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A PROPOSED RECREATION PROGRAM FOR THE BLACK HILLS

ORDNANCE DEPOT, IGLOO, SOUTH DAKOTA 157

BY

KEITH J. COATES

**A research problem submitted
in partial fulfillment of the requirements for the
degree Master of Education, Department of
Physical Education, South Dakota State
College of Agriculture
and Mechanic Arts**

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26/18

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INTRODUCTION

The recreation program for Igloo (Black Hills Ordnance Depot) will be geared to provide a wholesome program of activities for some 2000 children and adults. This is a unique situation as it more nearly approaches a military installation than a town or city. It is under Government jurisdiction but has the freedoms, privileges and needs of any city of comparable size. Because it is fairly isolated from any larger city which could afford the population recreational activities, a program of the type I am setting up is of prime importance. There are ample facilities available to the community and with a broad program applied, utilizing all phases of available space, equipment and staff, this program could fully satisfy the community needs. The author in this paper, presents ideas and concepts surrounding the ideal recreation program and has, through reading and experience, formulated a recreation program for Igloo.

The program encompasses the entire year with the youth activities considerably curtailed during the school term as planned school activities will take up most of their time. Adult activities will continue through the year.

REVIEW OF LITERATURE

Jenny stated that

it has often been said that Recreation is one of the means to "balanced living". If this partial definition of recreation may be used as a guide in program construction, then the program will include those activities which make for man's balanced life. The activities will be selected through mutual guidance of the participant and the leader much the same as the foods on a menu are selected for a balanced diet. The athlete whose livelihood is achieved on the diamond, gridiron, court or links will (in balancing his living) choose a less active recreational diet while the stenographer, accountant, clerk or salesperson will select something more active to balance the sedentary main course. Just as a physician or dietitian is sometimes needed to assist the diner with his food selection, so professional recreation personnel are needed to assist with the proper selection of recreational activities when the participant tends to over balance his recreational menu. The program in recreation must be varied to satisfy the needs and interests of the total population.¹

In a book by Danford, it was stated that

it is probable that the program of the future will be characterized by:

1. A great expansion in the range of activities with considerably more emphasis on arts, crafts, music, drama, dance, hobbies, social activities, and individual or dual sports which appeal to both sexes and a wide spread age-span, co-recreational activities, and camping.
2. A vast expansion of adult recreation particularly for the aged. More wider spread participation by women and girls in sports.
3. A gradual decrease in industrial recreation as more communities provide tax-supported programs and workers prefer to participate as citizens in a common program rather than as workers in an industrial program.
4. Relatively less emphasis upon the highly competitive team sports and more upon programs of a friendly cooperative nature designed for all the people; increase in recreation opportunities for the handicapped, convalescent, and institutionalized.
5. Elimination of all boxing and of highly organized competitive activities for boys below the ages of eleven or twelve; elimination

¹Jenny, John H., Introduction to Recreation Education, pp 43, W. B. Saunders Co: Philadelphia and London, 1955.

of all state, regional, and National tournaments for youth.

6. An emphasis upon relationships among activities and of activities to larger enterprises - the integrated program.

7. Excellence and high quality as the people cultivate a taste for the beautiful and the superior and reject the cheap and trivial; also as greater emphasis is placed upon the selection of activities in terms of value sought.

8. A great increase in the Community or Civic service type of activity, especially as a part of community center programs.

9. More extensive and intensive use and enjoyment of State and National parks and forests, as transportation facilities are improved, economic standards raised, and vacation periods increased.

10. Evaluation largely in terms of the effect of activities on human beings, rather than in terms of the number participating as is almost universally true today.²

Activities cannot be divided into groups according to the satisfactions which people seek from them in the same manner as they are classified according to types, as music, drama, arts and crafts, and physical activities. Butler indicated,

It is important for the recreational leader to be familiar with the activities which are commonly grouped under these headings, it is still more important that he knows in what ways they satisfy the fundamental desires of people. He may discover, for example, that certain people participate in a craft or music activity, not so much because of their interest in crafts or music, but because the activity affords an opportunity for fellowship, achievement, or relaxation which they cannot gain in any other way. Major headings of recreation activities are as follows:

1. Active games and sports
2. Social activities
3. Music activities
4. Arts and crafts
5. Drama activities
6. Dancing

²Danford, Howard G., Recreation in the American Community, pp.452-3, Harper and Brothers Publishers: New York, 1953

7. Nature and outing activities
8. Mental and linguistic activities
9. Collecting
10. Service activities³

In a text book written by Vannier, she states that,

The activity leader is the key person in a successful recreation program. As a leader he is responsible for providing a well rounded program, directing people who take part in it, and evaluating the results. He may also have to publicize the program either by printed materials or word of mouth, secure and train volunteer assistants, and secure the cooperation of other community agencies in order to use their facilities, equipment, or leadership and avoid duplication of recreational services. He may also have such additional duties as being responsible for (1) the health and safety of all persons at all times by checking all play areas for hazards and cleanliness, (2) making attendance, accident, and inventory reports, (3) giving first aid, (4) helping each person taking part in the program to grow as an individual and group member, and (5) securing more participants by building programs based upon surveys of their present needs and interests and then carrying them on into a new world of activities and interests. Areas of study in the professional preparation of the recreation leaders should include:

Social Sciences	Sociology
English	Government
Education	Physical Education
Cultural Arts	Health
	Recreation ⁴

The specialized training of recreation leaders has been recognized only recently. Corbin indicates,

It was long felt that anyone with talent in recreational

³Butler, George D., Introduction to Community Recreation, pp. 194-195, 206-212, McGraw-Hill Book Co., Inc: New York and London, 1940.

⁴Vannier, Maryhelen, Methods and Materials in Recreation Leadership, pp. 16-17, W. B. Saunders Company: Philadelphia and London, 1956.

activities was there-by capable of setting up a recreational program.

Due to myriad leisure time activities, principles, standards, methods, and objectives, that comprise recreation, it is essential that the recreation leader be specially prepared for this field; the scope of recreation as governed only by human imagination, The field is so extensive that it is utterly impracticable to prepare students for all specialties. Just as medicine has had to face the problem of where the "practitioner" ends and the "specialist" starts, so must recreation. At best the training for "general" practice plus specialization in one or two phases can be achieved. Although the duties of recreational positions may vary, they do contain identical elements.

In an analysis of primary personnel functions, we note that they are:

1. Representing the agency on recreation matters;
2. Solicitation of financial and legislative support for recreation;
3. Administration of funds, supplies, equipment, and facilities;
4. Supervision of funds, supplies, equipment and facilities;
5. Public relations;
6. Administration of recreation programs;
7. Administration of staff and volunteer personnel;
8. Adherence to and enforcement of agency regulations;
9. Organization and conduct of recreation activities;
10. Supervision of staff and volunteer personnel;
11. Supervision of recreation programs.⁵

Meyer states that,

Recreation is now accepted as a major force in social well-being. Recreation takes its place with education, health, religion, and work as an essential process molding individual personalities and creating abundant community living. All these elements, in proper balance, constitute the nucleus of total social stability. Dynamic Community recreation programs are woven deeply into the design for the good life, while the lack of organized recreation tends to create individual and social pathology. The needs for, the uses of, and the values derived from, recreation are constantly increasing. Its

⁵Corbin, Dan H., Recreation Leadership, pp. 10-11, Prentice Hall Inc., New York, 1953.

positive contributions to the community are now recognized and more widely accepted than ever before. Patterns of wholesome recreation shaped into effective programs and services are essentials in modern democratic society.⁶

Outdoor recreation areas to serve special purposes and to provide the space for a special kind of recreation are most common. Brightbill included,

as part of a general area or independently, such areas as baseball and softball diamonds, tennis courts, stadia, golf courses, swimming boating areas, riding and hiking trails, camps, bird sanctuaries, game reservations, and the like. All recreation areas, regardless of their size, their type, and what branch of government, agency, or organization provides them, have a purpose or function. It is the purpose for which they are to be used and the recreation need they are intended to serve that should receive important recognition in the planning and operation of them.

A List of the more common indoor recreation facilities would include:

Armory	Camp building
Assembly hall	Canteen
Auditorium	Club House
Banquet hall	Club room
Bath house	Community center
Billiard room	Craft room
Boat house	Dance hall
Bowling alley	Field house
Broadcasting station	Game room

⁶Meyer, Harold D. and Brightbill, Charles K., Community Recreation, pp. 7, D. C. Heath and Company: Boston, 1948.

Gymnasium	Shelter house
Hobby shop	Shop
Hostel	Shower room
Hotel	Skating rink
Hot house	Solarium
Library	Swimming pool
Locker room	Theater
Museum	War memorial
Music room	Warming hut
Recreation building	Youth center
School	Zoo building
Service club	

The types and kinds of equipment used in recreation programs are as varied as the activities and the facilities which house them. On the playground there is installed such apparatus as swings, slider bars, ladders, teeters, climbing equipment, and sand boxes. The play field with its areas for highly organized sports needs standards and nets, goal posts, bleachers, backstops, and the like. Parks, play fields and playgrounds all require such equipment as fountains, benches, tables, sanitary and comfort facilities.

Similarly, the indoor recreation center requires equipment to carry on the program and make the facilities comfortable and attractive. Furniture of all kinds, game standards, lockers, billiard and ping pong tables, musical instruments and stage properties, soda fountains, kitchen apparatus, and power machinery are just a few examples of the kinds of equipment which will be found in the recreation building.⁷

Recreation is a recent service in terms of recognition as a fit subject for government concern. Recreation, like education, is for all the people. To be available to all, recreation must

⁷Brightbill, Charles K. and Meyer, Harold D., Recreation Text and Readings, pp. 444-45, 458, 469-470, Prentice Hall, Inc: New York 1953.

be a service supported by everyone, a locally financed and administered function of government operating as a public system of leisure time opportunities the year round. Just as there are private education institutions, private crime investigators and private health agencies, so there are also privately supported recreation services existing side by side in the community with public recreation systems. This is no anomaly. In recreation, the essence of which is freedom to choose, it is fitting and proper, yes, necessary, that many groups and organizations be active. Recreation is a broad interest that streams through many life activities and human associations.⁸

Prendergast in an article stated that,

Opportunities for cultural activities come as a natural result of early training. Therefore increased effort must be given to children's cultural arts programs. All too often, the natural, free, normal curiosity and lack of self consciousness in trying things is stifled in early childhood by the routine mediocre outlets provided most children. We adults are restricted by the attitudes we develop in childhood toward art, music, drama, and other activities. A child accepts the world of today and is at home in it. We must keep the doors open for him and not box him in with our own limitations. Our play ground and indoorcenter programs for children must be strengthened if we are to develop the best in spectator and participant appreciation.⁹

Recreation boards have for the most part neglected a very important source of future income for their activities in not seeking bequests in the form of endowment. Administrators usually smile when asked if their organization is partially endowed and reply that they are always willing to receive bequests for their department, but willingness alone will not get money gifts.

Perhaps it is not necessary to caution recreation administrators that seeking funds for endowment is a business proposition and as such should be carried on the highest ethical procedures. The act of seeking moneys for recreation is not begging in any sense of the term, and should not be so construed.

Too often recreation leaders have been so busy with minor

⁸Fitzgerald, Gerald B., Community Organization for Recreation, pp. 207, A. S. Barnes and Co: New York, 1948.

⁹Recreation, National Recreation Association, June, 1959, Joseph Prendergast, pp. 218.

details, of importance at the moment, that they seem satisfied to let a small local tax levy and special appropriations take care of their financial needs. These sources of income are important and in many cases adequate, but better programs and facilities could be provided. Then, too, a well endowed program of recreation would insure leadership and facilities for years to come. Endowment is a sound business proposition wherein our grandchildren could be guaranteed many recreational necessities.¹⁰

Means stated that,

Schools throughout the Nation, strengthened by the public acceptance of the community school concept and its utility and effectiveness, will more rapidly provide facilities and program services to meet year round leisure needs of citizens of all ages. Better informed citizens will demand economy and effectiveness from their schools.

In communities where other recreation agencies are better prepared to meet these needs, the public schools will strive to make certain that proper educational standards and outcomes will accompany these efforts. Closer working relationships between governing jurisdictions will make greater effectiveness possible. Communities which fail to bridge existing gaps with mutual partnerships, ungirded by joint contractual agreements, will find themselves far behind national patterns of effectiveness.

Survival skills will receive greater emphasis in school instructional and recreational programs in the future. Aquatics, wilderness survival, camping and trail skills, boat handling and boat safety, bicycle safety, tumbling and apparatus activities, outdoor cookery, angling, shooting and hunter safety will receive increased attention.¹¹

¹⁰Coffee, J. Russel, Leave Something to Recreation, Journal of Health, Physical Education and Recreation, Feb. 1958.

¹¹Means, Louis E., Tomorrow's Programs of Recreation and Outdoor Education, Journal of Health, Physical Education and Recreation, Sept., 1958.

NEED FOR THE STUDY

A complete program of this sort has never been formulated for Igloo. Since the people of this community live in such close proximity of one another and are so distant from larger cities, this type of program is invaluable. A common field of interest and a program to stimulate that interest can do much toward solidifying the spirit of a community.

PERSONAL PHILOSOPHY OF RECREATION

Every person, regardless of age, size, sex, or physical make-up needs something in which he can take part, from which he can gain pleasure or satisfaction just for the sake of participating. Recreation can place at the disposal of the people these activities, presented in such a way as to be attractive to the unskilled as well as the skilled. I believe everyone can find his proper level in a well-rounded recreation program and derive a maximum of personal satisfaction. My personal belief is that everyone regardless of his type of job can benefit from a recreation program in which he can be either an active or passive participant. A good program must have proper leadership and definite aims and objectives dictated somewhat by the community for which the program is planned.

AIM

To provide the people an opportunity to take part in some form of wholesome recreation--to help them gain satisfaction, joy and benefit from their leisure time.

OBJECTIVES

1. Provide equality of opportunity for all.
2. Provide a wide range of choices of recreation.
3. Serve all ages.
4. Provide equality for both sexes.
5. Encourage family recreation.
6. Utilize fully all existing facilities.
7. Include passive as well as active forms of recreation.
8. Provide activities for different periods of free time.
9. Carry over the leisure time skills and interests developed in the schools.
10. Provide activities of a progressive nature.
11. Include activities that will persist at the adult level.
12. Furnish outlets for the satisfaction of the desire for social relationships.
13. Recognize the different tastes and interests of the individual.
14. Give people who participate a share in the planning and control.
15. Recreational opportunities will be free to all.
16. Make possible the wisest use of available funds.
17. Provide outlets for creative expression.

18. Assure safe and healthful conditions for recreation activities.
19. Afford opportunities for developing good citizenship.
20. Be sensitive to changing conditions.

DURATION OF PROGRAM

The formal program for the youth will begin on a Monday during the month of June and will run for a period of eight weeks. From the opening of the program until school commences the Baseball leagues will run to conclusion. The remainder of the planned program will terminate at the end of the eight week period. From this point until school opens supervised informal play will be in effect. Week ends have been excluded from the formal program on the assumption that this time should be embraced by family recreation. The adult program will run the complete year allowing intervals for vacations and changes in program.

STAFF LEADERSHIP QUALITIES

1. Sense of worth and dignity of every human being.
2. Understand the interests and needs of the people.
3. Understand joy of life and art of living.
4. Sense of humor.
5. Desire to serve.
6. Concern for people.
7. Understanding of other opinions and personalities.
8. Keen and understanding mind.
9. Ability to lead.
10. Belief for Democracy in recreation.
11. Character and personal integrity.
12. Pleasing personality.
13. Ability to organize.
14. Energy and enthusiasm.
15. Ability to get along with people.

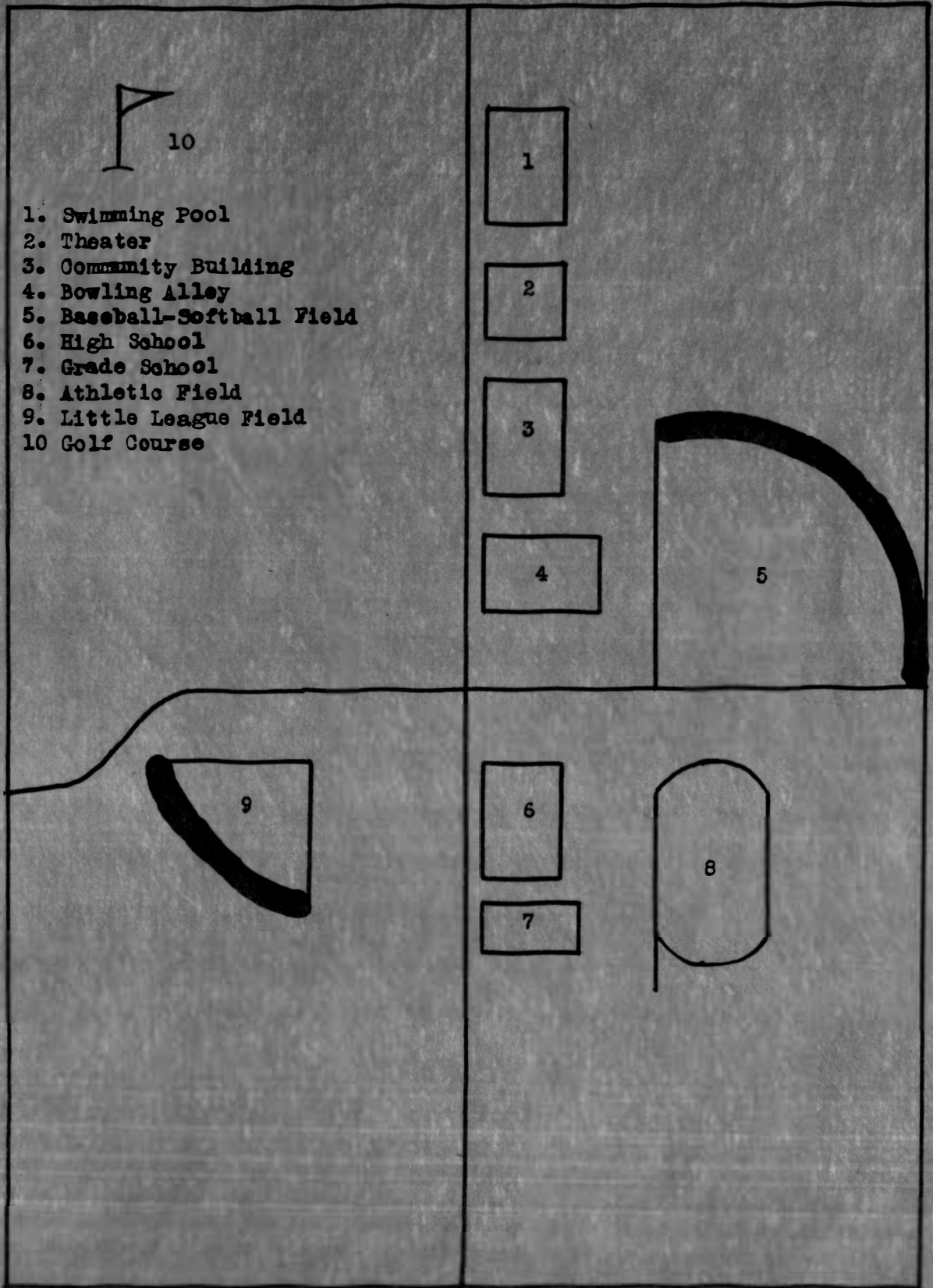
OUTDOOR FACILITIES AVAILABLE AT IGLOO, SOUTH DAKOTA

1. Swimming pool with adjacent kiddies pool. (90' x 40')
2. Athletic field with expanse of grassy area all the way around.
3. Nine hole golf course.
4. Riding stables.
5. School play ground.
6. Lighted baseball and softball field.
7. Unlit ball park for small fry.
8. Nearby lakes.

INDOOR FACILITIES AVAILABLE AT IGLOO, SOUTH DAKOTA

1. Bowling Alley. (6 alleys)
2. Two Gymnasiums in the Community Building. (80' x 50') (65' x 40')
3. Library in Community Building.
4. Billiard room in Community Building. (4 tables)
5. Shuffle board in Gyn. (4 courts)
6. Party rooms in Community Building. (two)
7. Craft rooms in Community Building. (two)

FACILITIES



FINANCING THE PROGRAM

The different possible types of financing are as follows:

1. Appropriation from City or County Board.
2. Appropriation from School District.
3. Special Tax levy.
4. Funds from fees and charges. (Not too acceptable.)
5. Funds from Legacies, Devises, Bequests, gifts and Foundations.
6. Self supporting activities. (Not good at all.)

FINANCING OF IGLOO RECREATION PROGRAM

1. Government provides 75% of total cost.
2. Community personal property tax includes levy for 25% of total cost.

Financing a program of this type has always been a difficult problem. The Government, to provide wholesome activity for the Army personnel and Civil Service workers in its employe, has placed a recreation entry in its budget which provides for three-fourths of the proposed amount needed to maintain a recreation program. The members of the community accounts for the remainder of the cost through taxation. It is a liberal plan, and one which affords the wholesome activity needed in a community.

ORGANIZATION OF PROGRAM

BLACK HILLS ORDNANCE DEPOT

SPECIAL SERVICES

. DIRECTOR OF RECREATION			
* Sup. for Girls	* Sup. for Boys	* Sup. for Swimming	* Sup. for Adults
* Two Asst's	* Two Asst's	* Life Guard	* One Asst.

The above organization applies to the summer months. During the rest of the year the Director of Recreation handles all phases of the program with some volunteer help in supervision.

STAFF AND PROPOSED SALARIES

Director	\$6000	12 months
Sup. for Girls	400	8 weeks
Sup. for Boys	400	8 weeks
Swimming Pool Supervisor and Guards	1000	10 weeks
Adult Supervisor for Summer months	400	8 weeks
Part time workers (total for budget)	600	8 weeks

ACTIVITIES IN IGLOO PROGRAM

1. Swimming
2. Baseball
 - Little League
 - Junior League
 - City team
3. Softball
 - City League
 - Men
 - Women
4. Golf
5. Fishing
6. Volleyball
7. Croquet--on Athletic Field
8. Story telling
9. Camping
10. Hiking
11. Arts and Crafts
12. Tumbling
13. Horse shoe
14. Group gatherings
15. Badminton - indoor and outdoor
16. Shuffleboard
17. Dancing
18. Band Concerts
19. Singing
20. Riding

GRADE LEVELS AND ACTIVITIES

GRADES 1-3

1. Rhythmic activities
2. Singing games
3. Folk dances
4. Mimetics
5. Story plays
6. Hunting games
7. Stunts and Self-testing activities
8. Individual athletic events
9. Relays
10. Athletic games of low organization

GRADES 4-6

1. Rhythmic activities
2. Stunts and Self-testing activities
3. Individual athletic events
4. Relays
5. Athletic games of low organization
6. Team sports
7. Hunting games
8. Arts and crafts

GRADES OF JUNIOR HIGH (BOYS AND GIRLS INTERESTS MUCH THE SAME)

1. Rhythmic activities

2. Team sports
3. Individual sports
4. Gymnastics
5. Games and Relays
6. Arts and crafts

SENIOR HIGH SCHOOL

1. Rhythmic activities
2. Team sports
3. Individual sports
4. Gymnastics
5. Home activities

ADULTS

1. Clubs
2. Homemaking classes
3. Child study groups
4. Gym and games for night workers
5. Weaving
6. Citizenship preparation
7. Softball leagues
8. Riding
9. Golf
10. Fishing

MASTER PLAN

FIRST WEEK

1. Registration.
2. Varied activities.
3. Free-play.
4. Organization of leagues for team play.
5. Grouping of different age levels.

SECOND WEEK

1. Varied activities, League games.
2. Team games within the League.
3. Inter city games, Jr. League, League games.
4. Individual sports, League games, Band Concert.
5. Preparation for community play, League games.

THIRD WEEK

1. Varied activities, League games.
2. Team games, League games.
3. Prepare for water carnival, League games, Inter city games.
4. Community night, League games.
5. Special events, League games.

FOURTH WEEK

1. Varied activities, League games.
2. League games, team sports.
3. Tennis tournament, League games, Inter city games.
4. Circus, League games, Band Concert.

Week of Fourth of July.

FIFTH WEEK

1. Varied activities, League games.
2. League play.
3. Horseshoe tournament, League games, Inter city games.
4. Golf tournament, League games, Band concert.
5. Special events, League play.

SIXTH WEEK

1. Varied activities, League play.
2. League play.
3. Presentation of play, League play, Inter city games.
4. Three day camping trip, Band concert.

SEVENTH WEEK

1. Varied activities, League play.
2. Dress rehearsal for water carnival, League play.
3. Parade, League games, Inter city games.
4. Showing of handicraft, League play, Band concert.
5. League play, Free play.

EIGHTH WEEK

1. Varied activities.
2. Play offs.
3. Finish up all activities.
4. Displays.
5. Water Carnival.

The above plan is primarily for the Youth summer program. The general yearly outline for Adults follows:

MAY, JUNE, JULY, AUGUST, SEPTEMBER

Swimming

Golf

Riding

Band Concerts

Horseshoe

Club Meetings

Tennis

Badminton

Baseball

Softball

Fishing

OCTOBER, NOVEMBER, DECEMBER, JANUARY, FEBRUARY

Bowling

Club Meetings

City basketball and volleyball leagues

Dancing

Homemaking classes

MARCH, APRIL, MAY

Riding

Club Meetings

Weaving

Golf

Horseshoe

DAILY PLAN

<u>Grades 1-3</u>	<u>Grades 4-6</u>	<u>Jr. High</u>	<u>Senior High</u>	<u>Adults</u>
9:00 Story hour	Swimming	Gymnastics	Team Sports	
10:00 Rhythmic act.	"	"	"	
10:30 Hunting games	"	Handicraft	"	
11:00 Handicraft	"	"	"	
NOON HOUR				
1:00 Story telling	Low org. games	Swimming	Handicraft	Riding
2:00 Mimetics	Handi-craft	Swimming	"	Golf for those who can get away
2:30 Swimming	Handi-craft	Games	Swimming	Club Meetings
3:00 Stunts	Handi-craft	"	"	
4:00 Program ends for afternoon				
7:00-10:00				Swimming League games Horseshoe Tennis Badminton Golf Bowling Riding

The daily plan presented above will vary from day to day in order that there will be opportunity for variation in child's program.

EVALUATION OF PROGRAM

1. Tests-measure skills and attitudes-personality adjustments-social adjustments.
2. Check lists for leadership efficiency.
3. Check administration periodically to see if the program plan is being followed, improved upon or changed when necessary.
4. Facilities and equipment evaluated periodically to see if they are still useful, need repair, replacement, safety, etc.
5. Check schedule of activities to see if it needs revising, as to time, place, etc.
6. Check effect of program on participants.

These checks will be made as often as deemed necessary, but the total program will be evaluated at least once a year.

METHODS OF EVALUATION

1. Tests.
2. Check lists.
3. Survey.
4. Questionnaire.
5. Check number of participants.

CONCLUSIONS AND SUGGESTIONS

It is the opinion of the author that a program of this sort can never be broad enough to encompass the recreational needs of all the individuals in a community. In this problem, I have attempted to provide the Black Hills Ordnance Depot with as broad a program as possible staying within their policy and wishes. You will note that school and pre-school children are only provided for during the Summer months. I would make the following suggestions for a broader program for Igloo.

1. Have some planned activity for the children throughout the year.
2. Have more integration between the school and community recreation leaders. Possibly the recreation leader and the head of the school Physical Education Department be one and the same person.

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