
<tr>
<td>10 - 11</td>
<td>Textile Painting</td>
<td>Kind.</td>
</tr>
<tr>
<td>Fri.</td>
<td>Story Hour</td>
<td>Kind.</td>
</tr>
<tr>
<td>9 - 10</td>
<td>Best Work Show</td>
<td>Kind.</td>
</tr>
<tr>
<td>10 - 11</td>
<td>Movies</td>
<td>Multi-use</td>
</tr>
</tbody>
</table>
CHAPTER VII.

SUMMARY AND CONCLUSIONS

It was the purpose of this study to determine some of the factors and influences regarding a proposed school-community recreation program for the Franklin Union School District and to determine the need, if any, of setting up at this time an adequate program to meet some of the recreational needs of this rural community with the school as the leading agency.

At the present it appears that the people of this area are not aware of the benefits which can be derived from an organized functional recreational program, and indicate that they do not see the immediate need.

Throughout the years the Annual School-Community Carnival, with booths operated by the school, the church, the 4-H Clubs and the Parents Club has been well attended. This strong attendance is also true of the school sponsored Father-Son Baseball Game with the pot luck dinner, the Mother-Daughter Basketball Game, and the School-Community Halloween Party.

The all out attendance of the residents of the district for the above mentioned events indicates interest in recreational activities related to the school program. Perhaps the apathy toward an organized program of recreation is due to a misunderstanding or unawareness of the need for a planned recreation program for the community. As this is an agricultural area where people earn their
living from long hours of out-of-door work, the people may feel little
need for formal recreation. The survey indicated too, that the people
of Franklin have a great fear of a raise in taxes which they feel
might be brought about by the adding of a recreation program in the
district. They have become accustomed to traveling to Sacramento
where most of their recreational and social needs have been met.

It would be advisable to instigate, through the leadership of
the school, a series of meetings utilizing people who are experts in
the field of recreation and education to discuss the place, scope,
benefits and merits of an organized recreation program for the
children and adults of the community.

It is apparent that the only conclusion at this time is to
delay for a time, the instigation of a school-community recreation
program, but strive to educate the people as to the advantages
they would receive from such a program.
BIBLIOGRAPHY

A. BOOKS


Education Code, State of California

APPENDIX