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Study of scheduled programs offered at five recreation centers in San Antonio, Texas during the Spring of 1976

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A STUDY OF SCHEDULED PROGRAMS OFFERED AT FIVE
RECREATION CENTERS IN SAN ANTONIO, TEXAS
DURING THE SPRING OF 1976

BY

81

NATHAN RATNER, B.A.

RESEARCH PROJECT

Presented to the Faculty of the Department of Urban Studies of
Trinity University in Partial Fulfillment

of the Requirements

For the Degree of

MASTER OF SCIENCE IN URBAN STUDIES

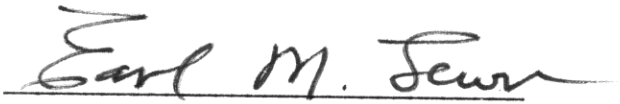
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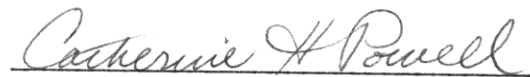
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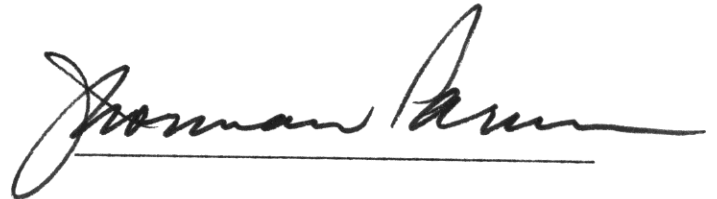
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APPROVED BY THE DEPARTMENT OF URBAN STUDIES:


Chairman



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TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION	1
II. METHODOLOGY	6
Selection of Recreation Centers	6
Definition of Geographical Service Area	8
User's Survey	10
Center Program Evaluation	12
Center Director's Survey	13
Community Leader's Survey	13
Census Data	14
III. LOU HAMILTON CENTER	18
Introduction	18
User's Survey	18
Center Program Evaluations	21
Center Director's Survey	22
Community Leader's Survey	24
Census Data	25
Analysis and Conclusions	28
IV. LOCKWOOD CENTER	31
Introduction	31
User's Survey	31
Center Program Evaluations	34
Center Director's Survey	34
Community Leader's Survey	35
Census Tract Data	36
Analysis and Conclusions	40
V. JOHN TOBIN CENTER	42
Introduction	42

Chapter	Page
User's Survey	42
Center Program Evaluation	45
Center Director's Survey	47
Community Leader's Survey	48
Census Tract Data	48
Analysis and Conclusions	53
VI. SOUTHSIDE LIONS CENTER	55
Introduction	55
User's Survey	55
Center Program Evaluations	59
Center Director's Survey	61
Community Leader's Survey	61
Census Tract Data	65
Analysis and Conclusions	69
VII. LIONS FIELD ADULT CENTER	71
Introduction	71
User's Survey	71
Center Program Evaluations	64
Center Director's Survey	76
Analysis and Conclusions	77
VIII. CONCLUSIONS	80
Research	81
Management and Operations	85
APPENDIXES	
I. QUESTIONNAIRES	90
II. PROGRAM EVALUATION	104
III. CENTER DIRECTOR'S SURVEY	107
IV. COMMUNITY LEADER'S SURVEY	112

APPENDIXES	Page
V. LOU HAMILTON CENTER USER SURVEY DATA	117
VI. LOCKWOOD CENTER USER SURVEY DATA	139
VII. JOHN TOBIN CENTER USER SURVEY DATA	155
VIII. SOUTHSIDE LIONS CENTER USER SURVEY DATA	171
IX. LIONS FIELD ADULT CENTER USER SURVEY DATA	190
BIBLIOGRAPHY	203

CHAPTER I

INTRODUCTION

A well-rounded and effective recreational program is one of the most essential services which an urban government can provide to its citizens. Through the provision of this service, government plays a major role in the creation of a life-style that can be both meaningful and pleasurable to its constituents. This factor helps to define the quality of life, which in turn is used in the decision making process of selecting a place to live. An excellent recreation program is one of the best selling points which a city has, and it is one of the least expensive when one considers the other benefits that arise from such a program in the long run.

As a part of improving the quality of life, the recreation program exists as one of the few successful tools that an urban area possesses in dealing with such problems as crime and juvenile delinquency. By placing individuals in creative, stimulating, and challenging situations without the pressure of succeeding or fear of failing, recreation helps to develop people who are both independent and self-sufficient. These people can cope better with the enormous challenges placed upon

them by today's complex technological society. This ability to cope is an important crime deterrent because it deals directly with both the frustration and alienation inherent in society. In addition to this, recreation activities help in filling the increasing amount of leisure time which also describes the life-style of today. Much of this leisure time is characterized by idleness and boredom which cause an individual to turn to some type of destructive activity to put excitement into his life. A complete recreation program provides a positive option for the use of leisure time. When involved in a demanding and challenging program, an individual does not have the time to consider other less constructive directions to which he can devote his leisure time.

From a review of the literature, one can see that many other benefits can accrue from a good recreation program. One author claims that recreation appeals most to the upwardly mobile person.¹ Others view recreation activities as a vehicle for educational programs in the sense of broadening the horizons of the participant.² There is also the belief that recreation can serve the purpose of achieving racial and ethnic integration.³

According to some authorities, an individual who has a rich recreation life is more likely to be a healthy, well-balanced, law-abiding citizen than the person who is deprived of recreational opportunities.⁴

The more skills, understandings and appreciations an individual gains during leisure, the better potential citizen he becomes, and the more contributions he can make toward improving other members of society.⁵

Recreation can play a major role ". . . in enriching and upgrading the quality of community life for all groups, and particularly those who are in the greatest need and least able to serve themselves."⁶ This in turn builds on their strengths to meet the needs and problems of their communities.⁷ It was also found by the President's Council on Youth Opportunity that good recreation programs reach many young people that traditional job and education programs do not reach.⁸

To achieve these benefits, a recreation program has to be developed and operated in an effective manner. In order to do this, many factors have to be taken into account. The purpose of this report is to study some of these factors as they relate to the scheduled programs offered by the San Antonio Parks and Recreation Department during the spring of 1976 at five of the department's recreation centers. The factors being studied are: (1) program participants, (2) recreation center staff, and (3) neighborhood community. To study the program participants, a user's survey was developed and administered. For the recreation center staff, there were two surveys. One was for the center's programs, and this was to be completed by all members of the staff. A second survey was given only to the director of the center.

For the neighborhood community, there was a survey to be completed by community leaders. In addition to this survey, 1970 Census data were evaluated for each of the defined communities.

Footnotes to Chapter I

¹Seymour M. Gold, Urban Recreation Planning (Philadelphia: Lea and Febiger, 1973), p. 98.

²Clarence McKee, "The Inner-City Clientele: What They Are Like," in Recreation and Leisure Service for the Disadvantaged, eds. John A. Nesbitt, Paul D. Brown, and James F. Murphy (Philadelphia: Lea and Febiger, 1970), p. 351.

³Richard Kraus, "Negro Patterns of Participation in Recreation Activity," in Recreation and Leisure Service for the Disadvantaged, eds. John A. Nesbitt, Paul D. Brown, and James F. Murphy (Philadelphia: Lea and Febiger, 1970), pp. 325-26.

⁴William S. Hendon, James W. Kitchen, and Bruce M. Pringle, The Sociological and Economic Impact of Urban Parks in Dallas, Texas in 1966 (Lubbock: Texas Technological College, 1967), chap. 1, p. 2.

⁵John L. Hutchinson, Principles of Recreation (New York: A. S. Barnes, 1949), p. 67.

⁶Richard Kraus, "Recreation and Civil Disorder," in Reflections on the Recreation and Park Movement--a Book of Readings, eds. David Gray and Donald A. Pelegrino (Dubuque, Iowa: William C. Brown, 1973), p. 189.

⁷Eva Schindler-Rainman, "Recreation's Changing Role," in Reflections on the Recreation and Park Movement--a Book of Readings, eds. David Gray and Donald A. Pelegrino (Dubuque, Iowa: William C. Brown, 1973), p. 83.

⁸McKee, p. 349.

CHAPTER II

METHODOLOGY

Selection of Recreation Centers

Throughout the City of San Antonio, there were nineteen recreation centers operated by the Parks and Recreation Department during the spring of 1976. Many of the department's recreation programs were conducted at the centers. Each center had its own director, and the number of full-time personnel, including the director, varied, but it was usually four, five, or six people. Most of these workers were permanent city employees, but there were some hired under the Comprehensive Employment Training Act. There were also part-time workers who were usually college work-study students. For the center's hours of operation, the staff would usually set the opening and closing times with the approval of the recreation center supervisor, who was located at the department's administrative headquarters. There was no minimum or maximum number of operation hours for the center, but two requirements had to be met. First, each of the full-time employees had to work a minimum of forty hours per week. Second, at least one staff

member had to be at the center during the time it was open to the public. Most of the center's programs were free to the public.

Each of the centers studied by the author had its own distinct character, which included both strengths and weaknesses. This uniqueness was due to several variables which included: (1) the center's personnel, (2) the design of the center, (3) the center's location and size and its interrelationship with other recreational facilities and equipment, (4) the socioeconomic status of the surrounding community, (5) the center's facilities, (6) the predominant racial and ethnic users of the center, and (7) the center's relationship with the community.

Because of this factor of unique character and the constraints of time and research capabilities, the author selected four diverse neighborhood recreation centers to be used in this study. The centers were selected based upon their location within the city. Lou Hamilton Center was located in the northeastern sector of the city on Nacogdoches Road. Lockwood Center was located east of Interstate Highway 37 and the central business district on Chestnut Street. John Tobin Center was west of Interstate Highway 10 and the central business district on Martin Street. Southside Lions Center was in the southeastern sector of the city at Hiawatha and Stringfellow streets.

As a part of the centers' operations, they were open to people of all ages, but children under eighteen were the majority of users. For this reason, many of the offered programs were oriented toward children. Because of this orientation, the author felt that it was necessary to add a fifth center to the study which was oriented to adults and senior citizens. This center was Lions Field Adult Center, located on the eastern border of Brackenridge Park on Broadway Street. It served adults and senior citizens, and there were no programs offered for children under eighteen years of age. Because of the nature of the center, the users lived throughout the city, and the center did not serve a particular neighborhood or community.

Definition of Geographical Service Area

For this report, it was necessary to define a geographical service area for each of the four neighborhood recreation centers. In reviewing the professional literature, an extensive amount of research on this subject was found. The authors of a study done in Dallas, Texas, concluded that the playground had a definable service area based upon externalities and internalities.⁹

Internally, the variety of activities available in the park has a close relation to the radius of the service area. The more activities available and the larger the park, the greater will be the service area . . .

The service area is also dictated by externalities. Such external influences include the availability of through streets,

whether or not a thoroughfare cuts through the service area and boundaries that exist such as rivers and railroad tracts. If the externalities did not exist, then it is likely that the service area would be roughly circular, but since these factors do exist, the service area of any given park may be constrained.¹⁰

From studies done in Chicago, it was shown that "for general outdoor and indoor activities, from 50 percent to 75 percent of the total participation comes from an area within one-half mile from the park, while from 75 percent to 90 percent comes from an area within one mile from the park."¹¹ Another Chicago study had 96 percent of the users coming from homes within three-eighths of a mile from the playground.¹² "Most recreation standards suggest a service radius for the neighborhood playground of one-fourth to one-half mile and favor the former figure in high-density areas such as the inner city."¹³

For this study, it was decided that the service area of the neighborhood recreation center would be defined as all of the census tracts which had at least 50 percent of their total areas within a one-mile radius of the center. With this definition, the social and economic characteristics of the surrounding neighborhood population were studied using 1970 Census data. The following are the Census tracts for each center:

Lou Hamilton	--1209, 1210, 1212
Lockwood	--1102, 1109, 1110, 1301
John Tobin	--1106, 1107, 1701, 1702

Southside Lions--1406, 1409, 1412, 1413

User's Survey

To study the factor of program participants, two surveys were developed for the adults and children who used the center. Several authors have emphasized the importance of such surveys in their writings.

There are relatively little data in the literature on who uses what facilities, where, when, why, and with what effects. Quantitative data on the characteristics of users beyond the usual age, sex and income level are almost nonexistent. . . . There are also relatively little data on user groups; the need for program and leadership; frequencies of use by activity; challenge levels; satisfaction levels; reasons for nonuse; and conflicts in the use of a given facility or system of opportunities.¹⁴

If it were necessary to assign research priorities to the above areas, the highest would be a nationwide effort to study user behavior. Specifically, these studies should emphasize user goals, objectives and preferences; actual use patterns; user groups; the extent and frequency of use for given activities; and the area of nonuse. . . .¹⁵

The interests, needs, and capabilities of people in recreation are governed and influenced by many factors which must be considered in planning and organizing the recreation program. Among these considerations are:

1. Age (early childhood, later childhood, youth, young adult, adults, older people)
2. Sex
3. Educational, cultural, and nationality backgrounds
4. Economic and social advantages
5. Traditions and customs
6. Geography and climate
7. Home life
8. Incidence of social need
9. Health status
10. Previous recreation experiences.¹⁶

The surveys used in this study covered some of the above points, but they were based primarily upon those used in a 1966 Dallas, Texas, study of urban parks.¹⁷

The surveys were administered in the following manner. Each center director was asked to select one day during the last week of March 1976 when the center would have the highest attendance for scheduled programs. On that day, the surveys were given to the participants. For participants eighteen years or younger, the center staff asked the questions from the children's survey, while the adult participants completed their own questionnaires. The responses were divided by race, sex, and whether the participant was a child or an adult; therefore the surveys were tallied with headings such as black female children. The responses were expressed as percentages. Because some of the participants in the survey had two or more responses to a question, each response was counted individually. This in turn meant that some categories had totals above 100 percent. The surveys are exhibited in Appendix I, and the results of the surveys have been organized in a table format for each center, which is located in the appendix for that particular center.

Center Program Evaluation

A survey was developed to evaluate scheduled recreation programs offered by the center during spring 1976. This survey was to be completed by all staff members, and even though staff members specialized in specific programs, they were asked to comment on all of the programs. From this survey, information was gathered concerning the programs. This information included days and times of the programs' operation, number of participants, sex and race of the participants, and age groups of the participants. This information has been placed in the appendix for the particular center. Besides the information, the survey had a major emphasis on program philosophy.

Shivers emphasized the importance of staff leadership for either the success or failure of the recreational program and the type of impact which the program will have upon the community.¹⁸ From Silverman's Chicago study, it was proven that the quality of staff leadership influenced the distance traveled by participants with a larger percentage coming a mile or more when there were outstanding activities offered by expert leadership.¹⁹ Nading concluded that the quality of leadership was one of the most influential variables that affected the registration and participation of the playground.²⁰ The Dallas study speculated that the quality of supervision could have more effect upon park attendance than the design of the park.²¹

The evaluation questionnaire is exhibited in Appendix II.

Center Director's Survey

Because of the importance of staff leadership, a survey for center directors was developed. Each director was asked to complete the survey. The survey covered areas such as the center's history and the social and economic composition of the surrounding community. There were also questions dealing with programming and community leadership.

The survey is exhibited in Appendix III.

Community Leader's Survey

This survey was developed to measure citizen involvement with the neighborhood center and its programs. Each director was asked for a list of leaders within the community such as school principals, PTA presidents, and clergymen. Each leader was mailed a survey with a self-addressed stamped envelope for its return.

The importance of citizen or community involvement with recreation programs has been emphasized by several authors.

Without [citizen] participation a recreation venture soon disintegrates. Therefore, planning activities should initiate from the community as interests and needs are manifested.²²

Community involvement in recreation programming provides meaningful input-output relationships. If used effectively by administrators, resident input (geographic, ethnic, and socioeconomic data)

can provide a community profile upon which to develop new program and delivery approaches. This data can also be used to identify the true character of local problems and need. . . . There are, among others, two potential positive results of successful information management: (1) realistic determination of the advantages/disadvantages of supporting software ("programs and services") or hardware ("facilities") and (2) evolution of a revitalized responsive service network directly related to meeting the needs and preferences of community residents.²³

Recreation and park services are people-to-people services and especially need the support of the people whom they serve; with involvement comes understanding, appreciation, and effective community leadership. Citizens serve as the pulse of the community for the park and recreation professionals.²⁴

. . . [Community leaders] can provide reliable advice and assistance in the formulation and implementation of recreation services. Successful activities will be those that are planned with rather than for the citizens of the community.²⁵

"Community involvement in recreation programming and services has important implications for individuals, administrators and agencies, as well as for the service delivery system as a whole." Involvement in program and service planning will provide more frequent and satisfying recreation experiences for individual residents. Such involvement will provide increased access to resources and can help to insure community residents to pursue new avenues of employment and social action.

Through community involvement, the administration (and agency) will gain increased ability to make significant impact upon the quality of life within the community by providing relevant programs and meaningful services.²⁶

The survey is in Appendix IV.

Census Data

Census tract data for this study was taken from computer-stored 1970 Census data at Trinity University. Because the stored data used

1970 Census summary tapes, the information provided was more detailed than the printed data issued by the Bureau of the Census. The purpose of analyzing these data was to gain a better understanding of the communities which surrounded the neighborhood centers.

In the Dallas study, neighborhoods surrounding the parks were evaluated using the following social and economic characteristics:

1. Median age of the population
2. Race of the neighborhood
3. Percentage of males and females over 14 married
4. Age of housing in the neighborhood versus total community
5. Median number of rooms
6. Average number of persons per housing unit
7. Education
8. Median family income
9. Median unit property values.²⁷

Gold concurred that many of the above characteristics should be studied and considered when planning for an area's recreation needs.²⁸

For detailing the results of the surveys and accompanying Census data, a chapter has been devoted to each recreation center. With the exception of Lions Field, each of these chapters has been divided in the following way: (1) Introduction, (2) User's Survey, (3) Center Program Evaluations, (4) Center Director's Survey, (5) Community Leader's Survey, (6) Census Data, and (7) Analysis and Conclusions.

Because the Lions Field Center was for adults and not oriented to a particular community, no surrounding community of Census tracts was delineated. This in turn meant that the community leader's survey

was not administered and Census data were not collected. Because of this, these two sections were omitted from the chapter concerning Lions Field.

The concluding chapter deals with some of the issues and problems related to the methodology of this study, and proposes suggestions and ideas relating to the personnel, operations, and programs of the centers.

Footnotes to Chapter II

⁹Hendon, Chap. 18, p. 6. ¹⁰Ibid.

¹¹M. M. Nading, Jr., "The Relationships of Selected Program Variables to the Playgrounds of Fort Wayne, Indiana" (Master's thesis, Indiana University, 1952), pp. 10-11.

¹²Gold, pp. 99-100. ¹³Ibid., p. 99. ¹⁴Ibid., p. 256.

¹⁵Ibid.

¹⁶Charles K. Brightbill and Harold D. Meyer, Community Recreation--a Guide to Its Organization, 3d ed. (Englewood Cliffs, N.J.: Prentice-Hall, 1964), p. 398.

¹⁷Hendon, Chap. 2, pp. 25-32.

¹⁸Jay S. Shivers, Principles and Practices of Recreational Service (New York: Macmillan, 1967), p. 382.

¹⁹Nading, pp. 9-10. ²⁰Ibid., p. 121.

²¹Hendon, Chap. 18, p. 33. ²²Hutchinson, p. 176.

²³Clarence M. Pendleton, Jr., "Community Involvement," Parks and Recreation 5 (October 1970): 22.

²⁴Robert M. Artz, "Citizen Leadership," Parks and Recreation 6 (January 1971): 109.

²⁵Ira J. Hutchinson, Jr., "Planning Where the Action Is," in Reflection on the Recreation and Park Movement--a Book of Readings, ed David Gray and Donald A. Pelegrino (Dubuque, Iowa: William C. Brown Co., 1973), p. 207.

²⁶Donald V. Joyce, "Changing Concepts in Urban Recreation," Parks and Recreation 9 (December 1974): 30.

²⁷Hendon, Chap. 3, p. 3. ²⁸Gold, pp. 228-30.

CHAPTER III

LOU HAMILTON CENTER

Introduction

Lou Hamilton Center was located in the northeastern sector of the city on Nacogdoches Road. It was a part of a 77.819 acre complex, which included baseball diamonds, tennis courts, nature trail, and parking for vehicles. The center had a gymnasium, two activity rooms, partial kitchen, restrooms, office, and equipment storage area.

The survey information, scheduled program data, and center information for this center are located in Appendix V.

User's Survey

From the survey, several prominent trends were identified concerning the respondents' socioeconomic background. Contradicting the premise that children were the primary users of the center, there were fifty-five adult respondents and only twenty-two child respondents. The majority (51 percent) of the users were white adults, with white male adults as the largest group at 29 percent of the total. White female adults were the second largest racial group at 22 percent. For the children, white males and females were the largest groups, with

each representing 10 percent of the total. Of the white adults, the largest percentage of males were between the ages of twenty to twenty-nine. This was also true for white female adults with 36 percent of the respondents in this age category. As to marital status, 65 percent of the adults were married. For the white males, the majority were businessmen in occupations such as insurance and retail selling. For white women, 47 percent were housewives. Twenty-eight percent of the white males earned more than \$8,000 per year, while 27 percent earned less than \$5,000. Forty-seven percent of the white females earned between \$8,000 and \$12,000 per year. A majority of both white males and females had as their highest level of education some college. As to living distance from the center, 82 percent of the white males and 59 percent of the white lived more than two miles from the center. This distance was also true for the majority of children.

In looking at the activities the users participated in, the majority of both adults and children had come to the center for specific activities. In the case of adults, these activities were volleyball and ballroom dancing. Most of the users came specifically for only one of these activities and did not participate in any of the other programs. This type of response agreed with the number of times the users had come to the center. A majority of adults came to the center a maximum of five times during the previous thirty days. This

was also true for children. Of the total number of children, seven made only one visit during the past seven days. For children the specific activity was arts and crafts. In selecting their favorite indoor activity at the center, the majority of adults selected volleyball, ballroom dancing, and basketball. A large percentage of children selected arts and crafts as their favorite indoor activity. The majority of users felt that there were enough things to do at the center. For the question concerning respondents' interests for possible activities at the center, most of the white adults were either not interested or had no opinions about the suggestions. The only statistic that deviated from this trend was the response for white female adults. Fifty-three percent of this group expressed an interest in type A "how-to" activities, such as breadmaking; growing plants; camping; hairstyling; and embroidery, stitching, and tie-dyeing. Twenty-four percent of this group specifically selected growing plants as the most appealing activity. For most of the child respondents, there was an interest expressed for most of the suggested types of activities. The predominant activities selected by the children were drawing and rock collecting.

In terms of the access distance from their homes to the center, a majority of adults and children said that they lived more than two miles from the center. For white adults, the methods of finding out about the center's activities consisted primarily of friends and

newspaper advertising. Sixty-three percent of white female children and twenty-five percent of white male children learned about the center's activities from friends.

Center Program Evaluations

In reviewing the staff's program evaluations, one important conclusion reached was that all of the programs were working well. Little information was supplied about purposes and/or goals of the programs. One improvement suggested several times was for better attendance by the participants for scheduled programs such as the Spanish and Mexican dance class and adult bridge program. More community involvement was another suggested improvement, particularly for the volleyball leagues. It was also felt that there should be more practice for the volleyball leagues. The suggestion of more equipment and facilities was made for the Saturday Fun program. Additional funds to buy materials for the arts and crafts classes was also suggested.

The staff also defined purposes and/or goals for the different programs. For arts and crafts, these were to motivate creativity in children and adults; to provide women a change from daily housework duties with a chance for relaxation; and to get participants interested in crafts. Ballroom dancing had the goals of bringing fun and relaxation to older adults and providing some exercise. The goals of the

volleyball leagues were to give participants a chance to play in an organized friendly atmosphere and to provide a method for community participation. The exercise classes provided the women participants with an opportunity to get out of their homes and help them to stay in shape. For the Spanish and Mexican dance class, the goals were to teach children rhythm, poise, and coordination; to provide a cultural experience; and to allow children the opportunity to express themselves. The same goals were given for the tap and ballet class. The bridge program gave women an opportunity to get out of their homes in order to be with friends; and it supplied the sense of belonging to a group. There was also the opportunity to learn the game. The goal of basketball was to act as a time filler to keep the participants busy. The nature hike was considered to be a fun activity for children which would provide a better understanding of the outdoors. The Saturday Fun program had the goals of getting young children out of their homes to become more involved with the center; teaching them how to get along with different age groups; and keeping them busy with different activities. The tennis program served primarily a teaching function.

Center Director's Survey

This survey provided little information concerning the socioeconomic background of the surrounding neighborhood and the center's

users. This was partially due to the fact that the center had been open less than a year at the time of survey.

The director felt that the most successful activity was the adult volleyball leagues. This was because the neighborhood had the opportunity to participate in an organized play situation through the leagues. The programs which needed the most improvement were the youth activities. This was because of the center's isolation from the rest of the community. Transportation to and from the center was difficult for children; therefore, they came only for specific activities such as arts and crafts.

The director expressed the opinion that the center was not reaching as many people as possible. This was due to the fact that the surrounding community did not realize that the center's programs were free to the public. Neighborhood residents had been accustomed to paying for their recreational needs rather than using the free facilities offered by the city.

Programming consisted of two parts. One part was programs which were required by the department. The second part was programs developed and initiated by the center staff.

Community Leader's Survey

Out of twelve surveys mailed out, five were returned. The consensus was that the center should serve all of the community, not a particular group such as children. It was also felt that the center should be used for both recreational activities and community oriented functions. Two respondents had the opinion that the best programs offered by the center were the volleyball leagues because skill and practice were not essential parts of the leagues, and this in turn opened up more participation opportunities for a larger segment of the community. Tennis and exercise classes were considered to be the weak programs at the center. The problems of the tennis program arose from the fact that the center had only two courts. For the exercise program, there were too few sessions with only one meeting per week. The strongest attracting points were the staff, facilities of the building, outside grounds, and the adjacent softball complex run by the city. The weakest points for attracting citizens were the center's publicity and advertising and its isolation from the surrounding residential areas. The community papers carried very little information about the center. In reply to the question about the center reaching as many community members as possible through its programs, two respondents agreed that it was, while one felt that it was not. On the question of adequate notification about the center's programs, two respondents

answered that it was not adequate. The comment was written that it was necessary sometimes to go to the center in order to find out about the programs. Two suggestions were made to improve the center's notification system. One was to advertise more in the community papers. The second suggestion was to coordinate announcements through the public schools. It was felt that the community members had enough input in the selection and planning of programs. One respondent wrote that she could not complete the survey because her family used private recreation facilities, but she did offer two suggestions. The first was to build a public swimming pool at the park. The second was to build sidewalks along Nacogdoches Road to the park in order that children could get there safely.

Census Data

Census tract 1209 had a total population of 4,947 persons in 1970. Of this number, whites were 89.2 percent, and Mexican-Americans were 10.3 percent. The age group populations were divided as follows:

<u>Age Group</u>	<u>Number of Persons</u>	<u>Percentage of Total Population</u>
Children -- 0 to 9	917	19
Teenagers --10 to 17	745	15
Young Adults--18 to 39	1,738	35
Adults --40 to 64	1,357	27

<u>Age Group</u>	<u>Number of Persons</u>	<u>Percentage of Total Population</u>
Senior Citizens-- 65 and Over	190	4

Median age was 27.8 years. There were 1,952 housing units in the tract with 1,057 or 54.2 percent as single family units and 895 or 45.8 percent as multi-family units. Renter occupied units numbered 835 or 47.1 percent, while there were 939 owner occupied units or 52.9 percent. Median gross rent per month was \$178, and median housing value was \$23,800. Between 1960 and 1970, 86.4 percent of the housing units in the tract were constructed. Forty-five percent of the units had less than 0.5 persons per room. Median income per year was \$12,600, and the median number of school years was 13.8. From the information, the tract in 1970 could be defined as being affluent with a large proportion of young families.

Census tract 1210 had a total population of 5,150 persons in 1970. Of this number, whites were 87.5 percent of the total, and Mexican-Americans were 12.1 percent. The age group populations were divided in the following manner:

<u>Age Group</u>	<u>Number of Persons</u>	<u>Percentage of Total Population</u>
Children -- 0 to 9	1,000	19
Teenagers --10 to 17	1,213	24

<u>Age Group</u>	<u>Number of Persons</u>	<u>Percentage of Total Population</u>
Young adults--18 to 39	1,437	28
Adults --40 to 64	1,346	26
Senior Citizens--65 and Over	154	3

Median age was 25.6 years. There were 1,410 housing units in the tract with 1,405 or 99.7 percent as single family units and 5 or .3 percent as multi-family units. Renter occupied units numbered 161 or 11.7 percent, and for owner occupied units, there were 1,211 or 88.3 percent. Median gross rent per month was \$177, and median housing value was \$24,100.

Between 1960 and 1970, 69.8 percent of the housing units in the tract were constructed. Over 50 percent of the units had less than 0.5 persons per room. Median income per year was \$13,900, and the median number of school years was 13. This tract was very similar to the previously described tract in terms of its affluence. Tract 1210 families were more prosperous in both income and median housing value.

Census tract 1212 had a total population of 6,572 persons in 1970. Of this amount, whites were 78.6 percent of the total and Mexican-Americans were 21.3 percent. The age group populations were broken down as follows:

<u>Age Group</u>	<u>Number of Persons</u>	<u>Percentage of Total Population</u>
Children -- 0 to 9	1,757	27
Teenagers --10 to 17	1,035	16
Young Adults--18 to 39	2,595	39
Adults --40 to 64	1,057	16
Senior Citizens--65 and Over	128	2

The median age was 22.7 years. There were 2,074 housing units in the tract with 1,783 or 86 percent as single family and 291 or 14 percent as multi-family. In terms of renter versus owner occupied units, 553 or 29.5 percent were renter units and 1,320 or 70.4 percent were owner occupied. Median gross rent per month was \$128, and median housing value was \$18,600. Between 1960 and 1970, 73.8 percent of the housing units in the tract were constructed. The majority of housing units (60.3 percent) had less than 0.5 persons per room. Median income per year was \$10,000, and the median number of school years was 12.6. This tract could also be considered as being affluent with a large proportion of young families.

Analysis and Conclusions

From the information that was gathered, it was felt that the center had not become an important part of the community. This was

probably due to several reasons. First, the surrounding community was affluent enough that families and individuals could purchase the type of recreation which they desired. The second reason was that the center had been open for a relatively short period of time. This meant that people in the community had not found out about the center and its activities. The third reason was the isolation of the center in terms of distance from the rest of the community and the lack of public transportation to it. For the above reasons, the center needed to improve its relationship with the community through more interaction with institutions such as schools and churches and by bringing more of the community into the planning and operation of the programs. A better communications system was also required with more advertising of programs including the use of flyers. A posting of all the programs at a single location in the center was also needed.

For particular programs such as the volleyball leagues, attendance by adults was very good. In particular, there was a larger attendance by male adults than was expected. Most of these adults lived more than two miles from the center.

More programs should have been offered by the center for the entire family rather than individuals. This suggestion was based upon the large proportion of young families in the community and the center's distance from the rest of the community. By having family

programs, more participants would attend in groups, and young children would have more opportunities to use the center when they came with their families. More diversification away from sports activities was also needed in the center's programs to include such things as homemaking crafts. With a diversification, there was a chance that participants would attend more than a single program per week at the center.

CHAPTER IV

LOCKWOOD CENTER

Introduction

This center was located east of the central business district and Interstate Highway 37 on Chestnut Street. The center and adjoining park were 8.063 acres in size. The facilities consisted of a gymnasium, ball field, large activity room with a stage, restrooms, equipment storage room, and outdoor play equipment.

The survey information, scheduled program data, and center information for this center are located in Appendix VI.

User's Survey

In looking at the socioeconomic data from the survey, two dominant facts stood out. First, the largest group of users were black male children, numbering sixteen or 43 percent of the total. Second, there were almost no adult male participants and very few adult female participants. Mexican-American male children were 11 percent of the total number of respondents, and Mexican-American female children were 14 percent. For the adults, black females numbered five and were 14 percent of the total. Overall, the survey had a total of thirty-seven

responses, of which seven were adult and thirty were children. The dominant ages of the children were the years eleven, twelve, thirteen, and fifteen. All of the adults were between the ages of seventeen and twenty-nine. Sixty percent of the black female adults had incomes of less than \$5,000, and for occupation, the majority were students. Forty percent of these females had some high school, while 20 percent had completed it.

To begin with the area of programming, the majority of respondents had come to the center by walking, which implied adjacent community usage. Forty percent of the black female adults had come for a specific activity, but only 20 percent had listed an activity, which was basketball. The majority of black male children had come to the center for a specific activity, and this was basketball. For 60 percent of the black female adults and 75 percent of the black female children, their first activity was basketball. Only 20 percent of the black female adults had a second activity, which was volleyball. The black male children engaged in secondary activities such as Ping-Pong, socializing, and basketball. For black female adults, volleyball was the favorite indoor activity at the center. The favorite indoor activities for black male children were basketball and Ping-Pong. A majority of both Mexican-American male and female children also selected Ping-Pong at their favorite activity.

For the question concerning respondents' opinions about possible activities at the center, a majority of both black female adults and black male children favored type A activities, such as growing plants, camping, and breadmaking, and type B activities, such as singing and drama. A majority of these same two groups did not want types C (reading, drawing) and D (nature) activities. Among Mexican-American male and female children, a majority favored almost all of the activities asked about in the question. For the question on selecting the most appealing activity out of those different types, 44 percent of the black male children chose singing and drama and 31 percent selected camping. Forty percent of the Mexican-American female children picked drawing.

A total of 70 percent of the black male children had been to the center at least three times during the past seven days. Of the adults, four had been to the center eleven or more times during the past seven days. In terms of distance from home to center, a total of twenty-seven respondents or 73 percent lived less than ten blocks from the center. Because of the responses to the questions on distance and attendance, it was felt that the center had been used by the surrounding community on a regular basis rather than for only particular activities.

Most of the respondents found out about the center's activities by coming to the center.

Center Program Evaluations

From reviewing the program evaluations done by the staff, the responses were similar to those done for Lou Hamilton Center. The most important conclusion was that all of the programs were working well. The one suggested improvement was that the boxing program needed better equipment. Several purposes and/or goals were listed for different programs. For the athletic programs, these were to teach better playing techniques, promote good sportsmanship, build interest in the sport, and encourage physical fitness. For the senior citizens program, the goals were providing recreational activities and getting the senior citizens out of their homes. For the arts and crafts program, the goal was to teach new skills. The community night program had the goal of getting the local community more involved with the center.

Center Director's Survey

This survey provided little information for most of the questions. The center director felt that the best program at the center was athletics.

Community Leader's Survey

Out of fifteen surveys mailed out, two were returned. One respondent could not complete the survey because she had just moved to San Antonio. The second respondent felt that the center served a vital need in the community in that people of all ages could participate in recreational programs. He also felt that the center should be used only for recreational activities since a community center was located within two blocks of it. The best program at the center was considered to be basketball, and the respondent had no opinion about the center's weakest program. The center's strongest attraction was an adequate amount of activities for younger children. In terms of additional programs and/or improvements, the respondent had no suggestions. He also felt that the center was reaching as many community members as possible through its programs. In response to the question concerning adequate notification to the community about the center's programs, he felt that it was not adequate because he had never received any notification, and he suggested a monthly activity handbill. The respondent had no opinion concerning the question of community members having enough input in the selection and planning of programs at the center.

Census Tract Data

Census tract 1102 had a total population of 1,928 persons in 1970. Of this amount blacks were 43 percent of the total and Mexican-Americans were 46.7 percent. The age group populations were broken down as follows:

<u>Age Group</u>	<u>Number of Persons</u>	<u>Percentage of Total Population</u>
Children -- 0 to 9	345	18
Teenagers --10 to 17	289	15
Young Adults--18 to 39	447	23
Adults --40 to 64	269	14
Senior Citizens--65 and Over	578	30

Median age was thirty-four years. There were 721 housing units in the tract with 519 or 72 percent as single family units and 202 or 28 percent as multi-family units. In terms of renter versus owner occupied units, 358 or 55.5 percent were renter units and 287 or 45.5 percent were owner occupied. Median gross rent per month was \$65, and median housing value was \$8,200. Between 1960 and 1970, 2.1 percent of the housing units in the tract were constructed, while 95.3 percent of the units were over twenty years old. Of the total number of units, 16.2 percent of them had more than one person per room. Median income per year was \$6,120, and the median number of school years was 9.2. The

tract in 1970 would be described as being primarily low income minority with a large proportion of older families. Accompanying this was a low amount of education for the population. There was also a sizable proportion of overcrowding occurring in the units. The tract was an older one with a high percentage of renters versus owners.

Census tract 1109 had a total population of 1,209 persons in 1970. Of this number, Mexican-Americans were 55.1 percent of the total, and whites were 45.2 percent. The age group populations were divided in the following manner:

<u>Age Group</u>	<u>Number of Persons</u>	<u>Percentage of Total Population</u>
Children -- 0 to 9	161	12
Teenagers --10 to 17	147	11
Young Adults--18 to 39	386	30
Adults --40 to 64	403	31
Senior Citizens--65 and Over	193	15

Median age was thirty-four years. There were 640 housing units in the tract with 344 or 53.7 percent as multi-family units and 296 or 46.3 percent as single family units. In terms of renter versus owner occupied units, 400 or 71.8 percent were renter units, and 157 or 28.2 percent were owner occupied. Median gross rent per month was \$66, and median housing value was \$10,600. Between 1960 and 1970, 5.6 percent

of the housing units were constructed versus 82.8 percent of the housing units being over twenty years old. Over 10 percent of the units had more than one person per room. Median income per year was \$5,460, and the median number of school years was 9.6. This tract could be described as having a lower income population who were primarily renters. The educational level of the population was low, and a large number of older families lived in the tract.

Census tract 1110 had a total population of 3,628 persons in 1970. Of this amount, Mexican-Americans were 50.5 percent of the total, and whites were 43.5 percent. The age group populations were broken down as follows:

<u>Age Group</u>	<u>Number of Persons</u>	<u>Percentage of Total Population</u>
Children -- 0 to 9	652	18
Teenagers --10 to 17	427	13
Young Adults--18 to 39	1,279	35
Adults --40 to 64	694	19
Senior Citizens--65 and Over	576	16

Median age was 25.6 years. There were 1,460 housing units in the tract with 834 or 57.1 percent as multi-family units and 626 or 42.9 percent as single family units. In terms of renter versus owner occupied units, 913 or 70.4 percent were renter units and 384 or 29.6

percent were owner occupied. Median gross rent per month was \$71, and median housing value was \$9,100. Between 1960 and 1970, 6.8 percent of the housing units were constructed, while 83.2 percent of the units were over twenty years old. Of the total number of units, 13.8 percent of them had more than one person per room. Median income per year was \$5,720, and the median number of school years was 8.8. This tract could be described as being low income with a large proportion of young families who were renters. The education level of the population was also very low.

Census tract 1301 had a total population of 5,500 persons in 1970. Of this amount, blacks were 56.5 percent of the total, and Mexican-Americans were 38.6 percent. The age group populations were broken down as follows:

<u>Age Group</u>	<u>Number of Persons</u>	<u>Percentage of Total Population</u>
Children -- 0 to 9	942	17
Teenagers --10 to 17	910	17
Young Adults--18 to 39	1,379	25
Adults --40 to 64	1,468	27
Senior Citizens--65 and Over	801	15

Median age was 30.4 years. There were 1,906 housing units in the tract with 1,399 or 73.4 percent as single family units and 507 or 26.6

percent as multi-family units. In terms of renter versus owner occupied units, 838 or 48.3 percent were renter occupied units and 898 or 51.7 percent were owner occupied. Median gross rent per month was \$66, and median housing value was \$8,700. Between 1960 and 1970, 3.5 percent of the housing units in the tract were constructed, while 84.4 percent of the housing units were over twenty years old. Of the total number of units, 16.1 percent had more than one person per room. Median income per year was \$5,080, and the median number of school years was 9.6. Based upon the data, the tract in 1970 was primarily low income minority with a large proportion of older families. There was also a large amount of overcrowding occurring in the housing units.

Analysis and Conclusions

It was the opinion of the author that the center served primarily young people, even though there were large adult populations in surrounding census tracts. Because of the low incomes in the tracts, it was reasonable to expect that the adult population in the surrounding community did not have enough disposable income to spend on recreation pursuits. For this reason, the center with its free programs should have been attracting more of the surrounding adult population; however, the survey showed a deficiency in this respect with the lack of adult respondents, and in particular, male adults. Most of the

programs were geared to young people. Few of the programs were designed for families and adults. The programs also had to be diversified more to include things such as breadmaking, growing plants, and camping, rather than concentrating primarily on sports.

The center's relationship with the community also needed improvement. As with Lou Hamilton Center, the Lockwood staff needed to work closer with community institutions such as schools and churches, and it was necessary that the community become more involved with the planning and operation of the programs. As a beginning step in this process, an improvement in the center's communications with the community was required.

CHAPTER V

JOHN TOBIN CENTER

Introduction

The center was located west of Interstate Highway 10 and the central business district on Martin Street. The center and adjoining outside recreation area were 1.064 acres in size. The center's facilities consisted of a small activity room with a partial kitchen, equipment storage room, restrooms, outdoor play equipment, and an outdoor basketball court.

The survey information, scheduled program data, and center information for this center are located in Appendix VII.

User's Survey

One important fact from the survey's socioeconomic data was the large number of both Mexican-American male and female children who used the center compared to other groups. Mexican-American male children numbered twenty-two or 41 percent of the total, and Mexican-American female children numbered twenty or 37 percent. The only adult respondents were Mexican-American females who numbered six or 11 percent of the total. There were no male adult respondents. Out of a total of

fifty-three respondents, six were adults and forty-seven were children. The dominant ages for the Mexican-American male children were fourteen, fifteen, and sixteen. For Mexican-American female children, the dominant ages were nine, ten, eleven, and twelve. The majority of adults (66 percent) were between the ages of twenty and twenty-nine. Eighty-three percent were married and had children. For their occupations, 66 percent of the women were housewives, and this same percentage had yearly incomes between \$8,000 and \$12,000. The level of education for the majority of women was a high school diploma.

In the area of programs, 30 percent of the Mexican-American female children had come specifically to participate in the center's dance class, while 50 percent had no answer. For the majority of male children, most had come to the center to play basketball or to work on their kites for a kite flying contest. For the women, 50 percent had come for exercise classes. The first activities of these different groups were almost identical to the specific activities which they had come for. Most of the children participated in basketball as their first activity. As a second activity, a large percentage of Mexican-American children participated in the bandstand. For a third activity, a large number of children participated in the bandstand. For the majority of children, their favorite indoor activities were Ping-Pong and table games. Thirty-three percent of the women selected sewing as

their favorite indoor activity. The favorite outdoor activity of the children was basketball. A majority of women had no answer to this question of favorite outdoor activity. As potential activities at the center, a majority of adults and children preferred type A activities, which included breadmaking, growing plants, camping, hairstyling, embroidery, stitching, and tie-dyeing. Out of these activities, a large number of children selected camping as the most appealing activity. Thirty-three percent of the Mexican-American women selected growing plants.

The majority of children lived less than five blocks from the center, which implied that the center was used predominantly by neighborhood children. Of the total number of children, 80 percent had walked to the center. For Mexican-American male children, over 60 percent had found out about the center's activities by coming to them or by word of mouth through friends and siblings. For Mexican-American female children, 25 percent had found out about the center's activities by coming to them, and 25 percent had learned about them through friends. Of the Mexican-American female adults, 83 percent had found out about the center's activities through friends. Forty-five percent of the Mexican-American male children had been to the center six times during the past seven days, while 55 percent of the Mexican-American female children had been to the center a maximum of two times during

the same period. For the women, 67 percent had been to the center a maximum of four times during the past thirty days.

Center Program Evaluation

Being almost identical to the previous two centers surveyed, the staff felt that all of the programs were working well but had several suggestions for improvement. For the adult male basketball league, three improvements were suggested. First, it was felt that a better constitution was required. The second suggestion was that the leader should have courses in the areas of sociology and psychology and a good knowledge of sports. The third suggestion was that a gym should be built in order to play the basketball games inside. For the beginning Spanish and Mexican dance class, the suggestion was made for more participation. In the weight lifting and tumbling classes, the suggestion was for additional equipment. For many of the scheduled programs, one staff member felt that the expansion of the center's physical size to include a gym, craft rooms, and ball diamonds was important.

In addition to providing the above information, the staff supplied purposes and/or goals for the programs. For the adult male basketball league, these goals included keeping the young adults in the community active; creating friendships; promoting good health; and teaching the basics of the game. The goals of the softball practices

were to learn strategy; have fun; and make the teams more competitive to win the championship. Track practice had the goals of improving physical capabilities through training and providing recreation. Stimulation of interest in a cultural program, preparation for a show in May, and the building of talent were the goals of the Spanish and Mexican dance classes. These were also the goals of the tap and ballet classes. Promotion of physical fitness was the goal of the ladies' exercise class. The purposes of the playschool program were to teach young children the skill of getting along with others through playing together and to prepare them for kindergarten. Building skill and ability and learning to compete were the goals of the horseshoe and washer tournaments. The goals of the volleyball activities were to learn the game and its rules and to prepare for the championship competition. The junior and senior youth councils had several purposes. First, they promoted youth participation in recreation activities. A second purpose was to act in an advisory capacity concerning the programming and use of the center. The third purpose was to undertake different fund raising activities to earn money for trips and other expenses. The councils also encouraged friendship. For the softball league, the goals were to create interest, build strategy, provide competition, and prepare the participants for the summer softball league competition. Physical fitness and preparation for competition against other centers

were the goals of the weight lifting and tumbling program. The goals of the arts and crafts program were to stimulate interest in such activities and improve the child's ability and talent. Bandstand had the goals of providing the participants with an opportunity for a social activity and raising money for parties and other activities.

Center Director's Survey

According to the director, the center was opened in 1958. It was felt that the center was used more at that time by both adults and children than in 1976. This lack of usage was attributed to children being more interested in school events and to the demands placed upon them by the schools in terms of homework. As of 1976, the users were predominantly low income Mexican-Americans. The center's best programs were dance classes, playschool, and exercise. The program that needed the most improvement was the youth council. This was due to two reasons. First, there was a lack of interest in the program by the children. Second, it was felt that the children's schoolwork interfered with this activity. In describing how programs were selected and initiated at the center, the director wrote that the recreation office was responsible for all activities with the department head being the one person to make all of the decisions. In answer to the question about the center reaching as many people as possible through its

programs, it was the director's opinion that the center was not because it did not have the facilities that would attract the public. As to initiation of a specific program at the center, the director wanted an arts and crafts class with a specialist teacher.

Community Leader's Survey

Out of ten surveys mailed out, two were returned. Neither of the respondents could provide any of the requested information.

Census Tract Data

Census tract 1106 had a total population of 7,002 persons in 1970. Of this amount, Mexican-Americans were 89.3 percent of the total, and whites were 7.6 percent. The age group populations were broken down as follows:

<u>Age Group</u>	<u>Number of Persons</u>	<u>Percentage of Total Population</u>
Children -- 0 to 9	1,495	21
Teenagers --10 to 17	921	13
Young Adults--18 to 39	1,826	26
Adults --40 to 64	1,823	26
Senior Citizens--65 and Over	937	13

The median age was 27.7 years. There were 2,345 housing units in the tract with 1,262 or 53.8 percent as single family units and 1,083 or

46.2 percent as multi-family units. In terms of renter versus owner occupied units, 1,529 or 72.1 percent were renter units and 593 or 28 percent were owner occupied. Median gross rent per month was \$47, and median housing value was \$8,600. Between 1960 and 1970, 1 percent of the housing units in the tract were constructed, while 94.3 percent of the units were over twenty years old. Of the total number of units, 27.3 percent of them had more than one person per room. Median income per year was \$4,410, and the median number of school years was six. The tract in 1970 could be described as being primarily minority persons with extremely low incomes. The tract had a large number of young persons with a low level of education. There was also a high proportion of overcrowding in the tract with a large percentage of renters. Almost all of the housing units were over twenty years in age.

Census tract 1107 had a total population of 2,375 in 1970. Of this amount, Mexican-Americans were 85.1 percent of the total, and whites were 14.2 percent. The age group populations were broken down as follows:

<u>Age Group</u>	<u>Number of Persons</u>	<u>Percentage of Total Population</u>
Children -- 0 to 9	451	19
Teenagers --10 to 17	281	12
Young adults--18 to 34	583	25

<u>Age Group</u>	<u>Number of Persons</u>	<u>Percentage of Total Population</u>
Adults --40 to 64	594	25
Senior Citizens--65 and Over	466	20

Median age was 33.7 years. There were 1,044 housing units in the tract with 335 or 32 percent as single family units and 709 or 68 percent as multi-family units. In terms of renter versus owner occupied units, 695 or 75.7 percent were renter units and 223 or 24.2 percent were owner occupied. Median gross rent per month was \$54, and median housing value was \$10,700. Between 1960 and 1970, 22.6 percent of the housing units in the tract were constructed, while 70.4 percent of the units were over twenty years old. Of the total number of units, 16.4 percent of them had more than one person per room. Median income per year was \$5,490, and the median number of school years was 8.6. The tract in 1970 was characterized by a low level of both income and education. There was also a large percentage of overcrowding occurring in the tract.

Census tract 1701 had a total population of 10,128 in 1970. Of this amount, Mexican-Americans were 87.6 percent of the total, and blacks were 11.4 percent. The age group populations were broken down as follows:

<u>Age Group</u>	<u>Number of Persons</u>	<u>Percentage of Total Population</u>
Children -- 0 to 9	1,990	20
Teenagers --10 to 17	1,728	17
Young adults--18 to 39	2,417	24
Adults --40 to 64	2,711	27
Senior Citizens--65 and Over	1,282	13

Median age was 27.1 years. There were 3,146 housing units in the tract with 2,760 or 87.7 percent as single family units and 386 or 12.3 percent as multi-family units. In terms of renter versus owner occupied units, 1,336 or 45.3 percent were renter units, and 1,612 or 54.6 percent were owner occupied. Median gross rent per month was \$57, and median housing value was \$7,400. Between 1960 and 1970, 2.4 percent of the housing units in the tract were constructed, while 88.5 percent of the units were over twenty years old. Of the total number of units, 23.7 percent of them had more than one person per room. Median income per year was \$4,740, and the median number of school years was 6.5.

This tract was similar to 1106 in that it was nearly 100 percent minority with extremely low incomes. The tract had a large number of young persons, particularly teenagers, and a low level of education. There was also a high occurrence of overcrowding, and the majority of units

were over twenty years old. Another important fact was that there were more owners than renter occupied units in the tract.

Census tract 1702 had a total population of 10,850 in 1970. Of this amount, Mexican-Americans were 97.9 percent of the total. The age group populations were broken down as follows:

<u>Age Group</u>	<u>Number of Persons</u>	<u>Percentage of Total Population</u>
Children -- 0 to 9	2,601	24
Teenagers --10 to 17	2,340	22
Young Adults--18 to 39	2,698	25
Adults --40 to 64	2,215	20
Senior Citizens--65 and Over	996	9

Median age was 20.4 years. There were 2,914 housing units in the tract with 2,195 or 75.3 percent as single family units and 719 or 24.7 percent as multi-family units. In terms of renter versus owner occupied units, 1,467 or 55.2 percent were renter occupied, and 1,189 or 44.8 percent were owner occupied. Median gross rent per month was \$53, and median housing value was \$7,100. Between 1960 and 1970, 2.5 percent of the housing units in the tract were constructed, while 90.2 percent of the units were over twenty years old. Of the total number of units, 36.7 percent of them had more than one person per room. Median income per year was \$4,390, and the median number of school years was 5.8.

Being similar to tracts 1106 and 1701, this tract was nearly 100 percent Mexican-American with extremely low incomes. The tract had a large number of young persons and relatively few senior citizens, and the education level was also very low. Out of the tracts studied, this one had one of the highest levels of overcrowding, and a majority of the units were over twenty years old.

Analysis and Conclusions

This center served primarily young people. Even though the census data were six years old at the time of this study, it was still reasonable to accept that many of the users were young, based upon the low median ages in the Census tracts surrounding the center. But even with the large number of young people, there was still a sizable adult population not represented in the user's survey. This was particularly true for male adults. Through its scheduled programs, the center was reaching a small number of adults. Because of the low median incomes in the surrounding tracts, it could be expected that the adults would be limited in the amount of money which could be spent on recreation activities, which in turn would imply more use of the center's free programs, but this was not the case. A large part of this problem was the very small size of the building which limited the types of activity. But in addition to this, most of the programs were designed for

children and teenagers. Very few of the programs were for families and adults. The programs also had to be expanded to include additional activities such as camping.

The relationship which the center had with its surrounding community also required improvement. Similar to the other centers, the staff at John Tobin had to work closer with community institutions, and more of the community had to be brought into the planning and operation of the programs. To begin building a better community relationship, an improvement in the center's communications with the community was required.

CHAPTER VI

SOUTHSIDE LIONS CENTER

Introduction

This center was located in the southeast sector of the city at the junction of Hiawatha and Stringfellow streets. The center was a part of Southside Lions Park, which was 346.45 acres in size. The center's facilities consisted of two activity rooms, equipment storage cage, gymnasium, restrooms, outdoor play equipment, outdoor basketball and tennis courts, and adjoining outdoor swimming pool.

The survey information, scheduled program data, and center information for this center are located in Appendix VIII.

User's Survey

One of the most important socioeconomic facts of this survey was the good mixture of different racial groups at the center with no one group predominating. In terms of number of respondents, there were thirty-eight adults and twenty-six children, which was a good balance of these two groups. Similar to Lou Hamilton, there was a significant number (fourteen) of adult males using the center. Of the total number of respondents, white female adults were the largest group numbering

fifteen or 23 percent. Being the second largest adult group, Mexican-American female adults numbered nine or 14 percent. The third largest adult group was white males totaling eight or 13 percent. For children, the largest group consisted of black males who numbered nine or 14 percent. The second largest group was white female children totaling seven or 11 percent. For the children, the dominant ages were ten, twelve, and thirteen. Seventy-six percent of the adults were in the age groups of nineteen to twenty-nine and thirty to thirty-nine. Over 50 percent of the white female adults listed housewife and student as their occupations, while 44 percent of the Mexican-American female adults selected housewife. Fifty percent of the white male adults picked student as their occupation. In response to the question about income, 27 percent of the white female adults selected the bracket of less than \$5,000, and 20 percent chose \$12,000 to \$15,000. Thirty-eight percent of the white male adults selected the category of less than \$5,000, and 25 percent chose \$12,000 to \$15,000. Of the total number of adult respondents, 42 percent had finished high school, and 34 percent had completed some college.

In the area of programs, the majority of adults had come for the specific activities of basketball and volleyball. For the white male, the percentages were 50 percent for volleyball and 38 percent for basketball. Sixty percent of the white female adults came for

volleyball, and for the Mexican-American female adults, 44 percent had come for volleyball, and 55 percent had no answer to this question. Arts and crafts and basketball were the two activities which the majority of children came to the center to participate in. For black male children, 55 percent had come for basketball, while 44 percent had no answer. For white female children, the percentages were 57 percent for arts and crafts and 43 percent for basketball. These preferences for activities were supported with the responses given for first and second activities at the center. For the adult respondents, 26 percent listed basketball and 39 percent listed volleyball as their first activities. For a second activity, 65 percent of the adults had none. Thirty-five percent of the children listed arts and crafts as their first activity, and 24 percent listed basketball. As a second activity, 15 percent participated in basketball, and 38 percent had no answer. In response to the question concerning their favorite indoor activity at the center, 60 percent of the white adult females chose volleyball, and 20 percent selected basketball. For Mexican-American female adults, 66 percent picked volleyball and 22 percent chose Ping-Pong. Fifty percent of the white male adults selected basketball, and the other 50 percent chose volleyball. Black male children responded to this question with 88 percent choosing basketball, and 11 percent picking games. Forty-three percent of the white female children

selected basketball, and 29 percent chose arts and crafts and Ping-Pong. For their favorite outdoor activity at the center, a significant percentage of adults preferred softball, while a large percentage of children picked basketball. When asked about potential activities at the center, large numbers of adults and children selected types A and C. Type A activities included breadmaking, growing plants, camping, hair-styling, embroidery, stitching, and tie-dyeing. Type C activities were reading and drawing. For the white female adults, 33 percent selected growing plants as the most appealing activity. The same percentage of Mexican-American female adults chose embroidery. Large percentages of children selected camping and drama as the most appealing activities.

In terms of distance, the center acted as a "magnet" to draw adults who lived outside of the one-mile vicinity of the neighborhood. Seventy-four percent of the adult respondents lived one or more miles from the center, and nearly 100 percent of them had driven to the center. Differing with this, the majority of children who came to the center were primarily from the surrounding neighborhood, living less than five blocks from the center. But even though most of the children lived within close distance of the center, 31 percent had traveled to the center by car. Fifty-four percent had walked to the center. For the number of times they had been to the center in the last thirty days, 34 percent of the white females responded one to five times,

while 27 percent said eleven to fifteen times. Sixty-six percent of the Mexican-American females responded six to fifteen times. For white male adults, the largest responses were 26 percent for one to five times and 26 percent for eleven to fifteen times. Compared to the previously studied centers, adults participated more in this center's activities during a one-month period. Most of the children responded that they had been to the center a maximum of three times during the previous week. In response to the question of how they found out about the center's activities, a large percentage of adults listed friends. This was also true for children, but in addition to this, 42 percent of the white female children learned about the center's activities from siblings.

Center Program Evaluations

Being similar to the previously studied centers, the two staff members at Southside Lions who responded to these evaluations felt that most of the programs were operating well; however, one of the respondents felt that volleyball programs were lacking in adequate leadership. It was the respondent's opinion that the staff member in charge of those programs did not consult with the center director enough in order to improve the programs. In addition to these comments, several suggestions were made concerning other programs. For the weight lifting

program, it was implied that additional equipment and facilities were needed because the program was limited in what it could accomplish. For the arts and crafts classes, the suggestions consisted of more art equipment and more people qualified to teach crafts. The suggestions of more track and field equipment and additional facilities were made for the track program. For the tap and ballet class, it was suggested the instructors be supplied with equipment such as a proper record player in order to teach the class more effectively. For the senior citizens program, the suggestion was made that more people needed to be informed about it.

As a part of the evaluations, the two staff members supplied purposes and/or goals for the programs. The goals of the senior citizens program were to provide outings, educational experiences, and recreation for the participants. The purposes given for the volleyball program were to provide the participants with exercise and practice time and have a supervised period of competition. The goal of the pre-school program was to provide an educational and kindergarten atmosphere for young children. For the arts and crafts program, the purpose was to teach different activities to adults and children. Practicing for different competitions was the goal of the track program. The purpose of the tap and ballet program was to teach children how to dance.

The major purpose of the other programs at the center was to meet the needs of the community.

Center Director's Survey

When the director had first started at the center in 1963, the neighborhood was primarily Mexican-Americans and whites. During the two years previous to the survey, subsidized 235 homes had been constructed in the neighborhood which added black families to the neighborhood's racial composition. The ages of the center's users were from four to sixty years. The best programs which the center was operating at the time of the survey were volleyball and softball. It was the director's opinion that the center's programs were not reaching as many people as possible because both he and his staff were limited in what they could do. The procedure of selecting and initiating programs consisted of the center director and his staff recommending programs which then had to be approved by the supervisor of recreation services. It was the director's opinion that this supervisor was the primary person involved in this decision-making process. Archery, golf, and swimming meets were the programs recommended by the director for the center.

Community Leader's Survey

Out of fifteen surveys mailed out, five were returned. One respondent could not answer any of the questions because he was not

familiar enough with the center. Another respondent said that his wife had completed the survey and his answers were the same as hers. In response to the question on how they viewed the center, one person felt that it should be used primarily for recreation activities because community meetings would reduce the amount of time that children could use the center. It was felt that the programs should be for children of all ages. The suggestion was made to add more playground equipment at the center. Another respondent was of the opinion that the center should be community oriented with programs for children and senior citizens. The third respondent felt that the center should be serving the surrounding community, with its purpose being to hold the interests of the people in order to keep them out of trouble. For this reason, she felt that the center should have enough variety in its programs to interest the neighborhood residents. To accomplish this, she made two recommendations. One recommendation was that the center should be a place for meetings. The second recommendation was that a committee be formed of center participants who were of different ages, occupations, and other interests, and that this committee hold regular meetings with the staff to make recommendations and handle disagreements. Two of the respondents felt that the sports programs, and in particular, baseball, were the best programs offered by the center. This was due in part to the fact that many of the participants at the center had interests only

in sports. The other respondent said that afternoon educational programs such as arts and crafts, nature hikes, and drama were the best programs offered by the center. In terms of the weakest programs at the center, it was felt by one respondent that these were cultural activities such as talent shows and pageants. This was because most participants would not take time from sports activities to work on these other functions. Another respondent could not select any program which she felt was weak. The strong points of the center were the swimming pool, sports programs, and the close proximity of the center to the surrounding neighborhood. None of the respondents would select any weak points which the center had for attracting citizens of the surrounding community with one answering, "There is something for everyone." In terms of recommending programs for the center, two could not; but the third person felt that the center needed additional games for senior citizens such as forty-two, shuffleboard, and cards. The recommended improvements at the center were more playground equipment for small children, picnic facilities adjacent to the center, and a recreation hall. It was the opinion of two respondents that the center was not reaching as many community members as possible through its programs. One person felt that this was due to the staff not taking the time to get new people because they were satisfied with the current users. The third respondent felt that the center was reaching as many people as possible

because the current activities were listed in the local community newspaper. Only one respondent felt that the center's notifications to the community were not adequate. It was her opinion that more publication of activities should be done to inform as many new people as possible. In terms of improvements in the center's notifications system, one respondent suggested that flyers be distributed to each home in the neighborhood. A second respondent suggested that more articles be placed in the newspaper, posters listing activities be put up, and flyers made to advertise the major programs. In response to the final question about community members having enough input in the selection and planning of programs at the center, two respondents felt that the community did not have enough input. One made the statement that "all needs are not being met." The second person felt that everyone involved with the programs waited until the last minute to start planning and for this reason they had a minimum amount of input. The third respondent felt that community members did have enough input because they could make suggestions to the staff members, who were both open to new ideas and very cooperative with the parents.

Census Tract Data

Census tract 1406 had a total population of 2,320 in 1970. Of this amount, Mexican-Americans were 74.6 percent, and whites were 22.1 percent. The age group populations were broken down as follows:

<u>Age Group</u>	<u>Number of Persons</u>	<u>Percentage of Total Population</u>
Children -- 0 to 9	588	25
Teenagers --10 to 17	413	18
Young Adults--18 to 39	634	27
Adults --40 to 64	496	21
Senior Citizens--65 and Over	189	8

Median age was twenty-two years. There were 615 housing units in the tract with 558 or 90.7 percent as single family units, and fifty-seven or 9.3 percent as multi-family units. In terms of renter versus owner occupied units, 191 or 32.5 percent were renter occupied, and 397 or 67.5 percent were owner occupied. Median gross rent per month was \$61, and median housing value was \$7,600. Between 1960 and 1970, 11.2 percent of the housing units in the tract were constructed, while 63.1 percent were over twenty years old. Of the total number of units, 27.2 percent had more than one person per room. Median income was \$5,900, and the median number of school years was 7.7. This tract was primarily low income with a large percentage of minority persons living in

it. The tract had a large number of young persons and relatively few senior citizens, and the education level was also low. Even though a significant number of housing units were less than ten years old, the tract still had a high level of overcrowding.

Census tract 1409 had a total population of 1,893 persons in 1970. Of this amount, whites were 67.9 percent, and Mexican-Americans were 32 percent. The age group populations were broken down as follows:

<u>Age Group</u>	<u>Number of Persons</u>	<u>Percentage of Total Population</u>
Children -- 0 to 9	279	15
Teenagers --10 to 17	257	14
Young Adults--18 to 39	561	30
Adults --40 to 64	603	32
Senior Citizens--65 and Over	193	10

Median age was 31.2 years. There were 760 housing units in the tract with 756 or 99.5 percent as single family units, and 4 or 0.5 percent as multi-family units. In terms of renter versus owner occupied units, 196 or 26.8 percent were renter occupied, and 535 or 73.1 percent were owner occupied. Median gross rent per month was \$83, and median housing value was \$9,200. Between 1960 and 1970, 1.1 percent of the housing units in the tract were constructed, while 69.9 percent were over twenty years old. Of the total number of units, 8.4 percent of them

had more than one person per room. Median income was \$7,800, and the median number of school years was 10.8. This tract could be described as being lower middle income with a majority of white residents. Both the median number of school years and the median age were higher than in Census tract 1406. Also differing from tract 1406, the adult population was much higher in terms of percentages. Overcrowding was also lower for the tract.

Census tract 1412 had a total population of 6,945 persons in 1970. Of this amount, whites were 72.1 percent, and Mexican-Americans were 26.4 percent. The age group populations were broken down as follows:

<u>Age Group</u>	<u>Number of Persons</u>	<u>Percentage of Total Population</u>
Children -- 0 to 9	1,336	19
Teenagers --10 to 17	1,261	18
Young Adults--18 to 39	1,975	28
Adults --40 to 64	2,017	29
Senior Citizens--65 and Over	356	5

Median age was 25.4 years. There were 2,175 housing units in the tract with 1,865 or 85.8 percent as single family units, and 310 or 14.2 percent as multi-family units. In terms of renter versus owner occupied units, 582 or 27.9 percent were renter occupied, and 1,507 or 72.1

percent were owner occupied. Median gross rent per month was \$100, and median housing value was \$11,200. Between 1960 and 1970, 8.9 percent of the housing units in the tract were constructed, while 19 percent were over twenty years old. Of the total number of units, 10.3 percent had more than one person per room. Median income was \$9,300, and the median number of school years was 11.5. This tract was populated with middle income residents who were primarily white. Similar to tract 1409, the median number of school years and the median age were higher in comparison to tract 1406. This tract had almost the same level of overcrowding as 1406, and it also had a larger adult population.

Census tract 1413 had a total population of 2,116 in 1970. Of this amount, whites were 77.8 percent, and Mexican-Americans were 18.2 percent. The age group populations were broken down as follows:

<u>Age Group</u>	<u>Number of Persons</u>	<u>Percentage of Total Population</u>
Children -- 0 to 9	414	20
Teenagers --10 to 17	348	16
Young Adults--18 to 39	666	31
Adults --40 to 64	485	23
Senior Citizens--65 and Over	203	10

Median age was 28.8 years. There were 718 housing units in the tract with 398 or 55.4 percent as single family units and 320 or 44.6 percent

as multi-family units. In terms of renter versus owner occupied units, 312 or 48.5 percent were renter occupied, and 332 or 51.5 percent were owner occupied. Median gross rent per month was \$158, and median housing value was \$21,400. Between 1960 and 1970, 78.7 percent of the housing units in the tract were constructed, while 7.9 percent were over twenty years old. Of the total number of units, 9.3 percent of them had more than one person per room, and 67 percent had less than 0.5 persons per room. Median income was \$10,700, and the median number of school years was 12.4. This tract could be described as being affluent with a predominantly white population. In addition to the higher level of income, the tract had a higher level of education and a higher median housing value compared to tracts 1406, 1409, and 1412. Similar to tracts 1409 and 1412, this tract also had a higher adult population.

Analysis and Conclusions

Rather than serving primarily children with its programs, Southside Lions had more adult participants according to the user's survey. This fact matched the surrounding neighborhood population which had more adults than children, according to the 1970 Census. Out of a total of twelve scheduled programs, six had adult participants, so that the total participants more accurately reflected the

neighborhood population. In addition to having more adults, the center appeared to have a good relationship with the surrounding community. The community leaders who responded to the survey had a good knowledge of the center and its activities. But even with the good relationship, the community lacked involvement in the selection, planning, and operation of the programs.

For the programs overall, Southside Lions was similar to the other centers in that it lacked family programs. As pointed out by a community leader, there was a heavy emphasis on sports rather than other recreation activities. Programs should be expanded to include activities such as camping, drawing, and growing plants, and there should be more family oriented functions.

CHAPTER VII

LIONS FIELD ADULT CENTER

Introduction

This center was located north of the central business district and Interstate Highway 35 on the eastern boundary of Brackenridge Park at the corner of Broadway and Mulberry streets. The park was 343.73 acres in size. The facilities at the center consisted of one activity room, storage room, restrooms, partial kitchen, and outdoor shuffleboard, and tennis courts.

The survey information, scheduled program data, and center information for this center are located in Appendix IX.

User's Survey

In terms of the socioeconomic data concerning the users, two dominant facts stood out. The first one was that white female adults were the largest group of users at the center. Out of a total of seventy-six respondents, sixty-one or 80 percent were white female adults. White male adults were the second largest group with eight respondents or 11 percent. The second fact was that there were very few minority participants, either males or females. For the white

female adults, the dominant ages were fifty to sixty with 23 percent and sixty to seventy with 37 percent. The largest age groups for white male adults were sixty to seventy with 38 percent and seventy to eighty with 52 percent. For the female adults, most listed housewife as their occupation. Eighty-eight percent of the white male adults were retired. As to education, 36 percent of the white female adults had graduated from college, while 43 percent had some college education. For the white male adults, 25 percent had graduated from college, and 38 percent had some college education. In response to the income question, no one category was predominant for the white female adults, but 38 percent of the white male adults picked the \$5,000 to \$8,000 bracket, and 25 percent selected the \$8,000 to \$12,000 bracket.

In the area of programs, 67 percent of the white female adults had come to the center for arts and crafts and 12 percent had come for bridge. For the white male adults, 63 percent had come for bridge and 38 percent for arts and crafts. These specific activity preferences were supported by the answers given for the first and second activities at the center. For white female adults, 56 percent participated in arts and crafts as their first activity, and 7 percent played bridge. Twenty-five percent of the white male adults listed arts and crafts as their first activity, and 25 percent played bridge. As a second activity, 12 percent of the female adults participated in arts and crafts,

while 80 percent had no answer. For the white male adults, 13 percent selected arts and crafts as a second activity; 26 percent played bridge and other games; and 63 percent had no response. For the question concerning their favorite indoor activity at the center, 71 percent of the white female adults chose arts and crafts, and 15 percent selected bridge. Thirty-eight percent of the white male adults listed arts and crafts as their favorite indoor activity, while 25 percent picked bridge. For the question about potential activities at the center, type A programs received the largest positive response with 58 percent of white female adults and 38 percent of white male adults. Type A activities included breadmaking, growing plants, camping, hairstyling, embroidery, stitching, and tie-dyeing. When asked to select the most appealing activity, significant percentages of white female adults picked growing plants, drawing, and stitching. For white male adults, these activities were breadmaking, drama, growing plants, and reading.

Reflecting its city-wide operation, a large majority of the participants lived more than two miles from the center. Seventy-nine percent of white female adults and 65 percent of white male adults were in this category. Because of this distance factor, nearly all of the participants had come to the center by car. For the number of times to the center during the previous month, a large percentage of the respondents had been to the center less than ten times. Forty-four percent of

the white female adults and 39 percent of the white male adults responded with one to five times. Forty-six percent of the white female adults answered six to ten times. In answer to the question concerning how they found out about the center's activities, the majority of respondents said it was through friends.

Center Program Evaluations

In the evaluations, the staff emphasized the physical limitations of both the building and equipment, which in turn hindered the success of the scheduled programs. Excluding these physical problems, the staff felt that most of the programs were operating well but one activity was having additional difficulties. This program was the senior citizens club which had activities such as dominoes and table games. It was one staff member's opinion that the program had adequate supervision but there was a minimum number of participants. It was felt that there was an inadequate amount of publicity for the program. The other staff member felt there were many other sites throughout the city which provided activities for senior citizens. A large number of these sites offered meals, which was a positive incentive to attract participants. This staff member felt that the center could not compete with recreation programs that offered meals. The table tennis program had problems of an erratic schedule and a broken playing table. It was

suggested to build a game room where there could be a permanent location for the game. With such a location, the game could be played whenever the center was open. A second suggestion was to increase the publicity concerning the game. For the arts and crafts program, it was suggested to increase the amount of physical space where the activity was occurring. Concerning the ladies' exercise program, the suggestion was made to add more equipment. This equipment included an exercise bike, portable cycle exerciser, body exerciser, and mats. The shuffleboard program was having problems due to the improper maintenance of the courts. Both staff members made the recommendation to renovate the courts. With the completion of the renovation, the suggestion was made to publicize the program with the emphasis that instructions on how to play the game were available. For the bridge program, the suggestion was made for a larger building. This was because with an increased amount of space bridge lessons could be offered. Similar to the other programs, suggestions for the quiet games consisted of adding a game room to provide more space and providing more publicity to increase attendance.²⁹

As a part of the program evaluations, the staff provided purposes and/or goals for the activities. For the senior citizens club, which included the activities of dominoes and quiet games, the goals were to provide wholesome recreation and promote friendship among

individuals. The table tennis program had the goal of promoting physical and mental recreation. The purposes of the arts and crafts program were to provide an inexpensive recreation outlet for adults of all ages and to encourage both creativity and fellowship. Promotion of physical fitness was the goal of the ladies' exercise program. For the shuffleboard program, the goals consisted of teaching and developing players' skills. The purpose of the bridge program was to provide recreation.

Center Director's Survey

In terms of the center's early history, little was known about it. It had been opened during the early 1930s and was used almost totally by white families. As of 1976, the users were primarily white female adults with the majority being forty to fifty-five years in age. Most of the participants were considered to be in the middle income bracket. It was the director's opinion that the best program operating at the center was arts and crafts. The programs needing the most improvement were outside activities because the physical facilities were in poor condition. The director's recommendations included renovating the shuffleboard courts; adding lights to the tennis courts; and building courts for volleyball. The director felt that the center was not reaching as many people as possible through its programs because the building was too small to accommodate extra people. The

persons involved in the decision-making process of selecting programs were the two center staff members. Suggestions for programs came from the participants, who were encouraged to do this, and the center director, who gained new ideas by attending various art classes during her free time.

Analysis and Conclusions

Because of several factors, the center was not reaching as many people as could be reasonably expected for its city-wide orientation. The primary factor was the small size of the center which limited the number and type of activities. In addition to this, the center had only two staff members. Because of the center's location in the northern section of the city, the white middle class adult population had easier access to it; therefore, this population became the center's primary user group. Citizens who had low incomes and lived in other parts of the city could not participate as actively due to limitations such as lacking transportation and/or not being able to afford its costs in order to travel to the center. The center also had to compete with senior citizen programs which were located throughout the city and provided meals. For these reasons, the center had to pursue a more active publicity program to inform city residents about its programs. This need was emphasized in the user's survey because most of the

participants had found out about the center's activities from friends rather than through other means of publicity. With a strong publicity program, including additional radio and television spots and local community newspaper advertising, there could be an increase in both minority and male users at the center.

Even with these factors, the center was operating a balanced program of both physical and cultural activities. Programs such as arts and crafts were very successful in terms of high participation; however, more diversification was needed in terms of new activities. This diversification would also help to attract new users to the center.

Footnote to Chapter VII

²⁹Since 1976 this center has been rebuilt and considerably enlarged.

CHAPTER VIII

CONCLUSION

As an initial step of this study, there were two purposes set for it. One was to have it serve as a research tool in the sense of providing current information concerning three factors relating to the effectiveness of scheduled programs offered by the San Antonio Department of Parks and Recreation during the spring of 1976 at five recreation centers. The second purpose was to have it serve as an experimental management and operations tool for the department which could be developed as an ongoing part of the department's total system. Because of these two purposes, this concluding chapter has been divided into two major sections. The first section is titled Research, and it deals with the problems and issues of the study which occurred during the spring of 1976. In this section, there will also be suggestions for improvements. The second section has the title Management and Operations, and it deals with the development of this experimental framework into an operating system which would be used by the department for the provision of information with the purpose of maximizing the benefits from limited resources.

Research

When the users' surveys were administered, one of the primary difficulties was the lack of assistance on the part of several staff members at the four neighborhood centers. Before the surveys were administered, it was agreed that the staff members would assist the author in asking survey questions of children who were eighteen years or younger; however, it frequently occurred that the author was the only person asking questions of the children. Part of the responsibility for this situation fell upon the author who should have asked for a written directive from the supervisor of recreation services rather than verbal approval for assistance from both the areawide supervisors and the center directors. A second problem was the length of the surveys. They were too long, and the respondents lost interest in them towards the end of the questions. The surveys should have been shortened by taking out questions such as the estimates of time spent on each activity. Another difficulty was the lack of clarity in the wording of some questions. This was recognized in the questions asking for the times when the respondents arrived at and left from the center. The questions were asking for numerical times specified with either A.M. or P.M. Because the questions had in parenthesis to mark whether the time was A.M. or P.M., several respondents listed A.M. or P.M. without numerical times. This problem also occurred with the questions

dealing with participation in planned activities at the centers. The author had intended for planned to be understood as scheduled activities, but again there was confusion as to the meaning.

For the individual program evaluations, there was a high rate of incompleteness among many of the staff members at the four neighborhood centers. Part of this problem was due to the length of the evaluations. Questions concerning the operating days and times of the programs should have been deleted. Another difficulty was with the questions asking for the purposes and/or goals of the program. Some staff members could not answer this question. Through the question, the author was searching for the reasons why each program was being offered. This question is important because with the understanding of why a program is being offered and what it is trying to accomplish, the element of how it operates is a natural progression.

As a part of this study, there are several suggestions for improving the programs offered by the centers. One suggestion is that each recreation center should have its own small operating budget. The center directors would be responsible for how the money is spent, and it would be used to purchase specifically needed items. As of spring 1976, the department was responsible for all of the supplies and materials needed by each of the centers. This suggestion would increase flexibility on the part of the centers to better meet the needs of both

the users and surrounding communities. Concerning specialists who operate out of the department's headquarters, it is suggested that their scheduling of classes be oriented more towards the individual communities. The current situation is that the department does all specialist scheduling through its city-wide headquarters. In order for these programs to be more effective, the center directors should have more direct involvement in the organization of specialists' schedules. In terms of the times of operation, the hours for each center should be extended in order that more persons can benefit from recreation activities. One author recommends that each weekday begin at 9:00 A.M. and run to 11:00 P.M.²⁹ Programs should also operate more on weekends and holidays, and in particular on Sundays, when participants have more leisure time.³⁰ With the current hours of operation, the emphasis is on attracting primarily schoolchildren rather than other groups such as older youths and adults.³¹ For all of the centers, improvements have to be made as to how activities are publicized. For the neighborhood centers, the community leader's idea of preparing fliers and having them distributed door to door throughout the neighborhood is good. More publicity is needed in the local and city-wide newspapers and on radio and television.

For recreation programming, the primary suggestion is to have more local community involvement in the planning and operation of center programs.

One of the basic concepts of programming is to involve as many potential participants as possible during the planning stage. Programming cannot be carried on without the support of those who will ultimately benefit from activities and voluntary association with organized recreational experiences.³²

Increasing involvement of citizens in planning programs and as volunteers in giving services is needed. Increasing use of volunteers on all levels would certainly help to extend and enlarge recreation programs, and would involve in a different way some of the citizens who live in the community.³³

As noted earlier for the neighborhood centers, more programs have to be developed for families and adults. There should also be a change in emphasis from the dominance of sports towards other activities such as cultural functions. As another improvement, center programs should be evaluated as to what they accomplish. The following questions have been developed for determining the adequacy of a city-wide recreation program, but they can also be applied as an evaluation of neighborhood center activities:

1. Does it [the recreation program] take into consideration the varied and diversified interests, needs, and capabilities of those it serves?
2. Does it take into consideration the physiological and psychological capacities and characteristics of the participants?
3. Does it consider the cultural, economic, and social characteristics of the people?
4. Is it cooperatively planned and conducted, involving participant and leader, interested groups, agencies, and associations?

5. Does it involve the use of accepted program standards?
6. Does it provide for various levels and progressions of skills and proficiency?
7. Is it soundly supported in leadership, facilities, and finance?
8. Does it mobilize and use all available resources?
9. Does it provide for equality of opportunity for all individuals and groups?
10. Is it flexible enough and can it be modified to meet changing needs and conditions?
11. Does it protect the health and safety of the participant?
12. Does it encourage a high plane of personal behavior and conduct?
13. Does it take into consideration long-range as well as immediate program needs and interests?
14. Is the cost of the program in line with the values derived from it?
15. Does it avoid exploiting the individual or group?
16. Do the participants receive basic satisfactions?
17. Does it lend itself to and provide for a sound, continuous evaluation?³⁴

Evaluation of existing activities is an important element of recreation programming. Through its use, problems can be recognized and corrected. Future programs can be planned and organized based upon the collected information which in turn helps to produce more successful and effective programs.

Management and Operations

The second purpose of this study was to develop an experimental tool that could become a part of an ongoing system within the department's structure. Its purpose would be to maximize user benefits from the limited resources which are available for programs. The

information gathered in this study has been dated as of spring 1976, and for this reason, it will remain static at one point in time. However, time does pass and changes do occur, and this means that the users and staffs of the centers and the residents of the surrounding communities will change and grow. They will have recreation goals and needs different from those in 1976. Tobin Center is an example of some major demographic changes in the center's user population not reflected in the program. A continuous series of studies would be able to monitor these changes. This study proved the feasibility of using surveys, program evaluations, and Census data to analyze what was occurring at the different centers. The department should develop a research position which would incorporate the basic elements of this study. Rather than a one-time occurrence, this type of study could be done every other year for each center which is operated by the department. This would mean studying approximately ten centers per year. With such a research function, the department would have more direct contact with both users and citizens. It would also have more knowledge of these groups to make better programming decisions and to be more flexible and responsive with the programs it operates.

The recreation survey technique can be a valuable tool when used by administrators in the field for investigating a community's recreation service program. The survey can help determine community interests, needs, facilities, personnel, current recreation practices, and other related data. Consequences of using such an

information-gathering device can indicate the direction future programs will follow.³⁵

Surveys can also act as a substantial force to strengthen and improve existing recreation programs.³⁶

After the completed surveys are returned, they become a valuable inventory for appraising existing recreation services. Data can also be used to substantiate the need and recommendation for implementing new activities.³⁷

Periodic citizen surveys are essential for obtaining accurate information about recreational needs. These surveys should be conducted annually in order to assess the effectiveness of your parks for different citizen groups.³⁸

Recreation's relations to other social and economic forces, its program contents, its leadership and its organizational structure must be continually examined in light of the interests of the total community as they fluctuate from year to year.³⁹

This research would help to maximize the benefits that individuals and local community groups receive from recreation programs because these programs would be designed to meet their particular needs. It would also recognize changes in the socioeconomic structure of the neighborhoods. By doing these studies on a continuous basis, there would be a history of what the department had done, and this would serve as a good foundation for future programming. With this type of study, the center staffs would have better working relationships and be more effective with their respective communities because they would possess practical information that could be applied to the daily situations which they deal with.

We are seeing in the public sector, now, more attention to operations and management as a tool to maximize scarce resources. Such an approach is extremely important in recreation programs because of the growth of private sector leisure activities to fill increased leisure time and to claim a portion of increased real income. The differences in mission between the public and private sector must be clearly understood in order to present satisfying and affordable recreation services. It is even more important to offer effective services if a mission of compensation has been established, if a community seeks to make up for past service deficiencies through extensive recreation programs.

Footnotes to Chapter VIII

²⁹Shivers, p. 379. ³⁰Hutchinson, p. 188.

³¹Ibid., pp. 189-90. ³²Shivers, p. 373.

³³Schindler-Rainman, p. 84. ³⁴Brightbill and Meyer, p. 399.

³⁵Joseph Ranker, "A Simple Community Survey for Recreation," Parks and Recreation 8 (July 1973): 69.

³⁶Ibid. ³⁷Ibid.

³⁸"Survey Citizens to Assess Park and Recreation Needs," The American City 88 (November 1973): 122.

³⁹Hutchinson, p. 185.

APPENDIX I

QUESTIONNAIRES

Hello:

This survey, which we are asking you to complete, has been developed in an effort to evaluate and improve our recreational programs. Because the information from the survey will be incorporated into our recreational programs, it is important that you answer each question to the best of your ability.

To insure the confidential nature of the survey, we ask that you not sign your name to the survey. In addition to this, we can assure you that this information will be used only for programmatic purposes.

We hope that the survey will provide you with an opportunity to express your ideas and feelings about our recreational programs. Thank you very much for your help.

THE SAN ANTONIO DEPARTMENT
OF PARKS AND RECREATION

ADULT QUESTIONNAIRE

(Fill in blanks and/or check answers)

1. Name of the recreation center _____
2. Today's date _____
3. Time (mark whether AM or PM) _____
4. Sex

_____ Male _____ Female
5. Race

_____ Black
_____ Mexican-American
_____ White
_____ Other; specify _____
6. Present weather conditions:

_____ Hot fair
_____ Warm fair
_____ Hot overcast
_____ Cool overcast
_____ Rain
7. Time of your arrival at the recreation center today
(mark whether AM or PM)
8. Your age _____
9. How did you come to the recreation center today?

_____ Car
_____ Bike
_____ On foot
_____ Bus
_____ Taxi
_____ Motorbike, scooter, or cycle

10. Did you come to the recreation center:
- ☐ Alone
 - ☐ With spouse and/or related adults
 - ☐ With nonrelated adults
 - ☐ With your children
 - ☐ With related children
 - ☐ With other children
 - ☐ With spouse and children
 - ☐ With other adults and other children
11. If you came in a group to recreation center, total number of members in your group _____.
12. Marital status:
- ☐ Single ☐ Divorced ☐ Widowed ☐ Married
13. Family status:
- ☐ No children
 - ☐ Preschool children (youngest in family)
 - ☐ School-age children (6 through 18)
 - ☐ Grown children (19+)
14. Are you a spectator or a participant in the activities of the center (please indicate which one)
15. If you are a spectator, what activities have you come to view (please list) _____
- _____
16. Did you come to the center to participate in specific activities?
- ☐ Yes ☐ No
17. If answer is "yes" to question 16, how many activities and which ones? _____
18. Did you participate in planned recreation center activities today?
- ☐ Yes ☐ No

19. If answer is "yes" to question 18, how many planned activities _____, and which ones: _____
20. Did you participate in unplanned activities at the center today?
_____ Yes _____ No
21. If answer is "yes" to question 20, how many unplanned activities _____, and which ones: _____
22. What was your first activity at the center today? _____
23. Amount of time spent on this activity (hours and fractions of hours) _____
24. Your second activity at the center _____
25. Amount of time spent on this activity _____
26. Your third activity at the center _____
27. Amount of time spent on this activity _____
28. Your fourth activity at the center _____
29. Amount of time spent on this activity _____
30. Total time spent on all activities at center _____
31. Your occupation and/or job title (including "housewife.")

32. Are you retired?
_____ Yes _____ No
33. If the answer to question 32 is "yes," how long have you been retired? _____

34. What is your yearly income?

- ☐ Less than \$5,000
- ☐ \$ 5,000 to \$ 8,000
- ☐ \$ 8,000 to \$12,000
- ☐ \$12,000 to \$15,000
- ☐ \$15,000 to \$20,000
- ☐ \$20,000 to \$25,000
- ☐ Greater than \$25,000

35. If you are working, how many hours did you work last week? _____

36. What is the best time during the day for you to participate in a recreation center program (mark whether AM or PM) _____

37. How many times have you been to this center in the last thirty days? _____

38. Your level of education:

- ☐ Grammar school only
- ☐ Some high school
- ☐ High school only
- ☐ Some college
- ☐ College degree

39. What is your favorite indoor activity at the center? _____

40. What is your favorite outdoor activity at the center? _____

41. Do you think that there are enough different things to do at the center?

☐ Yes ☐ No

42. Is there anything that you do at home, school, or church that you would like to do here at the center?

☐ Yes ☐ No

If answer is "yes," what would you like at the center? _____

43. Would you be interested in:
- A. How-to activities such as: breadmaking; growing plants; camping; hairstyling; embroidery, stitching and tie-dyeing?
- _____ Yes _____ No
- B. Group activities such as: singing; drama.
- _____ Yes _____ No
- C. Things to do alone such as: reading; drawing.
- _____ Yes _____ No
- D. Nature activities such as: bird watching; rock collecting.
- _____ Yes _____ No
44. Out of all of these activities, which one appeals to you the most?
- _____
45. If there were such an activity here at the center, do you think that you would be able to come to it?
- _____ Yes _____ No _____ Maybe
46. Is there any particular program and/or activity that you would like to see at the recreation center?
- _____ Yes _____ No
47. If the answer to question 46 is "yes," what is the program and/or activity? _____
48. Street address (block number and street)
- _____

49. Access distance to the center from your house:

- ☐ Less than 5 blocks
- ☐ 5 to 10 blocks
- ☐ 1 to 2 miles
- ☐ More than 2 miles

50. Is this the closest recreation center to your home?

- ☐ Yes
- ☐ No
- ☐ Do not know

51. If it is not, why did you come to this center instead of the one closest to your home?

52. How did you find out about the activities at the center?

53. What time do you expect to go home this afternoon (mark whether the time is AM or PM) _____

CHILD QUESTIONNAIRE

(Fill in blanks and/or check answers)

1. Name of recreation center _____
2. Today's date _____
3. Time of interview (mark whether AM or PM) _____
4. Sex of child:

_____ Male _____ Female
5. Race of child:

_____ Black
_____ Mexican-American
_____ White
_____ Other; specify if possible _____
6. Present weather conditions:

_____ Hot fair
_____ Warm fair
_____ Hot overcast
_____ Cool overcast
_____ Rain
7. Time of child's arrival at recreation center today
(mark AM or PM) _____
8. Age of child _____
9. Grade level in school _____
10. Did the child come to the recreation center for specific activities

_____ Yes _____ No

11. If the answer is "yes" to question 10, how many specific activities _____, and which ones (please list):

12. Did child participate in planned recreation center activities today?

_____ Yes _____ No

13. If answer is "yes" to question 12, how many planned activities _____ and which ones?

14. Did child participate in unplanned activities at recreation center today?

_____ Yes _____ No

15. If answer is "yes" to question 14, how many unplanned activities _____, and which ones:

16. First activity of child at center today _____

17. Time spent on first activity _____

18. Second activity of child at center today _____

19. Time spent on second activity _____

20. Third activity of child at center today _____

21. Time spent on third activity _____

22. Fourth activity of child at center today _____

23. Time spent on fourth activity _____

24. Total time spent on all activities at center _____

25. Child came to the recreation center:

- _____ Alone
- _____ With parent
- _____ With both parents
- _____ With friends
- _____ With another adult other than parents
- _____ With organized group
- _____ With brothers or sisters

26. Total number in group if child came with a group _____

27. Will child leave the recreation center:

- _____ Alone
- _____ With parent
- _____ With both parents
- _____ With friends
- _____ With another adult other than parents
- _____ With organized group
- _____ With brothers or sisters
- _____ Do not know

28. How did child come to recreation center?

- _____ Car
- _____ Bike
- _____ On foot
- _____ Bus
- _____ Taxi
- _____ Motorbike, scooter, or cycle

29. How will child leave recreation center?

- ☐ Car
☐ Bike
☐ On foot
☐ Bus
☐ Taxi
☐ Motorbike, scooter, or cycle
☐ Do not know

30. How many times has child been to recreation center during the past seven days? _____

31. What is child's favorite indoor activity at center? _____

32. What is child's favorite outdoor activity at center? _____

33. Does child think that there are enough different things to do at the center?

☐ Yes

☐ No

34. Is there anything that child does at home, school or church that he or she would like to do here?

☐ Yes

☐ No

If answer is "yes" what activities _____

35. Would the child be interested in:

A. How-to activities such as: making bread and cookies; growing plants; camping; hairstyling; embroidery, stitching, and tie-dyeing.

☐ Yes

☐ No

B. Group activities such as: singing; drama.

☐ Yes

☐ No

C. Things to do alone, such as: reading; drawing.

_____ Yes

_____ No

D. Nature activities, such as: bird watching; rock collecting.

_____ Yes

_____ No

36. Out of all of these activities, which one appeals to the child the most? _____

37. If there were such an activity here at the center as stated in question 36, did the child think that he or she would be able to come to it?

_____ Yes

_____ No

_____ Maybe

38. What is the best time during the day for child to participate in a recreation center program (mark whether AM or PM) _____

39. Street address (block number and street)

40. Access distance to center from child's house:

_____ Less than 5 blocks

_____ 5 to 10 blocks

_____ 1 to 2 miles

_____ More than 2 miles

41. Is this the recreation center nearest to child's home?

_____ Yes

_____ No

42. If it is not, why did child come to this one instead of the one nearest to his home?

43. How did the child find out about the activities at the center?

44. What time does the child expect to go home today
(mark AM or PM) _____

APPENDIX II

PROGRAM EVALUATION

PROGRAM EVALUATION

(Fill in blanks and/or check answers)

1. Name of the recreation center _____
2. Title of the program _____
3. Days of the week on which the program occurs:

Monday _____	Tuesday _____
Wednesday _____	Thursday _____
Friday _____	Saturday _____
Sunday _____	
4. Time schedule of the program: _____
5. Number of participants in the program: _____

Number of males _____	Females _____
Number of Blacks _____	Mexican-Americans _____
Whites _____	Other _____
6. Age groups that participate in program:

Children (0-10 years) _____
Teenagers (11-17 years) _____
Young Adults (18-40 years) _____
Adults (41-64 years) _____
Senior Citizens (65 and over) _____
7. Purposes and/or goals of the program:

8. In your opinion, is the program meeting these purposes and/or goals? Yes or No _____. Please explain.
9. Is there anything wrong with the program? Yes or No _____
If there is something wrong, what is the problem:
10. Are there any improvements that you can suggest for the program?
Yes or No _____. What are these improvements?

APPENDIX III

CENTER DIRECTOR'S SURVEY

CENTER DIRECTOR'S SURVEY

(Fill in blanks and/or check answers)

1. Name of the center _____
2. Number of employees of center (including yourself) _____

Number full time _____	Part-time _____
Number of males _____	Females _____
Number of CETA _____	Permanent _____
	College Work Study _____
Number of Blacks _____	Mexican-Americans _____
Whites _____	Others _____
3. Days of the week on which the center is open:

Monday _____	Tuesday _____	Wednesday _____
Thursday _____	Friday _____	Saturday _____
Sunday _____		
4. Please detail the opening and closing hours of your center:

Monday _____	to _____
Tuesday _____	to _____
Wednesday _____	to _____
Thursday _____	to _____
Friday _____	to _____
Saturday _____	to _____
Sunday _____	to _____
5. What was the total amount of funding that your center received for its operation during the last fiscal year? _____
6. Please detail some of the early history of your center including: date of opening; ethnic, racial, and economic composition of the surrounding neighborhood at that time; age, sex, and race of the center's users, etc.

7. Please detail some of the present-day history of your center including: ethnic, racial, and economic composition of the surrounding neighborhood; age, sex, and race of the center's users, etc.
8. What is the best program that you are currently operating at the center? _____
Why is this your best program?
9. Which of your center's programs needs the most improvement? _____
_____. Why does it need improvement?
What ideas do you have for its improvement?

10. Do you believe that the center is reaching as many people as possible through its programs? Yes or No _____. Why or why not?
11. Please detail the procedure that is used in the selection and initiation of programs at your center.
- Who is involved in this decision-making process of selecting programs?
12. Are there any programs that you would like to see initiated at the center? Yes or No _____. If the answer is "yes," what programs?
13. In your opinion, who are the leaders of the community that surround the center?

Have any of these leaders taken an interest in the center? Yes or No _____. Which leaders?

14. Do you live within a mile radius of the center? Yes or No _____.

APPENDIX IV

COMMUNITY LEADER'S SURVEY

950 East Hildebrand
San Antonio, Texas 78212
April, 1976

Dear Community Leader:

As a student intern with the San Antonio Department of Parks and Recreation, I am working on a study of the programs that are offered by the department's recreation centers. The purpose of this study is to determine whether or not these programs meet the needs of the residents who live in the communities that surround the centers.

One element of this study consists of the collection and studying of the opinions and ideas from community leaders such as yourself. You can provide valuable insights as to the success or failure of our recreational programs to meet the needs of the citizens, the methods by which our programs can be improved, and new program ideas--all of which are essential to my study.

Enclosed you will find a survey and a self-addressed, stamped envelope. In regard to the survey, please answer each question to the best of your ability. Once you have completed the survey, please return it to me by mail as soon as possible. If you have any questions, please feel free to contact me. The telephone number of the department is 828-8111, and I am in the office from 7:45 A.M. to 4:30 P.M., Monday through Friday.

Thank you very much for your help and cooperation in this endeavor. I appreciate it very much.

Sincerely,

Nathan Ratner
Student Intern
San Antonio Department
of Parks and Recreation

COMMUNITY LEADER'S SURVEY

1. Name of the recreation center _____
2. Your name _____
3. Your home address _____
4. Do you live within a one-mile radius of the recreation center?
Yes _____ No _____
5. Sex: Male _____ Female _____
6. Age _____
7. Occupation (including housewife) _____
8. How do you view the center? Whom should the center be serving; what should be its purposes and goals; what should be provided at the center, including programs, equipment, facilities, etc.?

Do you believe that the center should be used only for recreational activities or should it be more community oriented in the sense of being a place for meetings and educational activities? (Please explain.)

9. What do you consider the best program that the center currently operates? _____ Why?
10. What do you consider the weakest program that the center currently operates? _____ Why?
11. What do you consider the center's strongest attracting point for the citizens of the surrounding community? Why?
12. What do you consider the center's weakest point for attracting citizens of the surrounding community? Why?
13. Are there any programs which you would like to see at the center? Yes or No _____. What are these programs?
14. Are there any improvements which you would like to see at the center and in its operations? Yes or No _____. What are these improvements?

15. Do you believe that the center is reaching as many community members as possible through its programs? Yes or No _____. Why or why not?
16. Do you believe that there is adequate notification to the community about the center's programs? Yes or No _____. Why or why not?

In your opinion, what improvements should be made in the center's notification system?

17. Do you believe that the community members have enough input in the selection and planning of programs at the recreation center? Yes or No _____. Why or why not?

APPENDIX V

LOU HAMILTON CENTER--USER SURVEY DATA

LOU HAMILTON CENTER

(Percentages)

Questions	Response	Adult Female	White Male Adults	White Female Adults	White Adult Couples	Black Male Adult	M-A Male Adults	M-A Female Adults	Indian Female Adults	White Male Children	White Female Children	M-A Male Children	M-A Female Children	Oriental Female Child
Total		1	22	17	3	1	4	5	2	8	8	3	2	1
Time of arrival	AM		5											
	PM		23	6		100	50	20						
	1:00 - 1:59 PM						25							
	2:00 - 2:59 PM	100	5	6			25							
	3:00 - 3:59 PM												50	
	4:00 - 4:59 PM		5	6						76	75			100
	5:00 - 5:59 PM		5							13		66		
	6:00 - 6:59 PM		10	6				20	50					
	7:00 - 7:59 PM		50	77	100			60	50	13	26	33	50	
Age of adult or child	6										13			
	7										25			
	8													100

[illegible]

What specific activity (continued)	23	36	100
Dancing			
Exercise		6	
Handicrafts		18	
Lift Weights			
Ping-Pong			
Pool	5		
Soccer			
Tennis			
Volleyball	32	24	
No answer	100	18	
Spectator			
First activity			
Arts & Crafts		12	
Basketball	27	6	
Dancing	23	24	66
Piano			
Ping-Pong			
Playing Outside			
Pool	5	6	100
Soccer			
Volleyball	14	24	
No answer	100	24	33
Spectator	5		
Time, 1st activity			
Minutes	2145	1170	240
No answer	100		
Second activity			
Arts & Crafts			
Basketball	5		

[illegible]

[illegible]

[illegible]

Favorite outdoor activity at the center (continued)	Walking	6												
	Did not know	25												
Enough things to do at the center	No answer	46	77	66		75	100	50						
	None	14												
	Yes	100	68	65	100	100	100	100	100	100	100	100	100	
	No		14	18										
	No answer		18			25								
	Did not know		5										13	
	No opinion		14											
Interested in these activities	Type A - yes	100	23	53	33	100		100	50	75	88	66	50	100
	No answer		9						50					
	Type B - yes	100	23	18	66	100		80		50	100	33	50	100
	No answer		14	18				20						
	Type C - yes	100	14	24	33	100		40	50	88	100	66	100	100
	No answer		14	12				20		50				
	Type D - yes	100	18	29	33	100		40	50	75	88	66	50	100
	No answer		9	12				20						
Most appealing activity	Art									13				
	Bird watching		5					20		13	25			
	Breadmaking		5											
	Camping		14	6								33		
	Dancing		5											
	Drama		5	6				20						50
	Drawing			12						13	13			
	Embroidery			12						25	38	33	50	

Why this center instead of the closer one	Classes at convenient time	6		
	Closer center does not have as many good activities			13
	Center offers a wide variety of activities			50
	Dance lessons at center	5	12	
	Friend recommended center	5		
	Know instructors		6	
	Likes center	100	5	
	Only center that is known to be available on Monday		5	
	Spectator of volleyball			20
	Too old for the closer boys club			13
	Volleyball program	9		20
	Mother plays volleyball			
	Only known center that teaches dancing			13 13

Why this center instead of the closer one (continued)	Works at USAA where they play										
	No answer	68	71	100	100	100	60	50	63	88	100
			6								
How did you find out about the center's activities											
Activity teacher			6								
Bulletin board	5										
Called center			6				20				
Came to the center's opening	5						20				
Came to center									13	33	
Center director			6								50
Father plays basketball at center											
Friend	32	29					20		25	13	
From participating in soccer									13		
Heard about them			6								
Herald newspaper						100				33	
Knew the activities were at the center											
Mother informed by another person									13		
Newspaper advertising	23	24	66				20	50			100

How did you find out about the center's activities (continued)	Parent comes to the center	Parents	Read from gym walls	Saw center being built	Spouse	Through USAA	Used to live in the area	Through USAA volleyball	Work	No answer	Time of departure
	13	33	5	25	6	6	13	13	18	12	AM
									9	33	PM
									18	100	4:00 PM - 4:59 PM
									5	24	5:00 PM - 5:59 PM
									5	100	6:00 PM - 6:59 PM
									6	6	7:00 PM - 7:59 PM
									5	6	8:00 PM - 8:59 PM
									10	12	9:00 PM - 9:59 PM
									32	47	10:00 PM - 10:59 PM
									5	66	No answer
									19	6	
									33	50	
									50		
									75	20	
									25	50	
									13	13	
									13	51	
									51	66	
									50	100	
									25	40	
									40	50	
									25	33	
									50		

Participant or spectator	Participant Spectator	Both	No answer	73	71	100	100	75	60	50
				14	12				20	
				14	6				20	
					6			25		50
If a specta- tor, what activities did you come to see	Arts & crafts				6					
	Ballroom dancing			5						
	Basketball			5	12				20	
	Socializing			5						
	Volleyball			23	12				60	
	No answer			68	82	100	100	100	40	100
	All activities			100						

LOU HAMILTON CENTER

SCHEDULED PROGRAM DATA--SPRING 1976

Title of Program: Arts and Crafts for Children

Scheduled Days and Times of Program:

Monday-- 4:00 PM to 6:00 PM

Friday-- 4:00 PM to 6:00 PM

Number of Participants: 14

Number of Males 4

Number of Females 10

Number of Whites

Number of Blacks

Number of Mexican-Americans

Age Groups of Participants:

Children -- 0 to 10 years

Teenagers--11 to 17 years

Title of Program: Arts and Crafts for Adults

Scheduled Days and Times of Program:

Monday-- 7:00 PM to 9:00 PM

Friday--12:30 PM to 2:30 PM

Number of Participants: 15

Number of Males

Number of Females 15

Number of Whites

Number of Blacks

Number of Mexican-Americans

Age Groups of Participants:

Young Adults --18 to 40 years

Adults --41 to 64 years

Senior Citizens--65 and over

Title of Program: Ballroom Dancing

Scheduled Days and Times of Program:

Monday-- 7:00 PM to 9:00 PM

Number of Participants 50

Number of Males 25

Number of Females 25

Number of Whites

Number of Blacks

Number of Mexican-Americans

Age Groups of Participants:

Young Adults --18 to 40 years

Adults --41 to 64 years

Senior Citizens--65 and over

Title of Program: Basketball

Scheduled Days and Times of Program:

Monday --2:00 PM to 5:00 PM

Tuesday --2:00 PM to 5:00 PM

Wednesday--2:00 PM to 5:00 PM

Thursday --2:00 PM to 5:00 PM

Friday --2:00 PM to 5:00 PM

Saturday --1:00 PM to 3:00 PM

Sunday --1:00 PM to 8:00 PM

Number of Participants: 500

Number of Males

Number of Females

Number of Whites

Number of Blacks

Number of Mexican-Americans

Age Groups of Participants:

Teenagers --11 to 17 years

Young Adults--18 to 40 years

Title of Program: Bridge

Scheduled Days and Times of Program:

Friday--9:30 AM to 12:30 PM

Number of Participants: 12

Number of Males

Number of Females 12

Number of Whites

Number of Blacks

Number of Mexican Americans

Age Groups of Participants:

Young Adults --18 to 40 years

Adults --41 to 64 years

Senior Citizens--65 and over

Title of Program: Exercise

Scheduled Days and Times of Program:

Tuesday --9:00 AM to 10:00 AM

Thursday --9:00 AM to 10:00 AM

Friday --9:00 AM to 10:00 AM

Number of Participants: 40

Number of Males

Number of Females

Number of Whites

Number of Blacks

Number of Mexican-Americans

Age Group of Participants:

Teenagers --11 to 17 years

Young Adults --18 to 40 years

Adults --41 to 64 years

Senior Citizens--65 and over

Title of Program: Nature Hike

Scheduled Days and Times of Program:

Saturday--10:00 AM to 11:00 AM

Number of Participants: 10

Number of Males 6

Number of Females 4

Number of Whites

Number of Blacks

Number of Mexican-Americans:

Children -- 0 to 10 years

Teenagers --11 to 17 years

Title of Program: Saturday Fun

Scheduled Days and Times of Program:

Saturday --10:00 AM to 1:30 PM

Number of Participants: 20

Number of Males

Number of Females

Number of Whites

Number of Blacks

Number of Mexican-Americans

Age Groups of Participants:

Children -- 0 to 10 years

Teenagers --11 to 17 years

Title of Program: Spanish and Mexican Dancing

Scheduled Days and Times of Program:

Tuesday --4:00 PM to 6:00 PM

Number of Participants: 28

Number of Males

Number of Females

Number of Whites

Number of Blacks

Number of Mexican-Americans

Age Groups of Participants:

Children -- 0 to 10 years

Title of Program: Tap and Ballet Dancing

Scheduled Days and Times of Program:

Wednesday--4:00 PM to 6:00 PM

Number of Participants: 8

Number of Males

Number of Females 8

Number of Whites

Number of Blacks

Number of Mexican-Americans

Age Groups of Participants:

Children -- 0 to 10 years

Title of Program: Tennis

Scheduled Days and Times of Program:

Thursday --9:00 AM to 11:00 PM

Saturday --1:00 PM to 3:00 PM

Number of Participants: 24

Number of Males 12

Number of Females 12

Number of Whites

Number of Blacks

Number of Mexican-Americans 6

Age Groups of Participants:

Children -- 0 to 10 years

Young Adults --18 to 40 years

Title of Program: Volleyball Leagues

Scheduled Days and Times of Program:

Monday --7:00 PM to 9:00 PM

Wednesday--7:00 PM to 9:00 PM

Number of Participants: 60

Number of Males 30

Number of Females 30

Number of Whites

Number of Blacks

Number of Mexican-Americans

Age Groups of Participants:

Young Adults --18 to 40 years

Adults --41 to 64 years

Title of Program: Volleyball Practice

Scheduled Days and Times of Program:

Tuesday --9:30 AM to 11:00 AM

Thursday --9:30 AM to 11:00 AM

Friday --9:30 AM to 11:00 AM

Number of Participants 12

Number of Males

Number of Females 12

Number of Whites

Number of Blacks

Number of Mexican-Americans

Age Groups of Participants:

Young Adults --18 to 40 years

LOU HAMILTON CENTER DATA--SPRING 1976

Number of Employees at Center	6
Number of Full-time Employees	5
Number of Part-time Employees	1
Number of Male Employees	2
Number of Female Employees	4
Number of Permanent Employees	4
Number of Comprehensive Employment Training Act Employees	1
Number of College Work Study Employees	1
Number of White Employees	3
Number of Black Employees	1
Number of Mexican-American Employees	2
Opening and Closing Hours of the Center:	
Monday	--2:00 PM to 9:00 PM
Tuesday	--8:30 AM to 9:00 PM
Wednesday	--2:00 PM to 9:00 PM
Thursday	--8:30 AM to 10:00 PM
Friday	--8:30 AM to 9:00 PM
Saturday	--9:00 AM to 5:00 PM
Sunday	--1:00 PM to 8:00 PM

APPENDIX VI

LOCKWOOD CENTER USER SURVEY DATA

LOCKWOOD CENTER

(Percentages)

Questions	Response								Total
	Black Male Adult	Black Female Adults	M-A Male Adult	Black Male Children	Black Female Children	M-A Male Children	M-A Female Children	Black-M-A Female Children	
	1	5	1	16	3	4	5	2	
Time of arrival									
PM									
2:00 - 2:59 PM		40				25			
3:00 - 3:59 PM		20		6		25			
4:00 - 4:59 PM				50	33				
5:00 - 5:59 PM				24	33		60		
6:00 - 6:59 PM	100		100	6	33			50	
7:00 - 7:59 PM								50	
8:00 - 8:59 PM		40		13					
After school							20		
Did not know						50	20		

[illegible]

[illegible]

Activity	Number of students	Percentage of students	Number of students	Percentage of students	Number of students	Percentage of students
Second activity (continued)						
Socializing			12	25		
Volleyball				33		
No answer						
Spectator			38	50		
Did not know			12			
						50
Time, 2nd activity						
Minutes						
No answer			335	10	80	100
Third activity						
Baseball						
Basketball			13	75		
Volleyball			26			
Wrestling				33		
No answer					20	
Spectator			50		80	100
Did not know			13			
				25		
Time, 3rd activity						
Minutes						
No answer			380	30	3	100
Fourth activity						
Basketball						
Ping-Pong			6			
No answer			6			
			88	100	100	100
Time, 4th activity						
Minutes						
No answer			45			

[illegible]

Your occupation	Sheet metal worker	Student	No job	No answer
Are you retired	No No answer	60 20 20	100	100
Yearly income	Less than \$5,000 No answer Did not know	60 20 20	100	100
Best time for a recreation program	PM 2:00 - 2:59 PM 3:00 - 3:54 PM 4:00 - 4:59 PM 4:00 PM and after 5:00 - 5:59 PM 6:00 - 6:59 PM After 6:00 PM After school No answer Did not know	20 	66 	6 18 44 25 6
Times to center in past 7 days (for children)	1 2 3 4	13 6 13 13	20 20 20 20	50 50

Times to center in past 7 days (for children) (continued)	5	5	6		
	6	6	38		
	7	7		100	
	No answer		13		
Times to center in past 30 days (for adults)	Did not know				25
	None				50
	1-5	20			
	11-15	20			20
	16-20	20			20
Level of education	26-30	100		100	
	No answer	40			
	Some high school	40			
	High school only	100		100	
Favorite indoor activity at the center	Some college	20			
	College degree	20			
	Art		6		25
	Basketball	100	38	33	50
	Games		6		25
	Karate		6		
	Ping-Pong				
	Tennis		44	33	50
	Volleyball				80
	No answer	60		33	20
None	20			50	
	20				

[illegible]

Most appealing activity (continued)	Making bread and cookies	100	12	33	25	
	Rock collecting					
	Sewing	100				
	Singing & drama	20	44			20
	Stitching			33		
	Type A			33		
	No answer	40	25			
Would you come to such an activity	Yes	100	75	66	100	100
	No					20
	Maybe					40
	No answer	40	25	33		
Access distance from house to center	Less than 5 blocks	100	50	33	100	100
	5 to 10 blocks		25	33		
	1 to 2 miles	20	19	33		20
	More than 2 miles	20	6			20
	No answer	20				
Closest center to your or child's house	No	100	12	33		40
	Yes	60	88	66	100	60
						100
Why this center instead of the closer one	Center is fun			33		
	Likes this center better					20

[illegible]

Time of departure (continued)	9:00 - 9:59 PM	100	20	100	44	33	40
	10:00 - 10:59 PM		20		6	66	20
	12:00 - 12:59 AM		20				
	Before nighttime						40
	No answer		20				
	Did not know		20		6		
							50
Participant or spectator	Participant	100	40	100			
	Spectator		60				
	None		20				
If a spectator what activities did you come to see	Badminton		20				
	Baseball		20				
	Basketball		40				
	Dancing		20				
	Ping-Pong		20				
	Volleyball		20				
	No answer	100	20	100			
	None		20				

LOCKWOOD CENTER

SCHEDULED PROGRAM DATA--SPRING 1976

Title of Program: Arts and Crafts

Scheduled Days and Times of Program:

Tuesday --4:00 PM to 5:30 PM

Number of Participants: 20

Number of Males 9

Number of Females 11

Number of Whites

Number of Blacks 10

Number of Mexican-Americans 10

Age Groups of Participants:

Children -- 0 to 10 years

Title of Program: Boxing

Scheduled Days and Times of Program:

Monday --3:00 PM to 4:00 PM

Number of Participants 10

Number of Males 10

Number of Females

Number of Whites

Number of Blacks 6

Number of Mexican-Americans 4

Age Groups of Participants

Children -- 0 to 10 years

Teenagers --11 to 17 years

Title of Program: Community Night

Scheduled Days and Times of Program:

Monday --8:00 PM to 10:00 PM

Wednesday--8:00 PM to 10:00 PM

Friday --8:00 PM to 10:00 PM

Number of Participants

Number of Males

Number of Females

Number of Whites

Number of Blacks

Number of Mexican-Americans

Age Groups of Participants:

Children	-- 0 to 10 years
Teenagers	--11 to 17 years
Young Adults	--18 to 40 years
Adults	--41 to 64 years

Title of Program: Game Night

Scheduled Days and Times of Program:

Tuesday --8:00 PM to 9:00 PM

Thursday --8:00 PM to 9:00 PM

Number of Participants 80

Number of Males 64

Number of Females 16

Number of Whites

Number of Blacks 40

Number of Mexican-Americans 40

Age Groups of Participants:

Children -- 0 to 10 years

Teenagers --11 to 17 years

Young Adults --18 to 40 years

Title of Program: Horseshoes and Washers

Scheduled Days and Times of Program:

Monday --4:00 PM to 5:30 PM

Tuesday --4:00 PM to 5:30 PM

Wednesday--4:00 PM to 5:30 PM

Thursday --4:00 PM to 5:30 PM

Friday --4:00 PM to 5:30 PM

Number of Participants 25

Number of Males 16

Number of Females 9

Number of Whites

Number of Blacks 13

Number of Mexican-Americans 12

Age Groups of Participants:

Children -- 0 to 10 years

Teenagers --11 to 17 years

Title of Program: Senior Citizens

Scheduled Days and Times of Program:

Tuesday --9:00 AM to 11:30 AM

Thursday --9:00 AM to 11:30 AM

Number of Participants	28
Number of Males	10
Number of Females	18
Number of Whites	5
Number of Blacks	12
Number of Mexican-Americans	11

Age Groups of Participants:

Senior Citizens--65 and over

Title of Program: Softball--Senior Girls

Scheduled Days and Times of Program:

Monday	--4:00 PM to 7:00 PM
Tuesday	--4:00 PM to 7:00 PM
Wednesday	--4:00 PM to 7:00 PM
Thursday	--4:00 PM to 7:00 PM
Friday	--4:00 PM to 7:00 PM

Number of Participants	20
Number of Males	
Number of Females	20
Number of Whites	
Number of Blacks	11
Number of Mexican-Americans	9

Age Groups of Participants:

Teenagers --11 to 17 years

Title of Program: Track

Scheduled Days and Times of Program:

Monday	--4:00 PM to 5:30 PM
Tuesday	--4:00 PM to 5:30 PM
Wednesday	--4:00 PM to 5:30 PM
Thursday	--4:00 PM to 5:30 PM

Number of Participants	25
Number of Males	13
Number of Females	12
Number of Whites	
Number of Blacks	
Number of Mexican-Americans	

Age Groups of Participants:

Children	-- 0 to 10 years
Teenagers	--11 to 17 years

Title of Program: Volleyball--Junior Girls

Scheduled Days and Times of Program:

Monday --4:00 PM to 5:00 PM

Tuesday --4:00 PM to 5:00 PM

Wednesday--4:00 PM to 5:00 PM

Thursday --4:00 PM to 5:00 PM

Friday --4:00 PM to 5:00 PM

Number of Participants 12

Number of Males

Number of Females

Number of Whites

Number of Blacks

Number of Mexican-Americans

Age Groups of Participants:

Children -- 0 to 10 years

LOCKWOOD CENTER DATA--SPRING 1976

Number of Employees at Center 4

Number of Full-time Employees 3

Number of Part-time Employees 1

Number of Male Employees 3

Number of Female Employees 1

Number of Permanent Employees 2

Number of Comprehensive Employment

Training Act Employees 1

Number of College Work Study Employees 1

Number of White Employees

Number of Black Employees 3

Number of Mexican-American Employees 1

Opening and Closing Hours of the Center:

Monday --2:00 PM to 10:00 PM

Tuesday --9:00 AM to 11:30 AM

Wednesday--2:00 PM to 10:00 PM

Thursday --9:00 AM to 11:30 AM

1:00 PM to 9:00 PM

Friday --2:00 PM to 10:00 PM

Saturday --9:30 AM to 1:30 PM

Sunday --Closed

APPENDIX VII

JOHN TOBIN CENTER USER SURVEY DATA

JOHN TOBIN CENTER

(Percentages)

Questions	Response	M-A Female Adults	White Female Child	Black Male Children	M-A Male Children	M-A Female Children
Total		6	1	4	22	20
Time of arrival	AM	17				
	9:00 AM-9:59 AM	33				
	PM					5
	2:00 PM-2:59 PM				5	15
	3:00 PM-3:59 PM				29	15
	4:00 PM-4:59 PM	33		50	23	10
	5:00 PM-5:59 PM			50	28	15
	6:00 PM-6:59 PM	17	100			15
	7:00 PM-7:59 PM				14	25
	Did not know				5	
Age of Adult or child	6					10
	7					10
	8				5	5
	9				9	10
	10				5	10
	11			25	9	20
	12		100	25	14	15
	13				9	5
	14				18	15
	15				14	
	16			25	14	
	17			25	5	

Age of adult or child (continued)	18 20-29 30-39	17 66 17				
How did you come to the center	Bike Car On foot				5 5 90	30 70
Came for a spe- cific activity	Yes	83	100	50	77	50
What specific activity	Ballet and tap Bandstand Basketball Dance class Ladies exercises Ping-Pong Playing inside Playing outside Playing sports Youth council Work on kite No answer				5 14 45 5 9 5 9 9 23 23	5 10 30 5 5 5 5 5 50
First activity	Ballet and tap Bandstand Basketball Dance class Kite building Ladies' exercises Listening to the radio Playing inside Playing outside Socializing Spectator No answer				5 5 45 32 25 5 9 5 5 10 25 5 10	30 15 5 5 10 25 5 10
Time, 1st activ- ity (minutes)	Minutes No answer		90	75	1510	1036

Second activity	Bandstand				36	20
	Basketball				18	
	Kite building				9	5
	Playing inside			25	9	5
	Playing outside				14	15
	Socializing			25	5	10
	No answer	100	100	50	9	45
Time, 2nd activity	Minutes			20	1795	810
	No answer	100	100			
Third activity	Bandstand			50	36	15
	Basketball				5	5
	Kite building				9	
	Playing inside					10
	No answer	100	100	50	50	70
Time, 3rd activity	Minutes			360	1260	600
	No answer	100	100			
Fourth activity	Bandstand				9	5
	Kite building				5	
	Playing inside					5
	No answer	100	100	100	86	90
Time, 4th activity	Minutes				270	210
	No answer	100	100	100		
Who accompanied you or child to the center	Alone	17		50	59	15
	Both parents					5
	Friends			50	27	20
	Parent		100		5	25
	Siblings				9	40
	Your children	83				
Marital status	Single	17				
	Married	83				
Family status	No children	17				
	Preschool	50				
	School age	66				

Who left with child from the center	Alone		27	10
	Both parents			5
	Friends	100	45	15
	Parent	100	5	30
	Siblings	25	14	40
	Did not know		9	
Your occupation	Housewife	66		
	Student	17		
	No answer	17		
Are you retired	No	100		
Yearly income	Less than \$5,000	17		
	\$ 5,000-\$ 8,000	17		
	\$ 8,000-\$12,000	66		
Best time for recreation program	AM	83		
	PM		9	25
	2:00 PM-2:59 PM		5	5
	3:00 PM-3:59 PM		25	14
	4:00 PM-4:59 PM		50	32
	5:00 PM-5:59 PM	17	25	9
	6:00 PM-6:59 PM			9
	7:00 PM-7:59 PM			14
	8:00 PM-8:59 PM			5
	9:00 PM-9:59 PM			5
	No answer	100		10
Times to center in past 7 days for children	1		9	25
	2	100	18	30
	3			5
	4		25	9
	5		25	9
	6		50	45
	7			5
	No answer		5	5

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Times to center in past 30 days	0	17				
	1-4		67			
	5-9	17				
Level of education	Grammar school	17				
	High school only	66				
	Some college	17				
Favorite indoor activity at center	Badmitton	17				5
	Dancing					20
	Dance classes		100			
	Kite building				9	
	Exercises	17				
	Ping-Pong			50	45	35
	Table games			50	50	25
	Tap dancing				5	
	Sewing	33				
	No answer	33				15
Favorite out- door activity at center	Anything					5
	Badmitton				5	
	Baseball				5	
	Basketball	17		100	73	45
	Bike riding	17				
	Playing on equipment				18	20
	Socializing				5	
	Volleyball	17				
	No answer	50	100			30
Enough things to do at center	Yes	100		75	91	70
	Did not know				9	
	No answer		100			20
Interested in these activities	Type A - yes	100		75	91	65
	No answer		100			
	Did not know					5
	Type B - yes	33		25	41	55
	No answer	17	100			
	Type C - yes	66				

Interested in these activities (continued)	No answer	17	100	50	82	60
	Type D - yes	33		75	59	35
	No answer	17	100			5
Select most appealing activity	Bird watching				9	
	Camping	17		50	50	35
	Drama				5	
	Drawing				9	5
	Embroidery	17				
	Growing plants	33			5	
	Making bread and cookies					10
	Reading				5	5
	Rock collecting				5	
	Singing				9	10
	Stitching					5
	Tie-Dyeing			25		
	Type A	33				10
	Type B					5
	No answer		100	25	9	20
	Did not know					5
Would you come to such an activity	Yes	83		75	91	70
	No		100		5	15
	Maybe				5	5
	No answer	17		25		5
	Did not know					5
Access distance from house to center	Less than 5 blocks	33		75	90	80
	5 to 10 blocks			25	5	
	1 to 2 miles	33				
	More than 2 miles	33	100		5	15
	No answer					5
Closest center to your or child's house	Yes	33		100	90	75
	No	66	100		10	25

Why this center instead of the closer one	Because of sister and friend	17			
	Child's teacher holds class at center		100		
	Dancing class				10
	Doing volunteer work	17			
	Likes supervisor and has friends from childhood	17			
	The other recrea- tion center has only a summer program				5
	Practices tap and ballet			5	10
	Relatives live nearby	17			
	Sports competition is better			5	
	No answer	33	100	90	75
How did you find out about the center's activities	Came to center			18	5
	Coach		25		
	Coming to the cen- ter's activities		25		25
	Dance instructor				15
	Found out on his own		25	9	
	Friends	83		23	25
	Parents		25	5	15
	Parks and recrea- tion dept.		100		
	Relatives				5
	Siblings	17		27	
	Through others			5	
	Did not know			5	
	No answer				10

Time of departure	AM	17			
	11:00 AM-11:59 AM	33			
	3:00 PM- 3:59 PM				10
	6:00 PM- 6:59 PM	33			15
	7:00 PM- 7:59 PM		25	9	
	8:00 PM- 8:59 PM		100	25	14
	9:00 PM- 9:59 PM	17		25	73
	10:00 PM-10:59 PM			25	5
Participant or spectator	Participant	50			
	Spectator	33			
	Volunteer worker	17			
If a spectator, what activities did you come to see	Dancing classes	33			
	No answer	66			

JOHN TOBIN CENTER

SCHEDULED PROGRAM DATA--SPRING 1976

Title of Program: Adult Male Basketball League
 Scheduled Days and Times of Program:
 Monday --7:30 PM to 9:30 PM
 Number of Participants 32
 Number of Males 32
 Number of Females
 Number of Whites
 Number of Blacks 3
 Number of Mexican-Americans 29
 Age Groups of Participants:
 Young Adults--18 to 40 years

Title of Program: Arts and Crafts
 Scheduled Days and Times of Program:
 Monday --5:00 PM to 6:30 PM
 Saturday --9:30 AM to 11:30 AM
 Number of Participants 10
 Number of Males 5
 Number of Females 5
 Number of Whites
 Number of Blacks
 Number of Mexican-Americans 10
 Age Groups of Participants:
 Children -- 0 to 10 years
 Teenagers --11 to 17 years

Title of Program: Bandstand
 Scheduled Days and Times of Program:
 Friday --6:30 PM to 9:00 PM
 Number of Participants 35
 Number of Males 20
 Number of Females 15
 Number of Whites
 Number of Blacks
 Number of Mexican-Americans 35

Age Groups of Participants:

Children	-- 0 to 10 years
Teenagers	--11 to 17 years

Title of Program: Beginning Spanish and Mexican Dance

Scheduled Days and Times of Programs:

Monday -- 4:00 PM to 6:00 PM

Number of Participants	12
Number of Males	1
Number of Females	11
Number of Whites	
Number of Blacks	
Number of Mexican-Americans	12

Age Groups of Participants:

Children	-- 0 to 10 years
Teenagers	--11 to 17 years

Title of Program: Beginning Tap and Ballet

Scheduled Days and Times of Program:

Friday --4:00 PM to 6:00 PM

Number of Participants	13
Number of Males	
Number of Females	13
Number of Whites	
Number of Blacks	1
Number of Mexican-Americans	12

Age Groups of Participants:

Children	-- 0 to 10 years
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Title of Program: Horseshoe and Washer Tournaments

Scheduled Days and Times of Program:

Thursday --4:00 PM to 6:30 PM

Friday --4:00 PM to 6:30 PM

Number of Participants	20
Number of Males	10
Number of Females	10
Number of Whites	
Number of Blacks	4
Number of Mexican-Americans	16

Age Groups of Participants:

Children	-- 0 to 10 years
Teenagers	--11 to 17 years

Title of Program: Intermediate and Advanced Spanish
and Mexican Dance

Scheduled Days and Times of Program:

Tuesday --7:00 PM to 9:00 PM

Number of Participants 35

Number of Males

Number of Females 35

Number of Whites 1

Number of Blacks

Number of Mexican-Americans 34

Age Groups of Participants:

Children	-- 0 to 10 years
Teenagers	--11 to 17 years

Title of Program: Intermediate Softball League

Scheduled Days and Times of Program:

Wednesday--2:45 PM to 6:00 PM

Friday --2:45 PM to 6:00 PM

Number of Participants 15

Number of Males 15

Number of Females

Number of Whites

Number of Blacks 2

Number of Mexican-Americans 13

Age Groups of Participants:

Teenagers	--11 to 17 years
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Title of Program: Intermediate Tap and Ballet

Scheduled Days and Times of Program:

Thursday --6:30 PM to 8:30 PM

Number of Participants 13

Number of Males 3

Number of Females 10

Number of Whites

Number of Blacks

Number of Mexican-Americans 13

Age Groups of Participants:

Children	-- 0 to 10 years
Teenagers	--11 to 17 years

Title of Program: Intermediate Volleyball League

Scheduled Days and Times of Program:

Friday --5:00 PM to 7:00 PM

Number of Participants 8

Number of Males

Number of Females 8

Number of Whites

Number of Blacks

Number of Mexican-Americans 8

Age Groups of Participants:

Teenagers	--11 to 17 years
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Title of Program: Junior Youth Council

Scheduled Days and Times of Program:

Tuesday --4:30 PM to 6:00 PM

Number of Participants 14

Number of Males 2

Number of Females 12

Number of Whites

Number of Blacks

Number of Mexican-Americans 14

Age Groups of Participants:

Children	-- 0 to 10 years
Teenagers	--11 to 17 years

Title of Program: Ladies Exercise

Scheduled Days and Times of Program:

Tuesday --9:15 AM to 11:15 AM

Thursday --9:15 AM to 11:15 AM

Number of Participants 7

Number of Males

Number of Females 7

Number of Whites

Number of Blacks

Number of Mexican-Americans 7

Age Groups of Participants:

Young Adults--18 to 40 years
 Adults --41 to 64 years

Title of Program: Playschool

Scheduled Days and Times of Program:

Tuesday --9:15 AM to 11:15 AM
 Thursday --9:15 AM to 11:15 AM

Number of Participants 15

Number of Males 5

Number of Females 10

Number of Whites

Number of Blacks

Number of Mexican-Americans 15

Age Groups of Participants:

Children --0 to 10 years

Title of Program: Senior Youth Council

Scheduled Days and Times of Program:

Wednesday--6:30 PM to 8:00 PM

Number of Participants 18

Number of Males 10

Number of Females 8

Number of Whites

Number of Blacks

Number of Mexican-Americans 18

Age Groups of Participants:

Teenagers --11 to 17 years

Young Adults--18 to 40 years

Title of Program: Softball Practice

Scheduled Days and Times of Program:

Tuesday --4:30 PM to 6:30 PM

Number of Participants 24

Number of Males 15

Number of Females 9

Number of Whites

Number of Blacks 4

Number of Mexican-Americans 20

Age Groups of Participants:

Children -- 0 to 10 years
 Teenagers --11 to 17 years

Title of Program: Track Practice

Scheduled Days and Times of Program:

Tuesday --4:30 PM to 6:30 PM

Thursday --4:30 PM to 6:30 PM

Number of Participants 26

Number of Males 13

Number of Females 13

Number of Whites

Number of Blacks

Number of Mexican-Americans 26

Age Groups of Participants:

Children -- 0 to 10 years

Teenagers --11 to 17 years

Title of Program: Volleyball Practice

Scheduled Days and Times of Program:

Wednesday--4:30 PM to 6:00 PM

Number of Participants 24

Number of Males 12

Number of Females 12

Number of Whites

Number of Blacks 3

Number of Mexican-Americans 21

Age Groups of Participants:

Children -- 0 to 10 years

Teenagers --11 to 17 years

Title of Program: Weight Lifting and Tumbling

Scheduled Days and Times of Program:

Saturday --9:00 AM to 11:30 AM

Number of Participants 25

Number of Males 20

Number of Females 5

Number of Whites

Number of Blacks

Number of Mexican-Americans 25

Age Group of Participants:

Children -- 0 to 10 years

Teenagers --11 to 17 years

JOHN TOBIN CENTER DATA

Number of Employees at Center 3

Number of Full-time Employees 3

Number of Part-time Employees

Number of Male Employees 1

Number of Female Employees 2

Number of Permanent Employees 3

Number of Comprehensive Employment

Training Act Employees

Number of College Work Study Employees

Number of White Employees

Number of Black Employees

Number of Mexican-American Employees 3

Opening and Closing Hours of the Center:

Monday --1:30 PM - 9:15 PM

Tuesday --9:00 AM - 11:30 AM

1:00 PM - 7:30 PM

Wednesday--1:30 PM - 9:15 PM

Thursday --9:00 AM - 1:30 AM

1:00 PM - 7:30 PM

Friday --1:30 PM - 9:15 PM

Saturday --9:00 AM - 3:00 PM

Sunday --Closed

APPENDIX VIII

SOUTHSIDE LIONS CENTER USER SURVEY DATA

(Percentages)

172

Age of adult or child	7											20	
	8											20	
	9											29	
	10											14	11
	11											33	
	12											33	
	13											33	
	14											14	
	15											29	33
	16											11	20
	17											22	40
	18											14	
	19											50	
	20-29											50	11
	30-39											38	50
	40-49											13	21
	50-59											7	44
												7	33
Hod did you come to the center	Bike											22	20
	Car											33	43
	On foot											66	57
Came for a spe- cific activity	No											14	44
	Yes											86	55
What specific activity	Arts and crafts											50	100
	Basketball											57	40
	Exercise											43	55
	Games											14	20

[illegible]

Second activity (continued)	Volleyball	13	7				11	33		11
	Watching basketball		13							
	No answer	75	73	50	50	55	100	33	29	33 40
Time, 2nd activity	Minutes		220	10	150	330		105	295	205 30
	No answer						100			
	Did not know									66
Third activity	Basketball									11
	Outside equipment					22				
	Outside play							33	14	
	Volleyball			50	50					
	No answer	88	100	50	50	77	100	66	86	88 100
	None	13								
Time, 3rd activity	Minutes			15	90	45		30	60	120
	No answer		100				100			100
Fourth activity	Outside equipment					11				
	Outside play			50	25					
	Ping-Pong									
	No answer	100	100	50	75	88	100	100	100	100
Time, 4th activity	Minutes			30		30			10	
	No answer						100			

Yearly income (continued)	\$ 8,000 to \$12,000	13	25	11	20
	\$12,000 to \$15,000	25		11	
	\$15,000 to \$20,000	13		11	
	\$20,000 to \$25,000	7			
	No answer	13	50	66	
Best time for a recreation program	AM	13		55	
	After 9:00 AM	7			
	PM	50	50	33	20
	After 12:00 noon		25		
	After 2:00 PM	13			11
	3:00 PM - 3:59 PM	13		66	28
	After 3:00 PM	13		50	20
	4:00 PM - 4:59 PM			50	
	5:00 PM - 5:59 PM				11
	6:00 PM - 6:59 PM			14	11
	After 6:00 PM			14	20
	7:00 PM - 7:59 PM		50		
	9:00 PM - 9:59		25		20
Times to center in past 7 days (for children)	AM or PM	20			
	Evening		50		
	No answer	13		11	
	Did not know	7			11
				14	20
	1				20
	2			33	20
	3			33	20
	4				40
				50	11
				14	11

[illegible]

[illegible]

Interested in these activities (continued)	No answer	7	40	100	75	22	33	66	71	77	100
Type C - yes	13	7	40	100	75	22	33	66	71	77	100
No answer	13					11					
Type D - yes	25	20	20	50	25	22	22	66	29	33	40
No answer	13					11					
Select most appealing activity	Art	7									
Bird watching											20
Camping	13	7	7	100				33	14	44	40
Drama										11	
Drawing		7			50	11					
Embroidery						33		33	43	22	60
Growing plants						11			14		
Hair styling	13	33			25	11					20
Reading					25						
Rock collecting								33	14	11	20
Singing										11	
Softball	13	13	13	50						11	
Stitching		13									
Type A	13	13				11			14		
Type C	13	7									
No answer	25	13			25	33			14		
None					13				14	11	
Would you come to such an activity	No	13	20		25	11			29	11	
Yes	25	33	33	50	25	66	100	100	71	66	100
Maybe	50	40	40	50	25	22					
No answer	13				25						

Access distance from house to center	Less than 5 blocks	13	50	50	11	100	100	100	55	20
	5 to 10 blocks	13			22				22	60
	1 to 2 miles			25	33					
	More than 2 miles	38		25	33					
	No answer	63	50	25	33				11	20
									11	
Closest center to your or child's house	No									
	Yes									
	No answer	63	100	25	66	100	100	100	77	100
	Did not know	7		50					22	
		13	13							
Why this center instead of the closer one	Friends come to the center									
	No gym				11					
	Prefers this activity, the personnel, and the participants				22					
	Volleyball	26	14							
	No answer	13								
		63	87	100	66	100	100	100	100	100
How did you find out about the center's activities	Bulletins									
	By bringing child to center's playschool					50		14		
	Children in the neighborhood	7								
	Friends									
		63	100	25	11	66			11	40
					77					

Participant or spectator	Participant Spectator	100	60	100	50	66
	No answer		27		50	22
			13			11
If a spectator, what activities did you come to see	All activities	13				
	Baseball				25	
	Basketball	25	20		25	
	Exercise					11
	Football				25	
	Table tennis	13			25	
	Volleyball	13	7			33
	No answer	75	73	100	50	66

SOUTHSIDE LIONS CENTER

SCHEDULED PROGRAM DATA--SPRING 1976

Title of Program: Arts and Crafts for Adults

Scheduled Days and Times of Program:

Wednesday--9:00 AM to 11:30 AM

Number of Participants 15

Number of Males

Number of Females 15

Number of Whites 12

Number of Blacks

Number of Mexican-Americans 3

Age Groups of Participants:

Young Adults --18 to 40 years

Adults --41 to 64 years

Title of Program: Arts and Crafts for Children

Scheduled Days and Times of Program:

Thursday --5:00 PM to 8:00 PM

Number of Participants 15

Number of Males 9

Number of Females 6

Number of Whites 6

Number of Blacks 1

Number of Mexican-Americans 8

Age Groups of Participants:

Children -- 0 to 10 years

Teenagers --11 to 17 years

Title of Program: Adult Co-ed Volleyball League

Scheduled Days and Times of Program:

Thursday --7:00 PM to 10:00 PM

Number of Participants 35

Number of Males 15

Number of Females 20

Number of Whites 20

Number of Blacks

Number of Mexican-Americans 15

Age Groups of Participants:

Young Adults --18 to 40 years

Title of Program: Ladies Volleyball

Scheduled Days and Times of Program:

Wednesday--7:00 PM to 10:00 PM

Tuesday --9:00 AM to 11:30 AM

Thursday --9:00 AM to 11:30 AM

Number of Participants 30

Number of Males

Number of Females 30

Number of Whites 8

Number of Blacks

Number of Mexican-Americans 22

Age Groups of Participants:

Young Adults --18 to 40 years

Adults --41 to 64 years

Title of Program: Ladies Volleyball Practice and Exercise

Scheduled Days and Times of Program:

Tuesday --9:00 AM to 11:30 AM

Thursday --9:00 AM to 11:30 AM

Number of Participants 20

Number of Males

Number of Females 20

Number of Whites 6

Number of Blacks

Number of Mexican-Americans 14

Age Groups of Participants:

Young Adults --18 to 40 years

Adults --41 to 64 years

Title of Program: Senior Citizens

Scheduled Days and Times of Program:

Wednesday--9:00 AM to 11:30 AM

Number of Participants 20

Number of Males 8

Number of Females 12

Number of Whites 14

Number of Blacks
 Number of Mexican-Americans 6
 Age Groups of Participants:
 Senior Citizens--65 and over

Title of Program: Senior Co-ed Volleyball League
 Scheduled Days and Times of Program:

 Tuesday --7:00 PM to 10:00 PM
 Number of Participants 30
 Number of Males 15
 Number of Females 15
 Number of Whites 15
 Number of Blacks 3
 Number of Mexican-Americans 12
 Age Groups of Participants:
 Teenagers --11 to 17 years

Title of Program: Tap and Ballet
 Scheduled Days and Times of Program:

 Monday --6:00 PM to 7:30 PM
 Number of Participants 18
 Number of Males 2
 Number of Females 16
 Number of Whites 10
 Number of Blacks
 Number of Mexican-Americans 8
 Age Groups of Participants:
 Children -- 0 to 10 years

Title of Program: Track

Scheduled Days and Times of Program:

 Tuesday -- 3:00 PM to 6:00 PM
 Thursday -- 3:00 PM to 6:00 PM
 Saturday --10:00 AM to 2:00 PM
 Number of Participants 45
 Number of Males 30
 Number of Females 15
 Number of Whites 20
 Number of Blacks 5
 Number of Mexican-Americans 20

Age Groups of Participants:

Children	-- 0 to 10 years
Teenagers	--11 to 17 years

Title of Program: Volleyball Practice

Scheduled Days and Times of Program:

Friday --7:00 PM to 10:00 PM

Number of Participants	24
Number of Males	12
Number of Females	12
Number of Whites	12
Number of Blacks	2
Number of Mexican-Americans	10

Age Groups of Participants:

Teenagers	--11 to 17 years
Young Adults	--18 to 40 years

Title of Program: Weight Lifting

Scheduled Days and Times of Program:

Monday --3:00 PM to 5:00 PM

Wednesday--3:00 PM to 5:00 PM

Friday --3:00 PM to 5:00 PM

Number of Participants	8
Number of Males	8
Number of Females	
Number of Whites	2
Number of Blacks	1
Number of Mexican-Americans	5

Age Groups of Participants:

Teenagers	--11 to 17 years
Young Adults	--18 to 40 years

SOUTHSIDE LIONS CENTER DATA--SPRING 1976

Number of Employees at Center	5
Number of Full-time Employees	3
Number of Part-time Employees	2
Number of Male Employees	3
Number of Female Employees	2
Number of Permanent Employees	3
Number of Comprehensive Employment Training Act Employees	1
Number of College Work Study Employees	1
Number of White Employees	2
Number of Black Employees	1
Number of Mexican-American Employees	2
Opening and Closing Hours of the Center:	
Monday	--2:00 PM - 9:00 PM
Tuesday	--9:00 AM to 11:30 AM 1:00 PM to 10:00 PM
Wednesday	--9:00 AM to 12:00 PM 2:00 PM to 10:00 PM
Thursday	--9:00 AM to 11:30 AM 1:00 PM to 10:00 PM
Friday	--9:00 AM to 11:30 AM 1:00 PM to 10:00 PM
Saturday	--9:00 AM to 1:00 PM
Sunday	--Closed

APPENDIX IX

LIONS FIELD ADULT CENTER USER SURVEY DATA

LIONS FIELD CENTER

(Percentages)

Questions		Response	White Male Adults	White Female Adults	M-A Male Adults	M-A Female Adults	Female Adults
Total			8	61	1	3	3
Time of arrival	AM		13	20			
	8:00 - 8:59 AM			4			33
	9:00 - 9:59 AM		13	25		66	33
	10:00 - 10:59 AM		13	17			
	11:00 - 11:59 AM			2		33	
	PM		25	7			
	12:00 - 12:59 PM			4			
	1:00 - 1:59 PM			9			
	2:00 - 2:59 PM			2			
	5:00 - 5:59 PM		13	2			
	6:00 - 6:59 PM		25	9	100		
	7:00 - 7:59 PM			3			
	No answer						33
Age of adult or child	18-20			2			
	Over 21			3	100		
	20-30		13			33	
	30-40			10		33	
	40-50			14		33	
	50-60			23			33
	60-70		38	37			
	70-80		52	7			
	No answer			3			66

How did you come to the center	Car	88	93	100	100	66
	On foot		7			
	No answer	13				33
Came for a specific activity	No	13	10			
	Yes	88	85	100	100	100
	No answer		5			
What specific activity	Arts and crafts	38	67	100	33	66
	Bridge	63	12			33
	Chess	13				
	Dinner	13	2			
	Exercise		7		66	33
	Games		2			
	Shuffleboard	13				
	All activities				33	
	No answer	13	26			33
First activity	Arts and crafts	25	56		33	33
	Bridge	25	7			
	Dinner	13	6			
	Exercise		2		66	66
	Shuffleboard	13				
	Socializing	13	2			
	No answer	13	24	100		
Time, 1st activity	Minutes	900	8905		270	300
	No answer		3	100		
Second activity	Arts and crafts	13	12		66	33
	Bridge	13	2			
	Games	13				
	Socializing		2			
	No answer	63	80	100	33	66
Time, 2nd activity	Minutes	300	1725		690	390
	No answer			100		
Third activity	No answer	100	100	100	100	100

Time, 3rd activity	No answer	100	100	100	100	100
Fourth activity	No answer	100	100	100	100	100
Time, 4th activity	No answer	100	100	100	100	100
Who accompanied you or child to the center	Alone	25	46		33	33
	Nonrelated adults	25	31		66	
	Other adults and other children		7			33
	Related children		2			
	Spouse and/or related adults	63	15	100		
	No answer					33
Marital status	Divorced	13	2			
	Married	63	62		100	33
	Single	25	3	100		33
	Widowed	13	32			
	No answer					33
Family status	Preschool				33	
	School age		21		66	33
	Grown	75	72			33
	No answer		3	100		33
	No children	25	13			33
Your occupation	Assistant manager		2			
	Group training director		2			
	Guard/driver	13				
	Housewife		64		66	33
	Kindergarten aide		2			
	Legal secretary		2			
	Organist		2			
	Part-time sales		2			
	Program analyst		2			
	Retired dancing teacher					33

Your occupation (continued)	Registered nurse		2			
	Retired teacher		2			
	Saleslady		3		33	
	School counselor			100		
	Secretary		3			
	Substitute teacher		2		33	
	Teacher		2			
	Widow					33
	Retired	25	5			33
	None	13				
	No answer	50	15			
Are you retired	No	13	3	100		
	Yes	88	54		100	100
	Never worked		2			
	No answer		5			
Yearly income	Less than \$5,000		12		33	
	\$ 5,000 to \$ 8,000	38	12			33
	\$ 8,000 to \$12,000	25	12		33	33
	\$12,000 to \$15,000		12	100	33	
	\$15,000 to \$20,000		8			
	\$20,000 to \$25,000		3			
	Greater than \$25,000		3			33
	No answer	38	39			
Best time for recreation	AM	13	36			66
	9:00 AM		2			
	PM	25	25	100	66	
	After 5:00 PM		2			
	After 6:00 PM		2			
	After 7:00 PM	13				
	Anytime	38	24		33	33
	Daytime		4			
	Depends on activity		2			
	Thursday AM and PM		2			
	Tuesday PM		2			
	Varies		2			
	No answer	13				

Times to center in past 30 days for adults	1-5	39	44	100	66	
	6-10	13	46		33	100
	11-15	13	5			
	None		3			
	Varies		20			
	No answer	38	2			
Level of education	Grammar school		2			
	Some high school	13	7			
	High school		36		66	
	Some college	38	43		33	66
	College degree	25	10	100		
	No answer	25	3			33
Favorite indoor activity at center	Arts and crafts	38	71	100	100	33
	Bridge	25	15			33
	Cards	13				
	Companionship		2			
	Educational films		2			
	Exercise		3			33
	Shuffleboard	13				
	All activities					33
	No answer	25	6			
Favorite out- door activity at center	Picnic		2			
	Swimming		2			
	Tennis				66	
	Did not know				33	
	None		12			
	No answer	100	82	100		100
Enough things to do at center	No	13	26		100	33
	Yes	50	54	100		33
	Not for working people		2			
	No answer	38	20			33
Interested in these activities	Type A - yes	38	58	100	100	100
	No answer	25	18			
	Type B - yes	13	18		100	
	No answer	38	31	100		33

Interested in these activities (continued)	Type C - yes	25	30		100	66
	No answer	25	36	100		33
	Type D - yes	25	20		66	66
	No answer	38	36	100		33
Select most appealing activity	Breadmaking	13				
	Camping		2			
	Drama	13	7			
	Drawing		11			33
	Embroidery				66	
	Growing plants	13	15		66	
	Hairstyling		7		33	
	Homecrafts		2			
	Nature					33
	Reading	13	2		33	
	Rock collecting		3			
	Rock polishing		2			
	Sewing					66
	Singing		5			
	Stitching		11	100		
	Type A		5			33
	Type D		2			
	None		2			
	No answer	63	43			
Would you come to such an activity	No		5			
	Yes	25	44	100	66	100
	Maybe	38	28		33	
	No answer	38	23			
Access distance from house to center	Less than 5 blocks	13	10			
	5 to 10 blocks		5		33	
	1 to 2 miles		5		66	
	More than 2 miles	63	79	100		100
	No answer	25	2			
Closest center to your house	No	13	15			66
	Yes	63	64		66	33
	Did not know	25	20	100	33	
	No answer		2			

Why this center instead of closer one	Been coming to center	9			
	Bridge players	2			
	Center director	2			
	Companionship	13	8		
	Dancing	2			
	Exercises	2			
	Friendly, helpful atmosphere	3			
	Good teacher	5			33
	Likes center's person- nel and users	26	2		
	Many things offered				
	Nature of activities	13			
	Only adult center that offers arts & crafts	2			
	Only center of its kind	2			
	Recommended by friends		100		
	Time is not convenient at closer center	2			
	No answer	75	44	100	66
How did you find out about center's activities	After playing golf at Brackenridge	25	2		
	Center director		2		
	Cannot remember	26	2		
	Family		7		
	Friend	38	70	100	33
	From participants		3		33
	Husband		2		
	Moved to area, came to ask about activities			66	
	Mother		2		
	Neighbor		5		
	Publicity of activities via a printed circular		2		
	Several others recom- mended it		2		33
	Through bridge contacts	13			
	Training director at Sears		2		
	No answer		5		

Time of departure	AM		3			
	PM	13	26		33	33
	12:00 - 12:59 PM	26	3			
	1:00 - 1:59 PM		7			
	2:00 - 2:59 PM	13	11		33	
	3:00 - 3:59 PM		32		33	33
	4:00 - 4:59 PM	13	2			
	6:00 - 6:59 PM					33
	9:00 - 9:59 PM	13	9	100		
	10:00 - 10:59 PM	25	7			
	No answer		2			
Participant or spectator	Participant	100	94	100	100	66
	No answer		7			33
If a spectator, what activities did you come to see	No answer	100	100	100	100	100

LIONS FIELD ADULT CENTER

SCHEDULED PROGRAM DATA--SPRING 1976

Title of Program: Arts and Crafts

Scheduled Days and Times of Program:

Monday --6:30 PM to 9:30 PM

Tuesday --9:30 AM to 3:30 PM

Thursday --9:30 AM to 3:30 PM

Number of Participants 200

Number of Males 20

Number of Females 180

Number of Whites 173

Number of Blacks 2

Number of Mexican-Americans 25

Age Groups of Participants:

Young Adults --18 to 40 years

Adults --41 to 64 years

Senior Citizens--65 and over

Title of Program: Bridge

Scheduled Days and Times of Program:

Monday

Wednesday

Friday

Number of Participants 50

Number of Males

Number of Females

Number of Whites 50

Number of Blacks

Number of Mexican-Americans

Age Groups of Participants:

Adults --41 to 64 years

Senior Citizens--65 and over

Title of Program: Dominoes

Scheduled Days and Times of Program:

Wednesday--8:30 AM to 12:00 PM

Number of Participants 9

Number of Males 2

Number of Females 7
 Number of Whites 9

Number of Blacks
 Number of Mexican-Americans

Age Groups of Participants:

Young Adults --18 to 40 years
 Adults --41 to 64 years
 Senior Citizens--65 and over

Title of Program: Ladies Exercise
 Scheduled Days and Times of Program:

Monday
 Tuesday
 Thursday
 Friday

Number of Participants 20

Number of Males

Number of Females 20

Number of Whites 17

Number of Blacks

Number of Mexican-Americans 3

Age Groups of Participants:

Young Adults --18 to 40 years
 Adults --41 to 64 years
 Senior Citizens--65 and over

Title of Program: Quiet Games

Scheduled Days and Times of Program:

Tuesday --5:30 PM to 8:00 PM
 Wednesday--5:30 PM to 8:00 PM
 Friday --2:00 PM to 6:00 PM

Number of Participants 10

Number of Males 6

Number of Females 4

Number of Whites

Number of Blacks

Number of Mexican-Americans 10

Age Groups of Participants:

Teenagers --11 to 17 years
 Young Adults --18 to 40 years
 Adults --41 to 64 years

Title of Program: Senior Citizens Club

Scheduled Days and Times of Program:

Wednesday

Number of Participants 8

Number of Males

Number of Females

Number of Whites 8

Number of Blacks

Number of Mexican-Americans

Age Groups of Participants:

Senior Citizens--65 and over

Title of Program: Shuffleboard

Scheduled Days and Times of Program:

Monday -- 1:00 PM to 9:30 PM

Tuesday --12:00 PM to 8:00 PM

Wednesday--12:00 PM to 8:00 PM

Thursday -- 9:00 AM to 4:30 PM

Friday

Number of Participants 50

Number of Males 30

Number of Females 20

Number of Whites 10

Number of Blacks 5

Number of Mexican-Americans 35

Age Groups of Participants:

Children -- 0 to 10 years

Teenagers --11 to 17 years

Young Adults --18 to 40 years

Adults --41 to 64 years

Title of Program: Table Tennis

Scheduled Days and Times of Program:

Tuesday --5:30 PM to 8:00 PM

Wednesday--5:30 PM to 7:00 PM

Number of Participants Unknown

Number of Males

Number of Females

Number of Whites

Number of Blacks

Number of Mexican-Americans

Age Groups of Participants:

Teenagers	--11 to 17 years
Young Adults	--18 to 40 years
Adults	--41 to 64 years

LIONS FIELD ADULT CENTER--SPRING 1976

Number of Employees at Center	2
Number of Full-time Employees	2
Number of Part-time Employees	
Number of Male Employees	1
Number of Female Employees	1
Number of Permanent Employees	2
Number of Comprehensive Employment Training Act Employees	
Number of College Work Study Employees	
Number of White Employees	2
Number of Black employees	
Number of Mexican-American Employees	
Opening and Closing Hours of the Center	
Monday	--1:00 PM to 10:00 PM
Tuesday	--8:30 AM to 8:30 PM
Wednesday	--8:30 AM to 10:00 PM
Thursday	--8:30 AM to 5:30 PM
Friday	--2:00 PM to 10:00 PM
Saturday	--Closed
Sunday	--Closed

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