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A study of possibilities
for improving the
recreational opportunities

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To the Graduate Council:

We are submitting herewith a research problem written by Mrs. Elizabeth Broadbent entitled "A Study of Possibilities for Improving the Recreational Opportunities in the Woodlawn Community." We recommend that it be accepted for three quarter hour's credit in partial fulfillment of the requirements for the degree under Plan 1B for the degree of Master of Arts with a major in education and a minor in a distributive content area.

J. G. Woodward

Director of Graduate Study

Willie Stevens

Major Professor

Lorraine Stowe

Minor Professor

A STUDY OF POSSIBILITIES FOR IMPROVING THE
RECREATIONAL OPPORTUNITIES IN THE WOODLAWN COMMUNITY

A research problem submitted to
The Graduate Faculty of Austin Peay State College
in partial fulfillment of the
requirements for the degree of

MASTER OF ARTS IN EDUCATION

1953

by

Elizabeth Broadbent
B. S., Austin Peay State College, 1949



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THE PROBLEM

Statement of the Problem

The purpose of this study is to determine the possibility of extending recreational opportunities in the Woodlawn Community by the increased use of the school and its facilities as a community center.

Importance of the Study

Man is a social animal and as such is constantly seeking association with others.

So universal is the impulse to play, and so fundamental is it to life, that there is no part of the world today in which play in some form does not exist.¹

In no activity of modern life are the potentialities for good or evil so pronounced as in that phase of living related to the leisure time of people.

Recreation is now accepted as a major force in social well-being. The need for, the use of, and the values derived from recreation are constantly increasing. It does not cure all ills, but there is good reason to believe that it does contribute to improving health standards, decreasing accidents, and curbing delinquency.²

1. Joseph Lee, The Normal Course in Play, p. 219. New York: A. S. Barnes and Co., 1926.

2. Harold D. Myer and Charles K. Brightbill, Community Recreation: A Guide to Its Organization and Administration, p. vii. Boston: D. C. Heath & Co., 1948.

It is the belief of the person making this study that the impulse to play and the urge for association with others is not adequately met in the Woodlawn Community. The people of this community are having to go elsewhere for far too many of their recreational activities. It seems probable that wider use of the school facilities would provide the people of Woodlawn Community many recreational opportunities that are now being sought in other places. For many years, in the not too distant past, rural people were accustomed to assemble frequently at the school for the purpose of social and cultural enjoyment. The idea of the school as a community center is as old as democracy itself, but in many rural areas there came a period of years when the school was almost abandoned as a social center.

In a study made in 1947 by members of the Tennessee State Department of Education, the Tennessee Department of Public Health, the University of Tennessee, and the state colleges, the following recommendation was made in regard to the use that should be made of school plants for recreational purposes:

The school plant should be made available for recreational use in the community as taxpayers have huge investments in school plants. These plants should be continuously available to serve citizens of all ages. Adults as well as boys and girls should have opportunity to use school facilities outside of school hours under competent leadership.³

3. Burgin E. Dossett, R.H.Hutchenson, and Others, A Program

Need for This Study

The writer's personal experience as a member of the Wood-lawn Community encourages an assumption that there is a need for a planned recreational program. Such a program should be based on a survey of the present recreational habits of the people of the community, the available facilities for recreation, the inclinations and desires of the people, and on patterns that have been found workable in other communities.

It is hoped that this study will provide some of the information needed for the intelligent planning of such a program.

of Health Education, p. 50. A Joint Project of the Tennessee State Department of Education, The Tennessee Department of Public Health, University of Tennessee, and State Colleges, 1947.

CHAPTER II

PROCEDURE AND SOURCES OF DATA

A survey was made to discover the recreational habits of the people of the Woodlawn Community, the resources that are available for recreation, and the use being made of such resources.

A specific listing was made of the school facilities and equipment and of the human resources of the community, both the individuals and the organized groups.

Two separate questionnaires were prepared. (See Appendix) The first of these questionnaires was sent to the presiding officer of each of the ten organized groups in the Woodlawn Community. These presidents were requested to check the types of recreational, cultural, and social activities which their organization was sponsoring or had sponsored in the past.

The second questionnaire was sent to twenty-five selected individuals. It was designed to check personal opinion concerning the need for a recreational program, the type of activities most needed, and the wisdom of using school facilities for social and recreational purposes. A place was also provided in this questionnaire for those questioned to indicate their personal and family recreational habits. This group was selected by the author of this study with the help of Mr. O. B. Moorehead, principal of the Woodlawn School, and of the Reverend Eunice Crow, pastor of the

Woodlawn Methodist Church. The individuals were chosen as a representative cross section of the community membership.

The answers to these questionnaires were compiled in tables. The conclusions of the study are drawn from this primary evidence and from the conclusions of other investigators in this area as indicated in the related literature cited in the study.

...of vital problems, ...band and glee clubs, ...The gymnasium ...badminton, dancing, ...are exactly used for base- ...and outdoor theater programs.¹ ...is often a ...the answer. In many ...at least one is ...This janitor is ...offers such services

¹ "The School as a Central School Serves the Community," *Journal of Association of Teachers*, 37 (1949), 276-277.

CHAPTER III

ACCOUNTS OF RECREATIONAL PROGRAMS FOUND IN LITERATURE

The accounts of many recreational programs consist of descriptions of the use of school facilities, indoor and outdoor, for the purpose of improving leisure time opportunities of the people of a given area.

Some of the major uses made of school buildings are for adult education classes, group discussions of vital problems, hobby clubs, dances, concerts, dramatic clubs, band and glee clubs, flower shows, art and craft classes, and movies. The gymnasiums are used for basketball games, volley ball, badminton, dancing, and folk dancing. Outdoor facilities are commonly used for baseball, horseshoes, tennis, picnics, and outdoor theater programs.¹

The problem of who shall be responsible for seeing that the school plant and equipment is properly cared for is often a major concern. The volunteer worker is often the answer. In many instances enough janitors are employed so that at least one is present whenever the school building is in use. This janitor is officially in charge of all facilities and offers such services

1. Lois Clark, "A Central School Serves Its Community," National Education Association Journal, 37 (May, 1948), 276-277.

as are needed.²

In many areas recreation planning is coming of age. Wider and better use is being made of physical plants and areas for recreational purposes. Consideration is being given to meeting the needs of entire families in many instances.

The traditional restrictions placed upon the use of schools by other than school people have contributed to a waste of the community's resources and are making more difficult the securing of modern school plants. There is need for more efficient use of the total resources for meeting the recreational needs of the people.³

A recent study of schools in the South, issued by the Division of Surveys and Field Services of George Peabody College for Teachers, Nashville, Tennessee, and conducted by W. K. McCharen reveals many interesting accounts of programs which are attempting to meet the recreational needs of the people by the wise use of school facilities. One such school is the Friendship School located in Hot Springs County, Arkansas. The nature of this program is indicated in the following quotation:

The school district of Friendship is about thirty-five square miles in area, comprising an agricultural section producing cotton, corn, hay, and cattle. About twenty-five per cent of the

2. Frank K. Masher, "For Young and Old," National Education Association Journal, 40 (November, 1951), 528-529.

3. Lewis R. Barrett, "Education's Role in Community Recreation," National Education Association Journal, 40 (February, 1951), 123-124.

school patrons are land owners with the remaining seventy-five per cent made up largely of tenant farmers, sharecroppers, and day laborers.

Community problems become classroom problems at Friendship. A group of twelve high school boys and girls decided that something should be done about the serious need for wholesome recreation in the entire community, particularly for young people. They discussed this problem with their physical education teacher and other members of the faculty, as well as with their parents and adults of the community. The group decided that the school gymnasium could easily be converted into a game room for special occasions. As a result, a weekly community play night was inaugurated with activities provided for the varied interests of different age groups.⁴

Other school facilities that are used by the community at Friendship are: a canning plant, freezer and locker plant, and a slaughterhouse.

Another such program is sponsored by the Holtville School in Holtville, Alabama. Holtville is a typical rural consolidated school. The immediate community and outlying neighborhoods are typical Alabama cotton raising areas with a relatively high proportion of farm tenancy.

The school offers a variety of recreational activities to the entire community. Every Saturday night a full-length movie with short subjects and newsreel is shown in the school auditorium. On Wednesday evening farmers and their wives come to the school to bowl, play pingpong, volleyball, or participate in a number of

4. W. K. McCharen, Improving the Quality of Living, Pp.12-13. Nashville: Division of Surveys and Field Services, George Peabody College, 1947.

other recreational activities which are provided. The school also circulates books, magazines, and home games such as badminton and checkers.

Observation and study of the Holtville program reveals fulfillment of its purpose to develop into a rural community center.⁵

Hanson High School, located in Hopkins County, Kentucky, is another example of improving the quality of living within a community by the organized use of school facilities. Some of the plant facilities are used several nights a week for activities of the Farm Bureau, Parent Teacher groups, evening adult classes, or recreation. A recreation club was organized and the program operates the year around.⁶

The Vine Grove School, a twelve grade school of Hardin County, Kentucky, with slightly over six hundred enrollment, is designed to serve the total population of the community. About ten acres of school land is being developed into a community park with lights, running water, tables for picnics, and an amphitheater seating two thousand people. During 1945 more than thirty thousand people attended motion pictures, square dances, and modern dances, skating parties, ball games, plays, and programs. The Vine Grove

5. W. K. McCharen, op. cit., pp. 21-24.

6. Ibid., pp. 39-41.

School has become the center of recreation as well as the center of education.⁷

These accounts show how school facilities have been used to provide recreational opportunities for the people living in the communities. Because each school is similar to Woodlawn, in that it is a consolidated school serving a large number of rural people, it is reasonable to assume that there is a comparable need and potential result in Woodlawn.

The above mentioned programs are of such variety as to meet most of the recreational needs of any community. Therefore, it seems logical to assume that similar activities could provide worthwhile, wholesome recreation for the people of the Woodlawn Community if proper use were made of the school's facilities.

7. W. K. McCharen, op. cit., pp. 45-47.

PRESENTATION AND ANALYSIS OF DATA

Local Facilities

The Woodlawn School is a one through twelve grade school. It is located twelve miles north of Clarksville, Tennessee, in Montgomery County. This school is a consolidated school and serves the communities of Oak Grove, Oakwood, Liberty, Sunnyview, and Dotsonville. The roads are such as to make Woodlawn easily accessible to all of these communities.

Woodlawn School building is comparatively new. There are twelve classrooms, an auditorium, a library, a gymnasium, an agriculture department, shop, home economics department, and a cafeteria.

The classrooms are modern and of average size. Each room is well lighted, and furnace heat makes the rooms comfortable for use in winter. The furniture in all rooms is movable, which permits multiple use of the rooms.

The gymnasium has a large playing floor. Seats are built along both sides for spectators. A large stage is located in one end of the building. By placing chairs on the playing floor this gymnasium can easily be converted into a large auditorium with a seating capacity of one thousand.

The grounds, about twenty acres, should be ample to provide

for a variety of organized sports and play activities.

The following is a detailed outline of the available human resources and physical facilities, together with the equipment that might be used in a program of recreation in the Woodlawn Community:

- A. Room space
 - 1. Classrooms (twelve)
 - 2. Auditorium
 - 3. Cafeteria
 - 4. Library
 - 5. Gymnasium
 - 6. Home Economics Department
 - 7. Agriculture Department
 - 8. Halls

- B. Facilities
 - 1. Classrooms
 - a. Tables and chairs
 - b. Chalk boards
 - c. Adequate heat and light

 - 2. Auditorium
 - a. Stage, curtain and backdrop
 - b. Chairs (six hundred)
 - c. Piano
 - d. Adequate light, heat, footlights

 - 3. Cafeteria
 - a. Plates (three hundred)
 - b. Forks, knives, spoons (three hundred of each)
 - c. Range (institutional size)
 - d. Cooking utensils
 - e. Refrigerators (two)
 - f. Milk cooler (one)
 - g. Tables (twenty)
 - h. Chairs (two hundred)

 - 4. Library
 - a. Books (six hundred and fifty, for all ages)
 - b. Tables (eight)
 - c. Chairs (forty)

5. Gymnasium
 - a. Built-in seats (five-hundred capacity)
 - b. Basketball court and goals (two sets)
 - c. Stage
 - d. Stage curtain and equipment
 - e. Piano (one)
 - f. Chairs (two hundred)

6. Shop and Agriculture Department
 - a. Hammers (eight)
 - b. Saws (four)
 - c. Welder (one)
 - d. Pruning knives (two)
 - e. Drills (three)

7. Home Economics Department
 - a. Deep freezer (one)
 - b. Refrigerator (one)
 - c. Electric stoves (two)
 - d. Sinks (two)
 - e. Tables (four)
 - f. Chairs (twenty-four)
 - g. Cooking utensils and dishes
 - h. Sewing machines (six)

8. Miscellaneous Equipment
 - a. Movie projector (one)
 - b. Opaque projector (one)
 - c. Film-strip projector (one)
 - d. Pop corn popper (one)
 - e. Showers (for men and women)
 - f. Toilets (for men and women)
 - g. Drinking fountains (seven)

- C. Outdoor Facilities
 1. Land (twenty acres)
 2. Baseball diamond (one)
 3. Softball diamonds (three)
 4. Horse shoe courts (two)
 5. Pond with fish

- D. Expendable Equipment
 1. Indoor and outdoor
 - a. Volleyballs (three)
 - b. Baseballs (three)
 - c. Basketballs (eight)

- d. Volleyball nets (two)
- e. Horse shoes (four sets)
- f. Softballs (six)
- g. Soft ball bats (two)
- h. Swings (eight)
- i. Merry-go-round (one, capacity thirty)

E. Human Resources

- 1. School principal (one)
- 2. Teachers (twelve)
- 3. Lunchroom workers (three)
- 4. Ministers (two)
- 5. Citizens (one thousand two hundred)
 - a. Pre-school (three hundred fifty, approximately)
 - b. School age (three hundred twenty-five)
 - c. Young adults (seventy-five)
 - d. Adults (three hundred fifty)

F. Organized Groups

- 1. Future Farmers (one)
- 2. Home Makers (one)
- 3. Home Demonstration Clubs (three)
- 4. Community clubs (two)
- 5. Parent Teacher Association (one)
- 6. 4-H Clubs (two)
- 7. Woman's Society of Christian Service (two)
- 8. Baptist Training Union (two)
- 9. Methodist Youth Fellowship (one)
- 10. Youth Crusaders (one)
- 11. Student Council (one)
- 12. Glee Club (one)

From the above listings it seems that the Woodlawn School and Community possesses rich resources, both human and physical.

There is a good supply of equipment that could be used for sport play and leisure time activities. Some of this is consumable and will need to be replaced or supplemented from time to time.

It is the belief of the writer, based upon the accounts of other working programs using the school as centers of activity,

that the paramount need is that of organizing these resources in order to set in motion a program of recreation at Woodlawn that would use the facilities of the school for improving the existing recreational opportunities of the people.

The data gathered by the questionnaires will be appraised as it was presented.

Recreational Needs of the Woodlawn Community

Table 1 shows that thirty-four of the thirty-five persons questioned said they thought there was a need for more recreational opportunities in the Woodlawn Community. Thirty-five were of the opinion that the school could be used as a center to provide much additional recreation for the people. All of those questioned expressed a desire to see a program of recreation operating the year around at the Woodlawn School. Thirty-two of the thirty-five questioned said that they might be interested in participating in such a program, two persons did not answer and only one said he would not like to participate. These facts are shown in items three and four of Table 1.

Item five of Table 1 points out what recreational activities those questioned felt were most needed. These are listed in four categories, namely: sports and games, cultural activities, social activities, and hobbies. Twenty-seven people said in their opinion

TABLE 1

THE RECREATIONAL NEEDS OF THE WOODLAWN COMMUNITY AS EXPRESSED BY
THIRTY-FIVE CITIZENS OF THE COMMUNITY

Question	Yes	No	Not Answered
1. Do you think there is a need for more recreational activities in Woodlawn Community?	34	0	1
2. Do you think the Woodlawn School could be used as a center of activity to provide additional recreation?	35	0	0
3. Would you like to see a program of recreation operating the year around at Woodlawn School?	35	0	0
4. Do you think you might be interested in participating in such a program?	32	1	2
5. Which of these activities in your opinion is most needed?			
(1) Sports and games	27	0	8
(2) Cultural activities	21	0	14
(3) Social activities	20	0	15
(4) Hobbies	12	0	23

sports and games were most needed. Twenty-one listed cultural activities, twenty checked social activities, and twelve said hobbies were most needed.

Recreational Habits of the People of the Woodlawn Community

Table 2 indicates the kind of recreational activities those questioned participate in, and the places where they go for such activity.

Ten persons listed picnics in Woodlawn as a recreational activity in which they and their families participate. Other activities engaged in at Woodlawn were basketball, parties and plays.

Many of those questioned said they go to Clarksville for recreational purposes. Eight said they go there for picnics, four to parties, nine to ball games, three attend plays, three belong to card clubs, seventeen listed movies, two attend concerts, eight go to the circus, eleven go to Dunbar Cave, and nine visit the park.

In reply to the question as to what other places the people were going for recreation, the towns of Nashville, Dover, Tennessee, and St. Louis, Missouri, were listed. Five persons go to Nashville, four to Dover, and one to St. Louis for ball games.

Nine persons said they go to Kentucky Lake, and two to Reelfoot Lake to fish. Two persons said they go to the park at Dover and to Kentucky Lake for picnics.

TABLE 2

RECREATIONAL HABITS OF THE PEOPLE OF THE WOODLAWN COMMUNITY

Activity	Woodlawn	Clarksville	Others
Picnics	10	8	
Parties	14	4	
Basketball	16	9	10
Plays	6	3	1
Card clubs		3	
Movies		17	2
Concerts		2	
Circus		8	
Cave		11	
Park		9	4
Fishing			11

Note: The above figures are a compilation of the answers to the question: What recreational activities have you and your family been making use of?

Recreational Activities Sponsored by Ten Organized Groups

Table 3 shows the recreational activities which have been or are being sponsored by the ten organized groups in Woodlawn Community. These organizations have sponsored the following sports: basketball, baseball, darts, badminton, horseshoe pitching, and softball, in the frequencies indicated.

In the same table the following cultural activities were listed as club projects: flower arranging, painting, play production, minstrels, chorus, and glee clubs.

Four of these organizations had sponsored some type of dramatic production but this was the only cultural activity checked by more than two of the clubs questioned.

Table 3 also shows that of the social activities sponsored by the several organizations questioned, parties and picnics were far the most common.

Two items listed under social activities perhaps deserve some explanation. The church societies indicated are missionary societies. The last item "clubs" were checked by those organizations that sponsor clubs of a similar nature in the outlying segments of Woodlawn Community.

None of the organizations indicated that they had sponsored hobbies of any kind.

TABLE 3

THE RECREATIONAL ACTIVITIES WHICH HAVE BEEN SPONSORED BY TEN
ORGANIZED GROUPS IN WOODLAWN

Activity	Frequency
Sports and Games	
Baseball	1
Basketball	1
Darts	1
Badminton	2
Horseshoes	2
Softball	1
Volleyball	0
Cultural Activities	
Flower Arranging	2
Painting	2
Plays	4
Minstrels	1
Band	0
Chorus	2
Glee Club	1
Social Activities	
Parties	8
Picnics	10
Excursions	0
Rallies	2
Church Societies	3
Clubs	4
Hobbies	
Antiques	0
Bird Life	0
Carving	0
Photography	0
Collecting	0
Others	0

Analysis of the Findings as Shown by the Tables

The data and the analysis presented in this study reveal the recreational opportunities that are available at Woodlawn and the opinions of those questioned as to whether there is a need for more such opportunities.

The tables show that the persons questioned are of the opinion that there is a need for more recreation in all the four areas listed. The largest number listed sports and games as being most needed. Cultural activities were next in frequency, social activities are third, and hobbies last.

The data points out that those questioned think that the school could be used as a center to provide the additional recreation that is needed. Ninety-one per cent would like to participate in such a program.

The results of this study reveal that many of the people are having to go to other nearby places for much of their recreation. The fact that the recreational opportunities are limited at Woodlawn is clearly shown by the tabulation of the questionnaires.

CHAPTER V

SUMMARY AND CONCLUSIONS

The purpose of this study has been to determine the possibilities of improving the recreational opportunities of the people of the Woodlawn Community by the use of the school as a community center.

An effort has been made to determine what are the recreational needs of the Woodlawn Community, where the people go for recreation, and what types of recreational activities are now being provided by the organized groups in the area. This information was obtained by the use of questionnaires which were sent to the presidents of ten organized groups in the area and to twenty-five citizens of the community.

Findings contained in Tables 1, 2, and 3, found in Chapter IV of this study, show that thirty-four out of the thirty-five persons questioned think there is a need for more recreational opportunities, and that by the use of the school and its facilities additional recreation could be provided at Woodlawn.

The recreational activities listed as most needed were: first, sports and games; second, cultural activities; third, social activities; and fourth, hobbies.

This study reveals that a limited amount of recreation is being provided by the organized groups in Woodlawn, but that many

persons are going to nearby towns for much of their entertainment and recreation.

The potential human resources and physical facilities have been listed which could be used in a program of recreation. With proper organization of these facilities, it seems that there is a possibility of improving the recreational opportunities now being offered at Woodlawn. How to organize these facilities will require further study.

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APPENDIX A

RECREATIONAL QUESTIONNAIRE

- I. Do you think there is a need for more recreational activities in the Woodlawn Community? Yes ___ No ___
- II. If so, in your opinion, which of the following activities is most needed? Check (___)
1. Sports and games ()
 2. Cultural activities ()
 3. Social activities ()
 4. Hobbies ()
- III. Do you think the Woodlawn School could be used as a center of activity to provide additional recreation? Yes ___ No ___
- IV. Would you like to see a program of recreation operating the year around at Woodlawn School? Yes ___ No ___
- V. Do you think you might be interested in participating in such a program? Yes ___ No ___
- VI. What recreational facilities and activities have you (and your family) been making use of?
- In Woodlawn: _____
- In Clarksville: _____
- Any others: _____

APPENDIX B

RECREATIONAL QUESTIONNAIRE

I. Which of the following activities has your organization sponsored? Check ()

A. Sports and Games

Baseball _____
 Basketball _____
 Badminton _____
 Darts _____
 Horseshoes _____
 Softball _____
 Volleyball _____
 Others _____

B. Cultural Activitiesa. Literary Clubs

Magazines _____
 Poetry _____
 Science _____

b. Artistic

Interior Decorating _____
 Painting _____
 Sketching _____
 Flower Growing and Arranging _____
 Others _____

c. Dramatic

Attending Dramas _____
 Attending Movies _____
 Minstrels _____
 Plays _____
 Story-telling _____
 Others _____

d. Musical

Chorus _____
 Band _____
 Glee Club _____
 Others _____

C. Social Activities

a. Groups

Attending Church _____
 Parties _____
 Picnics _____
 Excursions _____
 Rallies _____
 Others _____

b. Organizations

Art Clubs _____
 Boy Scouts _____
 Business Clubs _____
 Church Societies _____
 Dramatic Clubs _____
 F.F.A. and F. H.A. _____
 Junior Red Cross _____
 4-H Clubs _____
 Others _____

D. Hobbies

Antiques _____
 Bird Life _____
 Carving _____
 Photography _____
 Collecting _____
 Others _____

- II. Do you think there is a need for more recreational activities in the Woodlawn Community? Yes _____ No _____
- III. If so, in your opinion, which of the following activities is most needed? Check ()
1. Sports and games ()
 2. Cultural activities ()
 3. Social activities ()
 4. Hobbies ()
- IV. Do you think the Woodlawn School could be used as a center of activity to provide additional recreation? Yes _____ No _____
- V. Would you like to see a program of recreation operating the year around at the Woodlawn School? Yes _____ No _____
- VI. Do you think you might be interested in participating in such a program? Yes _____ No _____

APPENDIX C

NAMES OF PERSONS USED IN THE STUDY

1. J. H. Allen	Woodlawn, Tennessee
2. The Reverend Eunice Crow	Woodlawn, Tennessee, Route 1
3. Mrs. A. A. Dinwiddie	Clarksville, Tennessee, Route 5
4. John Dodd	Clarksville, Tennessee, Route 5
5. Mrs. Herschel Edwards	Woodlawn, Tennessee
6. Tom Harris	Woodlawn, Tennessee
7. Walter Harris	Woodlawn, Tennessee
8. W. B. Harris	Woodlawn, Tennessee
9. Graham Haynes	Woodlawn, Tennessee
10. Jesse Hutchinson	Woodlawn, Tennessee, Route 2
11. Mrs. Mac Lisenbee	Clarksville, Tennessee, Route 5
12. Eugene Martin	Woodlawn, Tennessee
13. Mrs. Paul Martin	Woodlawn, Tennessee
14. Champ Mayo	Clarksville, Tennessee, Route 5
15. Aaron Minniehan	Woodlawn, Tennessee
16. O. B. Moorehead	Woodlawn, Tennessee, Route 1
17. Leslie Morris	Clarksville, Tennessee, Route 5
18. Mrs. Byron Norfleet	Woodlawn, Tennessee, Route 5
19. Jerry Peacher	Indian Mound, Tennessee
20. Simon Sleigh	Woodlawn, Tennessee, Route 1
21. Arthur Smith	Woodlawn, Tennessee, Route 1
22. Mrs. Hazel Smith	Clarksville, Tennessee, Route 5
23. Herman Smith	Woodlawn, Tennessee
24. B. A. Smithfield	Woodlawn, Tennessee, Route 5
25. O. T. Vick	Woodlawn, Tennessee

Presidents of Organized Groups

Mrs. Howard Broadbent, Baptist Mission, Study Organization
 Marshal Burkhart, Student Council
 Cuyler Dunbar, Dotsonville Community Club
 Miss Ruth Harris, Dotsonville Home Demonstration Club
 Mrs. Charlene Holt, Wiley's Chapel Methodist Church, Woman's
 Society of Christian Service
 Mrs. Dudley McWhorter, Woodlawn Methodist Church, Woman's
 Society of Christian Service
 Mrs. Eugene Martin, Sunnyview Home Demonstration Club
 Mrs. Byron Norfleet, Liberty Home Demonstration Club
 Wm. Harris Pollard, Future Farmers of America
 Mrs. Jack Smith, Parent Teacher Association

APPENDIX D
COVERING LETTER

Route One
Woodlawn, Tennessee
April 1, 1953

Dear _____ :

I am very much interested in the recreational activities being offered in our community.

In connection with my graduate work at Austin Peay State College I am making a study to determine ways to improve the recreational opportunities in the Woodlawn Community.

I will appreciate it very much if you will help me in this study by checking the enclosed questionnaire and returning it to me at your earliest convenience.

Enclosed you will find a self-addressed stamped envelope.

Sincerely yours,

(Signed) Mrs. Elizabeth Broadbent

AUSTIN PEAY
STATE COLLEGE