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A STUDY OF LEISURE TIME AND RECREATIONAL INTERESTS OF 982
FIFTEEN AND SIXTEEN YEAR OLD REAGAN (HOUSTON, TEXAS)
SENIOR HIGH SCHOOL STUDENTS

A Dissertation
Presented to
the Faculty of the Graduate School
The University of Houston

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

19500

By
Dale H. Perkins
August, 1948

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There were two main purposes for this study: (1) to discover as accurately as possible how fifteen and sixteen year old boys and girls of the Reagan (Houston, Texas) Senior High School make use of their leisure time; and (2) to discover trends in leisure usage for the purpose of making practical and specific recommendations to the home, the school, the community and to the city government.

The questionnaire technique was used to contact 569 boys and 413 girls, a total of 982 fifteen and sixteen year old youth. Information received on the questionnaire was spot checked through the use of the personal interview with students and with telephonic interviews with parents.

Evidence points to the fact that boys and girls of fifteen and sixteen years of age are in an exploratory, a trying out, a searching period for permanent interests in their leisure time tastes and recreational activities.

The paucity of hobby interests and the low intensity of engagement in hobbies on the part of fifteen and sixteen

¹ An abstract of Dissertation submitted in partial fulfillment of the requirements for the degree of Doctor of Education at The University of Houston, 1948.

year old youth is alarming. Few hobby activities now engaged in voluntarily on the part of youth are capable of being carried forward gracefully into adult life.

Excessive financial cost and parental refusal are two factors that sharply limit youth's participation in leisure time activities of their first choice.

There is a strong direct relationship between leisure and recreational facilities, equipment available, and youth's engagement in activities during leisure moments.

The acquisition of high order skill in games is a strong self-motivating factor toward continued participation.

One marked trend in leisure time usage on the part of youth is toward viewing rather than participating, sedentary activity rather than active engagement in sports.

Another trend noted by this study is youth's growing interest in such semi-gambling activities as the playing of marble machines.

Interpretations of the data secured in this study served as a basis for certain recommendations for the improvement of leisure time programs for youth. Among the more important of these recommendations were:

1. The necessity for surveys of communities to determine youth's needs, interests and recreational desires as a first and basic step toward the construction of efficient recreational programs for boys and girls.

2. There is a need for community planning boards. These boards should consist of representatives from the

youth-service agencies and organizations in the community. They should function to correlate services offered youth to prevent duplication and overlapping of efforts.

3. Since the cost of an adequate program for youth's leisure hours is beyond the financial ability of many communities, an organized effort should be made to secure federal monetary assistance for recreational programs.

4. The school's curriculum should include more material designed to bring youth into contact with a wide variety of leisure time and recreational experiences.

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So many persons rendered valuable service and assistance in this study that the writer feels keenly the futility of trying adequately to express appreciation to all.

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Dale H. Perkins

Houston, Texas

July 14, 1948

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CHAPTER I

INTRODUCTION

1. Historical

According to the folklore of the Jewish and many other oriental peoples, this earth was created a workless garden --a paradise. This idea is much nearer the truth than work-ridden Americans imagine. To primitive man and his humbler cousins the animals, it was exactly that. Early man spent a very small part of his time in gaining his living, and that by means which are considered sports today. Hence he had much time for leisure. There is no evidence to show that this leisure was spent in idleness. His spare time was spent largely in travel or migration, for primitive man spread himself over the greater part of the surface of the globe. In addition to this he spent much of his leisure in tattooing and painting his body and decorating himself with ornaments such as feathers and cowrie shells. He also made masks and wooden coverings for use in religious and ceremonial purposes. He spent much of his time in

story telling, singing and dancing, for which latter purpose he made drums and musical instruments.

From that time down through the ages man has allowed himself to be stifled by the press and by the necessity for making a living.

With the advent of the Industrial Revolution and the onslaught of the machine age man found himself working long hours for the very purpose of existing. Leisure was either non-existent or at a very valuable premium.

The turn of the Twentieth Century brought a turn in the tide. Work-time necessary for making a living began to decline and leisure hours became more and more plentiful. The purpose of business was becoming more as Aristotle once described it, "the object of business is leisure, as the object of war is peace."

This investigator feels that it would be verbose to trace the history of the many basic "causes and effects" that had impact upon the destruction of the old idea that the sign of an industrious and God-fearing citizen was the person who toiled from sun to sun and whose labor was never done. Perhaps it would not be amiss to point out that the organization of labor and the concerted action of men in cooperation, implemented by an organization was one of the major forces in reducing the hours in the respectable work-week. It might be well, too, to point out that, as this

investigation is being made, civilization may be standing at the crossroad of complete self-destruction; or it may be standing on the verge of leisure time available far beyond the dream of the civilization of just five years ago. The possibilities of atomic power and the by-products of the harnessed atom are pictured to us in kaleidoscopic scenes; pictured by reputable scientists whose very manner of speaking and writing seems to suggest that they, themselves, are stunned by the vista of leisure aplenty brought within the grasp of man by this new force.

But what of American youth and youth's ability to use efficiently and intelligently such leisure time as may accrue to him? Is youth prepared? What is the proper role of education in this picture of recreation and preparation for good use of leisure time?

This investigation has been made to determine where the youth of a typically American high school stands today --on what may well be the verge of a new age. The study attempts to find a basis for some faint, yet accurate understanding of their needs, their strong points, their successes and their failures in their sincere endeavor to adjust to the good use of leisure time as another goal of this inquiry into youth's leisure time and recreational interests.

2. Definition of Leisure and Recreation

According to Neumeyer and Neumeyer¹ and to May and Petgen,² leisure is the opportunity to engage in those activities not required by the practical necessities of life, or is the surplus time remaining after the practical necessities of life have been attended to.

Lies puts it thus, "... leisure is choosing time."³

Payne indulges in a more detailed description of leisure when he points out that:

Leisure is not time for inaction, but for a higher kind of activity, the developing of our intellectual and spiritual side. With our increasing leisure the problem of idleness will be a small one. Where it occurs in individuals, it may be due to:

1. Some mental or physical defects
2. Ill health
3. Lack of education.

The remedy in the first two cases is hospitalization of the appropriate kind, with the aim of curing the patient if possible, but if not, permanent detention. The remedy for the third is obviously education for leisure.

The problem of leisure will never be solved until we have so many things that we want to do, that all we demand is the opportunity and time to do them.⁴

¹ Martin H. Neumeyer and Esther S. Neumeyer, Leisure and Recreation, p. 15.

² H. L. May and D. Petgen, Leisure and Its Use, p. 3.

³ Eugene T. Lies, The New Leisure Challenges the School, p. 29.

⁴ Roger Payne, Why Work?, p. 378.

Any good dictionary defines leisure as freedom from necessary occupation or business and the investigator found that this definition was frequently cited by authorities in their writings on the subject of leisure.

For the purpose of this investigation the words "leisure" and "recreation" are used practically synonymously. Most authorities, in their writings, use the terms interchangeably and do not try to define a difference. Neumeyer and Neumeyer, however, do make a slight distinction. They define recreation in this manner:

Recreation has reference to activities which re-create body and mind resulting in the restoration of one's exhausted powers through relaxation from the more serious pursuits of life.⁵

3. Delinquency and Leisure

One of the fundamental issues of the leisure problem confronting educators today is how to stem the tide of delinquency and how to approve substitutes for the recreational time of many children who are being denied the chance to live wholesomely and socially worth while lives outside of school time.

Most modern educators are in agreement on the broad educational philosophies for the elementary school, for the

⁵ Martin H. Neumeyer and Esther S. Neumeyer, op. cit., p. 146.

secondary school and for the college. They accept the philosophy that teaching with the immediate objective of imparting a reasonable mastery of the tool subjects is the concern of the elementary school; that teaching for citizenship is necessary on the secondary level; and that specialization is the proper concern of the college.

An analysis of the thinking of modern frontier thinkers in education reveals that they accept the thesis that the school should accept, as its proper responsibility, only those projects for which it is the best prepared and equipped agency in the community to handle. Thus the school should not accept the job of imparting religious concepts since the church is better established for that responsibility, but the school should accept the job of teaching youth the cultural heritage since, in this case, it is the best agency located in the community for accomplishing this goal.

Logical doubt may be expressed that the school is best equipped for the handling of delinquency. But, as Neumeyer and Neumeyer phrase it:

The school can no longer limit its influence to a few hours a day. It is a known fact that leisure may be the root of many evils. It is during the unoccupied hours after school and after work that the boy in search of adventure and recreation frequently indulges in undesirable activities because he is not able to find normal outlet in supervised recreation.⁶

The school's contribution to the fight against juvenile delinquency is sharply limited by the very nature of its

⁶ Ibid., p. 202.

organization. Other agencies and institutions must shoulder part of the load. The home, the city recreational department, the service organizations must bear their full share of the burden. The school, fighting delinquency alone, is an organization probably fighting a losing battle.

At the present time it would seem that the major concern of the school in the tug-of-war against delinquency should have to do with the inculcation of ideals for leisure.

Criminologists, too, are now in agreement that juvenile delinquency is largely the result of thwarting the natural play and recreational desires of the young human being. With minor crime waves starting with youth, the nation is later faced with serious crime waves on the part of adult criminals.

While the American school may not be the best institution in the community for combatting delinquency, educators would do well to face the fact that the school is having thrust upon it a disproportionately large share of the fight against delinquency whether it likes it or not. The school is no longer being given the opportunity to accept the job or to refuse it; the school is having a large share handed to it.

It seems probable that this burden is being passed along to the school for two reasons; first, the breakdown of certain American institutions that, in the past, restrained

youth and guided youth, and, secondly, the rise of commercialized recreation and its attending evils for youth.

In the first case the slow decay of American family life is attested to by the fact one marriage in every three now ends in divorce. The American family of today is preoccupied with entertainment outside the home instead of trying to make the home the center of recreational and leisure time activity for the family. Another trend of rather recent vintage, but one rarely discussed, is the commercially employed mother. The United States Department of Labor in a widespread newspaper release during 1948 stated that of all women gainfully employed, forty-six per cent are married. The Department does not break the figure down to show the number of these married working women who have minor children in the home, but it is safe to assume that of the 7,000,000 United States women gainfully employed a substantial number have children in the home.

In this connection Wood writes:

Women at work have changed the whole character of the American family. Before the first world war there wasn't much of a problem about family life. Suddenly with the conflict women were drawn into industry and the center of her life shifted to jobs. Despite the shift the family remains the basic unit of American life and must be the focal point for attacking such problems as juvenile delinquency.⁷

The result, as Wood points out, is that:

But today mother has her job and her friends in one place; father has his in another. Little

⁷ The Houston Post, May 3, 1948, p. 11.

Billy comes home from school to the apartment and finds a note telling him what and what not to do.⁸

Whether the school likes it or does not like it, it will be thrown into the breach to do what it can to fill the void in leisure time training left by the working mother's departure from the home.

This investigator is of the opinion that one of the major efforts of the school should be toward worthy use of leisure time instruction. In using the term "worthy use of leisure time" it should be pointed out that no exact definition can be recorded. What is worthy use of time on the part of one person might not be so regarded by another. As an example of this, attending church would be rated worthy use of leisure time by a Christian family, but would be viewed as wasteful or even harmful by an atheistic family. The term is used in the sense of what mass opinion seems to regard as worthy.

The main objective of a leisure time educational program is to inculcate in youth healthy and good habits for leisure time usage. The discovery of student's special interests and the development of skills and attitudes for the enjoyment of their leisure hours are important steps toward a balanced education for youth.

⁸ Ibid., p. 11.

4. The School and Leisure

As schools instruct and guide boys and girls so that they will distinguish between the enjoyments that enrich and enlarge their lives and those that degrade and dissipate creative energies, and as the schools train in creative activities, so will youth develop more of their inner resources, aptitudes, interests and enjoyment of life. Boredom is not likely to come to the discriminating student who has developed skills and a variety of hobbies.⁹

Exposure to ideals and concepts for leisure cannot be relied upon to result in desired activity. How, then, can the thinking of students be made more effective in the formation of good habits? Classroom discussion, individual counsel and planned study of youth's free time usage are techniques of value. There is the constant need of finding new and more effective ways since present techniques are not the final, efficient answer.

The school, before it can be a vital, functional force in the preparation for leisure time use, must, above all, arrive at a philosophy for education toward leisure and recreational usage. Education must decide what are the desirable leisure pursuits. When this has been accomplished the school is placed in a much better position for the start of the attack on the problem.

Lundberg shows that leisure pursuit must fulfill four requirements:

⁹ Anna May Jones, Leisure Time Activity, p. 2.

First, it must have the capacity for being relatively permanently interesting. Secondly, it must be as different as possible from the activities which our state in life forces upon us. A third requirement is that it should be as far as possible toward having both its origins and its fulfillment in the individual himself rather than in the invidious coercions of the social or economic order. The fourth requirement is that it should be at least compatible with if not conducive to physical and mental health and personality development.¹⁰

The school must realize that play is an important function in the total education of an individual for his life work because it is a significant form of organic exercise, it gives a certain amount of flexibility to mind and to body, it affords a constant opportunity for initiative, learning and invention, and it is one important method of realizing the social urge.

There have been, in the past, many intelligent suggestions as to a broad framework by which the school could achieve education for leisure. Some authorities suggest that the extra-curricular program of the school be placed in the daily schedule of the institution and that unit credit be granted for successful participation. If extra-curricular activity has merit at all then it should be open to all and it should be worthy of credit.

Authorities also point out areas in the school's curriculum where intelligent attacks on the leisure problem may very well have a point of departure.

¹⁰ George A. Lundberg, "Training for Leisure," The Teachers College Record, Vol. 34 (April, 1933), p. 576.

Lies suggests ten areas where the curriculum of the school can help with leisure time training:

1. Wholesome reading and literary appreciation
2. Creative literature expression
3. Music and art
4. Dancing and rhythmic
5. Dramatics and pageantry
6. Creative arts and crafts
7. Scientific experimentation
8. Nature studies
9. Games and sports
10. Social recreation and sociability.¹¹

It is not the place of education to give detailed instructions as to how each person should spend his leisure time. It would cease to be leisure if we had to use it according to rule. The business of the school is to lead the student to want the best kinds of leisure activities. The things that the public often calls "frills" need to be much extended in our schools.

In this respect, Lies points out that the schools can help train youth in good concepts for leisure by:

1. Introducing young people to a wide range of life interests.
2. Teaching use of books and libraries and developing aptitudes closely related to each of the group objectives of education and life.
3. By developing appreciation of fine music and skill in singing, playing, dancing.
4. By having students participate in games and sports which may be easily continued in after years.
5. By providing experience in pleasant social life through school activities and clubs.
6. By cultivating in students a love of the out-of-doors--appreciation for flowers, animals, landscape, sky and stars.

¹¹ Eugene T. Lies, op. cit., p. 35.

7. By giving children an opportunity to develop habits in various creative fields--gardening, mechanics, applied arts, fine arts, architecture, city planning.
8. By making the school and its play fields the center and servant of a wholesome and satisfying neighborhood life.
9. By calling attention to various recreational agencies and the values which they serve--theater, concerts, libraries, radio, periodicals and newspapers, museums, parks, playgrounds, travel.¹²

There must be an interrelation between what a child does in school and what he does outside of school if school is to contribute to worthy use of leisure time. Intelligent educators are aware of this and are thinking in terms of community living.

The writer would like to call attention to an unpleasant fact that must be faced, and faced squarely and intelligently, by the administration of any school attempting to do an adequate job in preparing students for good use of leisure time. This fact is the time-tested one that innovations in the school, not thoroughly understood by and sold to the public, will invariably be labeled "fads" and "frills" by the taxpayers and they will lead the fight to eradicate them from the schools. This item will call for the best possible public relations thinking and planning on the part of the administrator of the school.

¹² Ibid., p. 35.

CHAPTER II

TECHNIQUES AND PROCEDURES

1. Purpose and Background of the Study

In Chapter I the importance of leisure time in life was described. Some justification for concern over its proper use was brought out.

A number of factors have resulted in an increase in leisure hours available to the people of the nation. Seasonal unemployment, modern work-saving conveniences, faster communication and transportation, early retirement age, laws against youth in industry at too early an age and an increased number of holidays have all contributed to place more hours at the leisure of youth and adults.

Maurice Maeterlinck, quoted by Lies, states:

The manner in which the hours of freedom are spent determine, no less than labor or war, the moral worth of a nation.¹

Ex-president Herbert Hoover, also quoted by Lies, says:

Our stage of civilization is not going to depend upon what we do when we work so much as what we do in our time off. The moral and spiritual forces of our country do not lose ground in the hours we are busy on our jobs;

¹ Eugene T. Lies, The New Leisure Challenges the School, p. 29, citing Maurice Maeterlinck.

their battle time is the time of leisure. We are organizing the production of leisure. We need better organization of its consumption.²

Before the school can take adequate stock of its service for leisure time training it needs to know two things upon which to predicate its philosophy. It needs to know what are high school youth's leisure time and recreational interests and activities and the school needs to determine trends in leisure time and recreational interests of youth.

Since these interests are sensitive and quite responsive to changes in civilization it is necessary for educators to take periodic stock of them.

Again, this investigator would re-emphasize the possibility that youth and the nation may be standing on the verge of a period in civilization that will grant leisure hours far beyond the dream of the thinkers of even ten years ago. Scientists who work with the atom tell us that while the development of such power for the wheels of industry may be slow, the possibilities it possesses for humanitarian benefits stagger the imagination.

One thing is almost certain; when atomic power benefits are placed in general use the increase in leisure and in social disorganization will manifest itself quickly to civilization. The forward-looking school will attempt, to the best of its ability, to be prepared for this shift and

² Ibid., p. 30, citing Herbert Hoover.

to have formulated and ready for use flexible plans designed to attempt to meet the changes called for by the situation.

2. The Problem

The problem stated was: to discover as accurately as possible how fifteen and sixteen year old boys and girls of the Reagan (Houston, Texas) Senior High School spend their leisure time and to uncover their tastes, desires and interests in leisure and recreational activity; to search out trends in leisure pursuits and to make recommendations on the basis of such findings to the school, the community, the service clubs, youth organizations and the city recreation division that might better enable them to offer more efficient service to the youth of the Reagan High School community.

A secondary objective was to discover what leisure and recreational time interests and activities would effectively challenge the youth's interest and participation if the equipment and the facilities and the leadership for such activities were available to them.

3. Methods and Techniques

These data were collected through use of the interview-questionnaire method. Pre-conditioning the students used was a part of this technique in that the items on the questionnaire, the purpose of the study, and the need for

such a study were explained to youth before they were asked to supply evidence. At this time they were asked to keep a working-record of activities engaged in and the time spent in these activities away from the school. Later this evidence was recorded on the questionnaire (Appendix of this study) by the student under adult supervision. One hundred personal interviews were held by the writer with students used in the study for the purpose of validating replies received. Spot checks were made by calling some of the parents and recording their evaluation of their child's answers listed on the questionnaire.

Realizing that throughout the adolescent period actions and interests of youth vary from gentle to violent and that often six months or a year during the adolescent period will witness evident temperament change, the writer attempted to hold this factor to a minimum through homogeneous grouping on the basis of chronological age.

One thousand youth were contacted. This represented at least ninety-seven per cent of the fifteen and sixteen year olds of the school.

After the questionnaires were completed it was found necessary to reject a total of eighteen samples because of the incomplete nature of the information given and the inability of this investigator to secure this missing material from the students concerned. The final report, then, is

based on information secured from 982 fifteen and sixteen year old students of the Reagan Senior High School; of this number 413 are girls and 569 are boys.

The questionnaire (Appendix of this study) used in the investigation was divided into sections, namely: personal information about the individual student and his family group, his hobby interests, his time available for leisure use, information about community facilities available and their use, indoor recreational activities engaged in, outdoor recreational activities engaged in, reading habits, radio and motion picture entertainment habits, improvement activities engaged in, rewards, work for pay and spending for amusement, favorite activities and social versus anti-social tendencies of youth at play.

The term "often" and "occasionally" as used in the questionnaire had to be carefully explained to the cooperating youth. The term "often" for example might vary in meaning with the nature of the activity under consideration. As an example, "loafing" as an outdoor activity would need to be engaged in by youth a frequent number of times each week to deserve properly the "often" classification, but such harder-to-engage-in outdoor activities as horseback riding or flying would not need to be engaged in as many times each week to rate the "often" tag.

4. Limitations of This Investigation

The writer realizes the weaknesses inherent in the questionnaire technique and that the results obtained in this investigation are certainly not infallible but is of the opinion that because of the care taken in securing the information, the compilation and treatment of the data, and the conservative conclusions drawn, the recommendations in the final chapter of this study rest upon sound evidence in so far as the group studied is concerned.

5. The Community

The community of the study is the Heights area of the city of Houston, or, to delimit and define further, that section of the city of Houston serviced by the Reagan Senior High School.

The city of Houston itself has enjoyed, in the past, phenomenal growth; what was a small city thirty years ago has developed today into an intensely active and highly commercialized city of some 550,000 people. That phenomenal growth continues.

The Heights area of Houston was once one of the main and desirable residential districts of the city. As Houston grew, new and more desirable residential districts were developed in other sections of the city and residential construction in the Heights declined to the point where,

at the time of this study, as compared with other districts, it has practically ceased.

This section then is composed of older residences and residents. It is in this part of Houston that a higher percentage of native Houstonians will be found than in any other part of the metropolis.

The religious activity of this northwest section of the city is widespread, though quiet in nature. An adequate number of churches of all denominations serve these people and the force of their deep rooted convictions is felt politically whenever an attempt is made to bring the sale of liquor into the area. The Heights district is a dry oasis in the geographical composition of Houston.

The physical growth of Houston has been so rapid that it has far outstripped adequate balance with the ability of the city government to keep pace with all the needs of the various communities of the city. The Heights area, therefore, has suffered as much as any of these communities and probably more than most in the procurement of adequate facilities for its youth's recreation and leisure time activities.

There are community centers, playgrounds, a library and parks but their numbers and their locations are inadequate for the proper needs of youth.

With the development of Houston, as is the case with most American cities, political pressure formed which dictated

growth and development in favorite sections of the city. As the Heights area lost its desirability as the preferred residential location it also lost its political impact upon city government so that, today, its position on the list of city improvements pending is well behind that of other communities in which the more well-to-do and politically powerful reside.

The citizens of the Heights, as an average, represent the typically American group. Their incomes are average although the range runs the scale from a few very rich individuals to a much larger number of very poor. Occupations engaged in by the workers of this community blanket the total opportunities offered by occupationally rich Houston.

Clerk and office workers together with industrial skilled and unskilled laborers represent the bulk of the employed. The number of small businesses owned by Heights residents and located in the community is probably above the average of a majority of the other definite sections of the city.

No serious racial problem exists in this community. A few negroes and a few Mexican people reside in the community but neither in sufficient force to create a social problem.

It is, indeed, a typical American big city community --average in nature.

6. The School

Reagan Senior High School is, in many ways, a prototype of the large American secondary school, yet in other ways it seems to differ from the norm.

The enrollment of the school at the time of the study was 2,093. A faculty of eighty-seven teachers gave instruction to the students.

The number of classrooms is entirely inadequate for the enrollment although conditions are much better now than they were during the peak enrollment of the war years.

The rapid scholastic growth of Houston has outstripped the ability of school authorities to provide adequate facilities although bond money is now available and use of this money gives promise of some improvement.

Reagan has a swimming pool, a girl's gymnasium in one wing, a boy's gymnasium separated from the main building and located at the other end of the building. Tennis courts, a cinder track, a play field large enough for baseball complete the recreational facilities of the school. These facilities are not used during the summer months.

Extra-curricular offerings of the school consist of the following clubs and organizations:

National Honor Society

Bowling Club

Choral Club

Speakers Forum

Boys Glee Club

Girls Glee Club

Christian Student Union

Statesman (school newspaper)

Pennant (school annual)

Band

Orchestra

Archery Club

American Legion Club

Dramatics Club

Y-Teen Club

Future Homemakers Club

Radio Club

Skating Club

Distributive Education Club

Junior Red Cross

Student Council

Interscholastic and intrascholastic sports

It should be pointed out that all of these groups are not active at one time; a few are allowed to rest inactive when little demand is evidenced but are re-activated when sufficient numbers of students state that they are interested.

Reagan Senior High School is one of the oldest high schools in the city and many teachers in the school have been there for many years. In general, the faculty is an

older group than an average faculty. As a consequence, too few of the teachers show evidence of continued interest in professional growth through attendance of college and university summer sessions or formalized in-service training of teachers meetings. A natural consequence of this is a rather conservative philosophy of education.

Community patrons back school activities and are apparently much interested in the activities and in the progress of the school.

The Board of Education of the Houston Independent School District has recently allocated \$455,000 of bond funds for the purpose of building more classrooms at Reagan and for other necessary improvements of the physical plant.

CHAPTER III

REVIEW OF PREVIOUS STUDIES

The writer made an exhaustive survey to determine prior research in the field of leisure time and recreational activities of youth. This survey of past investigations covers a period of twenty years. Only a few of the research studies found had a direct bearing on the delimited area of the writer's own investigation although a number of reports of research included material of value in the completion of this study.

This chapter reports the results of the review of previous studies.

Terry¹ made a study in Charlotte, North Carolina, of the school organizations available to students in a certain junior high school. His study took into consideration the entire student population of the school and made a comparison of the effect that outside interests had upon participation in activities within the school. He pointed out the fact, based upon evidence secured by the study, that boys who work for pay outside of school tended to join very few if any organizations either in the school or in the community.

¹ P. W. Terry, "Social Experience of Junior High School Students," School Review, Vol. 35 (March and April, 1927), pp. 194-207; 272-280.

He suggested that the business leaders who hired these boys had a responsibility as to their social welfare.

Foreman² conducted a survey of 175 boys of Des Moines, Iowa, to determine the correlation between what boys did with their leisure time and what they would do with it if they were given free choice in the matter. He discovered very little correlation--so little correlation as to be considered of no significance.

Ayer³ gave a report on pupil participation in organizations both in the school and outside the school. He reported an apparent correlation between the number of organizations belonged to inside the school and outside of school.

Moore investigated junior and senior high school youth's activities during their leisure time outside the school. This study was made in Ft. Worth, Texas. From his data, he drew the following conclusions:

1. Work for pay engaged only a relatively few number of boys.
2. Only a small per cent of the boy's time is spent in non-sectarian character building organizations.

² W. O. Foreman, "Use Made of Leisure Time Activities by Junior High School Pupils," The Elementary School Journal, Vol. 26 (June, 1926), pp. 771-74.

³ Fred C. Ayer, "Pupil Participation in the High Schools of Everett and Seattle, Washington," Twenty-Fifth Yearbook of the National Society for the Study of Education, Part II, pp. 64-78.

3. Non-sectarian character building organizations outside the school are reaching very few students, or at least they are not causing them to spend any considerable amount of time working at such activities.
4. Practically all of the outside play time is apparently spent without expert supervision.
5. There is apparently little club activity of a social nature outside of the school.⁴

Lusby,⁵ in 1930, studied 371 fifteen year old students in Cincinnati, Ohio. She found that twenty per cent worked for pay and that such activity cut appreciably into their group social activity. She found, too, that in 1930 the favorite movie star of the youth studied was Tom Mix, the cowboy Gene Autry of his day. The results obtained from this study made in Houston, by way of contrast, reveals that youth's taste in the type of actors or actresses preferred has risen to a higher level since 1930. The Houston students claimed Larry Parks, Ingrid Bergman and Bing Crosby as favorites. Lusby found that the favorite female star of youth in 1930 was Clara Bow, a flaming, flapper type of the prohibition era.

Oshel⁶ made a survey of radio listening habits of students in the University Preparatory School, Tonkawa,

⁴ J. P. Moore, An Analysis of the Leisure Time Activities of Junior and Senior High School Pupils, unpublished Master's thesis, Colorado State College of Education, Greeley, Colorado, 1928.

⁵ Margaret C. Lusby, "The Leisure Time of City Adolescents," Abstracts, Graduate Theses in Education, Vol. I (1931), pp. 337-40.

⁶ Ervin K. Oshel, Radio Listening Habits of Students in the University Preparatory School, Tonkawa, Oklahoma, unpublished Master's thesis, Oklahoma Agriculture and Mechanical College, Stillwater, Oklahoma, 1939.

Oklahoma, in 1939. He found that most students have access to radios and that they listen to them from fifteen minutes to ten hours a day; that students listen to the radio more on Saturday and Sunday; that they do not care for educational type programs, preferring emotional type entertainment instead; that they prefer popular music to classical by a wide margin; that, although the radio has a very strong pull on the students' leisure hours, they select motion pictures and outdoor sports over radio listening as leisure choices; and that radio listening influences the student to change his view on some points and aids in the development of a philosophy of life.

Allard⁷ made a study of the leisure time activities of certain elementary school teachers of Long Island, New York. Since the leisure training youth receives has a definite bearing upon leisure usage in adult life the writer is of the opinion that the findings of this research would add to an understanding of the overview of the problem of youth and leisure usage. Allard found that these adult teachers had not developed a pattern of leisure activities. She found, too, that these 500 teachers most frequently engaged in these activities:

⁷ Lucille Allard, A Study of the Leisure Time Activities of Certain Elementary School Teachers of Long Island, unpublished Doctor's dissertation, Columbia University, New York, 1939.

1. Reading
2. Listening to the radio
3. Attending movies
4. Visiting and entertaining friends
5. Sewing.

Further, Allard discovered little difference in participation intensity at different age levels except in physical activity items. Since differences do occur in the participation of youth at different age levels, this would seem to indicate that at a given adult age the leisure time and recreation pattern tends to become static.

This study made in Houston, Texas, tended to show that leisure behavior patterns are influenced by ease and availability of facilities, by technological developments and by education in the early years; that educational institutions must afford innumerable facilities for teaching students how to live; and must provide the opportunities to develop skills which will give the individual satisfaction in play participation not only in his adolescent years but in his adult life.

Von Behren⁸ made a follow-up study of graduates of the East Lynn, Illinois, Township High School for the years 1926-1939. He found that the high school program had a great

⁸ Bibliography of Research Studies in Education, Bulletin No. V, (1939-40), p. 199, citing Alwin F. Von Behren, A Follow-Up Study of the Graduates of the East Lynn, Illinois, Township High School for the Years 1926-1939.

deal of general but little specific effect on later adjustments made by individuals with respect to leisure and recreation time.

Salter⁹ in a study of the effect of a definite guidance program upon leisure time activity of high school youth in Louisiana in 1939 found that many homes and communities are not equipped to provide training in the correct use of leisure time and that the school has to provide a guidance program that will train pupils in such good use of free time.

Hackbarth¹⁰ made a partial study of the leisure time activities of Ohio University and found that sixty-four per cent of the girls and fifty-two per cent of the boys of the study had not developed a hobby. She further discovered indications that those individuals who had hobbies had acquired them before college and that very little hobby development went on among youth in college.

Strohoefer¹¹ worked toward the development of procedures for meeting leisure time needs of boys and was able to show that a recreational organization for boys could be formulated

⁹ Ibid., p. 281, quoting F. E. Salter, Study of the Effects of a Definite Guidance Program Upon Leisure Time Activity.

¹⁰ Ibid., p. 284, citing Pauline Hackbarth, A Partial Study of the Leisure Time Activity of Ohio University Students, 1939.

¹¹ Ibid., p. 287, citing Francis K. Strohoefer, Development of Procedures for Meeting Leisure Time Needs for Boys, 1940.

and promoted with limited financial means and that a full-time paid adult leader trained in the work should be employed in each community, thus assuring high standards in the conduct of recreational activity.

Johnson¹² made a research study of the social problems and vocational needs of youth of Pottsville, Pennsylvania, and the program for meeting these needs. He showed that the lack of educational opportunities and recreational facilities contributes to delinquency and incorrigibility and that training for leisure created higher standards of living among the inhabitants of the community.

As a result of Nelson's¹³ investigation of out of school activities of high school boys in which he studied 135 rural and 109 city boys he was able to recommend, on the basis of the evidence obtained, that the school should offer more music and art appreciation courses; that the school use the home rooms as a focal point for leisure time guidance; and that the school give serious thought to the enlargement of the program for intramural activities.

Donley¹⁴ analyzed the leisure and recreational activities of 213 girls and 268 boys in junior and senior high school in

¹² Ibid., p. 207, citing Marvin E. Johnson, A Study of the Social Problems and Vocational Needs of Youth of Pottsville and the Program for Meeting the Needs, 1938.

¹³ Ibid., p. 211, citing Carl A. Nelson, Out of School Activities of High School Boys, 1938.

¹⁴ Ibid., p. 139, citing Edna E. Donley, Recreational or Play Patterns of the Adolescent, 1940.

Alva, Oklahoma, to determine the recreational or play pattern of the adolescent. She found that the leisure time activities of adolescents are largely group activities and that girls participate in a greater variety of activities. She also found indication that hobbies are of greater importance to boys than to girls, and that the active type or recreational activity has a greater appeal for the boy than does the passive type activity.

Stuart's¹⁵ chief finding after a study of 100 boys and girls in Manhasset, New York, who had left school, was that the schools are doing very little to encourage the carrying on of school activities in life after the youth depart from the school.

Rule¹⁶ studied industrial arts in the education for leisure in 1940 and was able, as a result of his investigation, to offer some proof that industrial arts offers a valuable avenue whereby leisure hobbies and interests may be fostered.

Dennis¹⁷ made a study of 'teen age girls of Texas and the social aspects of their leisure time usage. She found that activities in which these girls engaged were not

¹⁵ Ibid., p. 139, citing Palmer Stuart, Leisure Time Activities of 100 Boys and Girls in Manhasset, New York, Who Have Left School, 1940.

¹⁶ Ibid., p. 155, citing Paul Hopkins Rule, Industrial Arts in Education for Leisure, 1940.

¹⁷ Bibliography of Research Studies in Education, Bulletin No. V, (1938-39), p. 150, citing Fan Dennis, Social Aspects of Leisure Time Activities of 'Teen Age Girls in Texas, 1939.

necessarily the activities in which they preferred to engage; that they are interested in physical activities but engage largely in sedentary play.

Stokes¹⁸ found that there was a close relationship between the activities carried on during vacations with those engaged in out of school hours during the regular year and that participation in activities away from home increases from the seventh through the twelfth grades for both boys and girls. She found a strong indication that there were very few activities limited exclusively to either sex.

A critical study of the needs and interests of 112 girls and seventy-seven boys was made by Maves¹⁹ at the Peabody Demonstration School in 1940. She recommended that the school provide a flexible curriculum for all pupils, accompanied by a wide range of elective courses and topics for special interest; that the school provide opportunities for desirable social relationships among pupils; that school provision be made for the giving of vocational information and skills likely to be profitable to pupils during the period of vocational adjustment after leaving school; and

¹⁸ Myrtle G. Stokes, A Study of How University High School Students Spend Their Leisure Time, unpublished Master's thesis, University of Michigan, Ann Arbor, 1941.

¹⁹ Vivien Wallace Maves, A Critical Study of the Needs and Interests of Youth, unpublished Doctor's dissertation, George Peabody College for Teachers, Nashville, Tennessee, 1940.

that the school provide opportunities for the development of skills and abilities which may be of value for the constructive use of leisure time.

During 1941 Ratliff²⁰ conducted a survey of the leisure time activities of 336 senior high school girls in Big Spring, Texas. She found that only eleven of the activities used in leisure time by the senior high school girls were learned in the school; that the school did not contain in its curriculum the activities desired by the girls for leisure time usage; that the activities participated in by more girls and for a greater number of hours were those activities for which the home had provided the facilities and the equipment; and that young girls, thirteen, fourteen and fifteen, participated more in team sports, sedentary games, playing with children and pets, cooking and reading, while the older girls of sixteen, seventeen and eighteen participated more in the individual sports such as dancing and auto riding.

This investigator made a check on a magazine article by Carter V. Good²¹ reporting doctor's dissertations under way in Education during 1947-48. The purpose was to determine if current studies were being conducted bearing on the

²⁰ Mildred Mitchell Ratliff, A Survey of Leisure Time Activities of the Senior High School Girls of Big Spring, Texas, unpublished Master's thesis, North Texas State Teachers College, Denton, Texas, 1941.

²¹ Carter V. Good, "Doctor's Dissertations Under Way in Education," The Phi Delta Kappan, Vol. 29 (March, 1948), pp. 305-25.

writer's problem. Good lists 1,078 studies for the year in question. None of these appeared to have a direct bearing upon this investigation.

In summing up the findings of previous research relating to the problem of leisure time and recreational activity, the writer finds that there is evidence to show that where the youth is employed on a part-time basis out of school he tends to engage in few in-school or out-of-school social activities. There is little correlation between what youth do with their spare time and what they would like to do with it if facilities, leadership and encouragement were available to them.

Employers of school-age youth have a definite responsibility for their social development due to the fact that this work time takes hours that should have been devoted to such development.

Youth spends but little time in activities offered by such non-sectarian organizations as the Y's and the Scouts and practically all of the outside play time is spent without expert supervision.

Youth does not seem to care much for educational programs or for classical type music in its radio fare; youth also indicates that radio listening influences a change of views on subjects and is a factor in the development of a philosophy of life.

It would seem that the early development of a hobby is of real importance to youth since evidence points to the fact that few new leisure patterns are built up during the adult years.

The present high school program is doing very little to influence the specific activities of youth after they leave the school and if they continue on into college they have but little time or little desire to develop hobby interests.

Another seemingly important discovery is that a lack of educational opportunities and a lack of leisure time and recreational facilities contribute definitely toward delinquency and incorrigibility and that training for leisure creates higher standards of living among the inhabitants of the community.

The research reviewed supports the conclusions that the school should offer more art and music courses; that the industrial arts program has value in the training of youth for good use of spare time; that the home room might well be used as a focal point in a guidance program designed to train for leisure activities and that while youth is interested in physical activities the same youth engages mainly in passive or sedentary play, due in part to a lack of available facilities.

CHAPTER IV

EVIDENCE AND INTERPRETATIONS

1. Introduction

Chapter IV is concerned with evidence related to leisure time usage and recreational interests. This chapter will include the data obtained from the 982 boys and girls of the Reagan Senior High School of Houston, Texas.

A statement of the organization of the material, at this point, should be of assistance to the reader.

The information obtained from the 413 girls and 569 boys of the study was divided into eleven sections as indicated in the Appendix of this study. They are:

1. Personal information
2. Community leisure time recreational facilities available and the extent of their use
3. Indoor recreational activities and leisure pursuits
4. Outdoor leisure and recreational activities
5. Reading habits of youth
6. Amusement interests; radio and the motion picture
7. Improvement activities
8. Rewards for grades
9. Work for pay and the spending of money

10. Favorite activities of youth

11. Social versus anti-social preference

Since both boys and girls were surveyed in this study it was deemed necessary to depict results in separate tables in order to take care of sex differences in leisure and recreational choices. To have presented the data for both boys and girls in but one table would not have given a clear picture of the desires of youth with respect to any one activity. Sewing is an activity engaged in by numbers of girls but few boys indicate interest in this item. A separate table for girls' results would show this item ranking much higher than would a list for boys containing a listing of the activity "sewing." However, wherever possible and wherever a composite table would add to an understanding of youth and youth's recreational interests and desires, a composite table was organized and interpretations given.

2. Personal Data

Personal data are shown below in Table I.

TABLE I

ELEVEN COMPARABLE HOME-SITUATIONS AND PERSONAL ITEMS OF 413 GIRLS AND 569 BOYS OF
REAGAN (HOUSTON, TEXAS) SENIOR HIGH SCHOOL

Item	Number girls	Per cent of girls	Number boys	Per cent of boys	Number of boys and girls	Per cent of boys and girls
1	2	3	4	5	6	7
1 Radio in the home	409	99.03	563	98.94	972	98.93
2 Both parents living	497	96.12	507	89.10	904	92.05
3 Animal pets in the home	115	27.84	293	51.49	408	40.53
4 Piano in the home	96	23.24	126	22.14	222	22.60
5 Garden	81	19.61	117	20.56	198	20.16
6 Other musical instruments	71	17.19	87	15.29	158	17.10
7 Library in the home	7	1.69	15	2.63	22	2.23
8 Father deceased	6	1.45	24	4.21	30	3.05
9 Both parents deceased	4	.99	11	1.93	15	1.52
10 Mother deceased	3	.72	27	4.74	30	3.05
11 Own a personal automobile	2	.48	18	3.16	20	2.03

With respect to the 569 boys of this study, it was found that both parents of 507 of them were living. This is a percentage of 89.10.

Twenty-seven of the boys' mothers were deceased, or 4.74 per cent, while 4.21 per cent of the fathers, twenty-four out of 469 families, were not living at the time of the survey.

The number of sisters of these boys ranged from zero to seven and from zero to six with respect to brothers. Total size of the family in numbers varied from two to eleven.

The "average" boy had one brother and one sister, making a family of five persons.

The "average" boy had resided in four communities before locating in his present home in the Reagan High School district, which reflects the transient characteristic of American population in modern times.

The "average" boy's family has one automobile; the range in car ownership for the 569 families represented extended from zero through four. Only 3.16 per cent, or eighteen out of the 569 males of the study, owned their own automobile.

The "average" boy retired to bed at 10:12 o'clock p.m., during the school year, and at 10:42 p.m. during the vacation period. He arose at 7:13 a.m. during the school months and at 8:32 a.m. during vacation periods. He resides thirty-one

city blocks from Reagan and spends seventy-three minutes of travel time going to and returning from school.

The "average" boy's home is fairly well supplied with recreational equipment items. One hundred per cent of the homes have card games available; 563 of the 569 homes have radios in good working order. This is a percentage of 98.94.

Eisenberg¹ in a study made in Cincinnati, Ohio, found that 91.0 per cent of the homes had radios in good repair, while Hews² in a research project using one thousand high school students found that 97.1 per cent of the group had access to radios in their homes. The Houston figure of 98.94 per cent compares favorably with homes possessing radios in working order in other sections of the nation.

Pianos were available in 22.14 per cent of the homes of the 569 boys; 126 dwellings were so supplied. Other musical instruments aside from a piano were listed in eighty-seven homes or 15.29 per cent.

For the purpose of this study, a "library" was defined to the youth as at least fifty books of varied types and handily arranged for convenient use. Only fifteen of the boy's homes had these small libraries, this figure representing only 2.63 per cent of the 569 homes represented.

¹ Ervin K. Oshel, op. cit., p. 7, citing J. Eisenberg.

² Ibid., p. 8, citing Ralph K. Hews.

Small gardens, either vegetable or flower, were a feature of 117 of the boys' homes, and since 20.56 per cent did include a garden of some type, the fact points to an area for leisure time encouragement toward increasing this percentage of interest in gardening.

The fact that adolescent youth of the chronological age group, fifteen and sixteen, are still interested in animal pets is validated by the findings of this study. Of the 569 homes represented by the boys, 293 of them maintain animal pets of some variety, 51.49 per cent of the boys having pets available for leisure time interest. Dogs, of course, represented the majority of pets.

Figures and percentages with respect to personal data about the girls of the study show a very similar pattern to that of the boys.

Of the 413 girls both parents of 397 of them were living at the time of the study. This figure represents 96.12 per cent of the group.

Six of the fathers of girls were deceased--a percentage of 1.45.

Only three, or .72 per cent, of the mothers of the 413 girls were deceased. In the case of four of the girls, or .99 per cent, both parents were deceased.

The "average" girl had one brother and two sisters, a family group of six persons. As in the case of the boys,

the girls enjoyed an average of one automobile to the family group. Only two of the girls of the study owned their personal automobile; this figure represents only .49 per cent of the girls. This fact would seem to indicate that the family group is maintaining closer supervision over the girl than it is over the boy at the ages of fifteen and sixteen.

The "average" girl had resided in three communities prior to the family's locating in the Reagan High School district.

Retirement hour for the "average" girl during the school year was 9:42 o'clock p.m.; during vacation periods she remained up later, retiring at 10:14 p.m. She starts the day at 7:01 a.m. during the school months and at 8:06 during vacation periods.

The girls live an average of twenty-eight blocks from their school and require seventy-one minutes in going to and returning from it during the school year.

A workable radio is available to 409 out of the 413 girls, which represents a percentage of 99.03. Of the homes represented by the study, ninety-six have pianos (23.24 per cent), while seventy-one, or 17.19 per cent, have musical instruments other than the piano. Seven homes of the girls possess a sufficient number of books to be classified as a small home library. This total represents 1.69 per cent of the homes.

Of the 413 homes, only eighty-one maintain gardens and this percentage of 19.61 points to an area for improvement. The school with directed planning could furnish motivation for more interest in this field of leisure time usage.

It will be remembered that adolescent boys of fifteen and sixteen denoted interest in animal pets; girl contemporaries of the boys likewise indicate interest in pets since 115 out of 413, or 27.84 per cent, stated that they maintained them in their homes.

Table II is a descriptive table showing personal situational comparisons between the boys and the girls of the study.

TABLE II
FIFTEEN COMPARABLE HOME-SITUATIONS AND PERSONAL ITEMS OF 413
GIRLS AND 569 BOYS OF REAGAN (HOUSTON, TEXAS)
SENIOR HIGH SCHOOL

Item	Girls	Boys
1	2	3
1 Sisters (range)	0-6	0-7
2 Brothers (range)	0-6	0-6
3 Sisters (average)	2	1
4 Brothers (average)	1	1
5 Family size (range)	2-10	2-11
6 Family size (average)	6	5
7 Communities lived in before present location	3	4
8 Automobiles in family (range)	0-3	0-4
9 Automobiles in family (average)	1	1
10 Hour retire to bed (school months)	9:42	10:12
11 Hour retire to bed (vacation periods)	10:14	10:42
12 Hour arise (school months)	7:01	7:13
13 Hour arise (vacation periods)	8:06	8:32
14 Blocks lived from school (average)	28	31
15 Time travel to and from school (average)	1.13	1.11

The writer is of the opinion that differences in parental mortality of the boys and of the girls are purely coincidental and that the difference of 96.12 per cent of the girls' family groups having both parents living, while the percentage for the boys was 89.10, is not significant. A greater number of samplings would narrow this difference toward balance.

Adolescent psychologists in general point out that in the adolescent age range, fifteen and sixteen, the boys are beginning to feel the "dignity of man" to a greater degree than do the girls of the same ages and to demand of parents an increasing amount of self-direction. Girls are still held closer to home and family supervision. Tables I and II validate the statements along this line made by those psychologists. As an example of this, Table I shows that only .48 per cent of the girls were allowed personal automobiles while 3.16 per cent of the boys owned and operated their own vehicles. It is probably true that the boys engage in gainful occupation to a greater extent than do the girls and are therefore in a better position to purchase an automobile. At the same time it is the function of the home to give permission or to refuse such permission for the youth to purchase a major item of the type represented by an automobile.

Another indication that boys of the ages studied are winning increased independence for self-direction is shown

by the fact that they retire to bed at a later time and that they arise later, probably after sister has performed certain household duties concerned with the preparation of breakfast.

Boy's intensity of interest in animals is greater than that of girls. The fifteen and sixteen year old boys have animal pets in 51.49 per cent of their homes while only 27.84 per cent of the girls have such pets in the home. This fact is also a secondary indication of boys' asserting their rights since animal pets in city homes and apartments represent a responsibility that few adults are willing to assume.

Although the homes of the boys appear to be better equipped with libraries than are the homes of the girls, 2.23 per cent to 1.69 per cent, it is probable that no significance can be attached to this percentage difference. At least, the data were not of the type that would indicate a reason for the difference if, indeed, a reason does exist.

It is a well known fact that the adolescent boy engages with more intensity in physical activity than does the girl and as a result needs more rest for purposes of recuperation. That the boy feels the need of such rest in the early morning, following a day of activity, is revealed in this study by the fact that the boys remain in bed until a later hour than do the girls, both during the school months and during the vacation periods.

That the average family believes in giving the boy and the girl equal opportunity to engage in the fine arts

is indicated by the fact that there is little difference in the musical equipment available in the homes of girls and in the homes of boys; 23.24 per cent of the girls' homes have pianos while 22.14 per cent of the boys' homes are similarly equipped and 17.19 per cent of the girls' homes have other musical instruments available as compared with 15.29 per cent of the boys' homes.

Summarizing, it seems possible to conclude on the basis of the evidence collected and presented that the average family exhibits mild transient characteristics since these lived in four communities within a period of approximately fifteen years; the fifteen and sixteen year old boy has won more right of self-direction from his parents than has the girl of like age; the average home is fairly well supplied with recreational equipment; the average home believes in affording equal opportunity to both the boy and the girl to engage in the practice of such fine arts as music and art; adolescent youth of the age investigated does not evince balanced interest in such activity as gardening, an activity that is capable of developing into an adult hobby; boys are much more interested in animal pets than are girls; and that boys, because of more intense physical activity, demand and receive a longer "rest" period in the morning, arising from twelve to twenty-six minutes later than the average girl.

3. Hobby Interests

The development of adequate hobbies by the nation's youth is of very real importance. A good hobby is good use of leisure time. Many instances could be pointed out where the development of skill in some hobby activity led on to a commercialization that resulted in wealth for the individual. That, of course, is a by-product of the educational implications of hobby development.

That the school should seriously study characteristics of hobby development in youth from the very early stages is pointed out by the findings of Hackbarth³ who made an investigation of the hobbies of students at Ohio University in 1939. As a terminal result of this work she found that sixty-four per cent of the girls and fifty-two per cent of the boys at Ohio University had not developed a hobby. The alarming warning from her study was that those men and women who had hobbies had acquired them during the years preceding college, since no hobby development occurred during the college years. That, the writer feels, is a logical discovery since the heavy time demands of college work plus the new environment of college social opportunity combine to nullify time for hobby interests.

³ Bibliography of Research Studies in Education, Bulletin No. V, (1939-1940), p. 284, citing Pauline Hackbarth, A Partial Study of the Leisure Time Activity of Ohio University Students, 1939.

The Chicago Study⁴ of recreation and delinquency cautions that special efforts should be made to reach and hold boys fourteen years of age and over, crucial ages in character development. The Chicago report suggests that recreational agencies need to take leadership in this endeavor and to urge the expanded use of the facilities of the churches and the schools with an eye toward offering the youth of a given community a variety of exploratory hobby courses and courses in hobby skills.

As far as the writer can discover, none of the Houston high schools seems sufficiently aware of the need for encouraging youth in the formation of hobbies, nor is there much evidence of planned leadership directed toward hobby development in these same schools.

At Reagan Senior High School, the school of this study, planned encouragement and development of hobby interests of youth is largely ignored.

Table III was constructed to show the various hobby interests of the Reagan Senior High School girls of this study and the frequency of participation in each hobby item.

⁴ Ethel Shanas, Recreation and Delinquency--A Study of Five Selected Chicago Communities, p. x.

TABLE III

HOBBY ACTIVITIES ENGAGED IN BY 413 GIRLS OF REAGAN SENIOR
HIGH SCHOOL, HOUSTON, TEXAS, 1948

Hobby activity	Frequency
1	2
1 Dancing	27
2 Reading	21
3 Collecting records (victrola)	15
4 Sewing	12
5 Photography	11
6 Skating (ice and roller)	8
7 Cooking	8
8 Music	7
9 Collecting vases	3
10 Collecting cooking recipes	3
11 Sports scrapbook	2
12 Moving picture star scrapbook	2
13 Collecting stamps	2
14 Meeting interesting people	2
15 Collecting toy animals	2
16 Horseback riding	2
17 Glass painting	1
18 Radio star scrapbook	1
19 Hand carving dogs	1
20 Reagan High School scrapbook	1
21 Carving ivory	1
22 Writing fiction	1
23 Fashion design	1
24 Collecting dolls	1
25 Collecting clay statues	1
26 Collecting buttons	1
27 Collecting silver spoons	1
28 Collecting bronze horses	1
29 Collecting musical instruments	1
30 Collecting perfume bottles	1
31 Collecting coffee cups	1
32 Debating	1
Total	143

A study of the results of this phase of the investigation shows that only 143 girls have hobbies; 270 stated that they did not participate in any activity that might validly be classified as a hobby interest. Reduced to percentages, it was found that 34.62 per cent of the 413 girls engage in such activity, while 65.38 per cent do not. There was a total of thirty-two different hobby activities mentioned by girls who had hobbies.

It will be remembered that Hackbarth's study, mentioned earlier in this study, revealed sixty-four per cent of Ohio University girls without a hobby activity of any kind. Results of the Reagan Senior High School study are almost identical with the Ohio University result.

Rather conclusive evidence is brought out by a study of Table III to the effect that there is a real need for exploratory and finding courses for hobbies in the school's curriculum since only thirty-two different hobby activities are mentioned by the Reagan girls. It might be well to place such courses in the curriculum in the junior high school in order to allow the high school to teach some skills and procedure methods in hobbies already selected by the students.

Dancing, not just the act but an academic interest in various steps and patterns of the dance being necessary to qualify dancing as a hobby, leads the list in frequency of mention as a popular hobby activity. Twenty-seven of

the 143 girls with hobbies indicated that this was their favorite leisure time hobby.

Reading for entertainment and for knowledge over and above school work assignments was listed next in popularity with the girls; there were twenty-one so indicating.

The predominating hobby interest area, as revealed by the table, is collecting, with thirteen different collection activities engaged in by thirty-three of the 143 hobby-active girls.

Another area of interest is the keeping of scrapbooks. Three types of scrapbook keeping were mentioned with four girls participating.

Table IV depicts the hobby interests of the Reagan Senior High School boys of the study.

TABLE IV

HOBBY ACTIVITIES ENGAGED IN BY 569 BOYS OF REAGAN SENIOR
HIGH SCHOOL, HOUSTON, TEXAS, 1948

Hobby activity	Frequency
1	2
1 Reading	21
2 Following sports records	17
3 Dancing	11
4 Skating (ice and roller)	7
5 Fishing	7
6 Auto mechanics	6
7 Collecting stamps	6
8 Photography	6
9 Building model airplanes	6
10 Collecting records (victrola)	6
11 Handicraft	4
12 Collecting old coins	4
13 Hunting	3
14 Raising rabbits	3
15 Riding motorcycles	3
16 Raising dogs	2
17 Collecting pin-ups	2
18 Collecting match covers	2
19 Writing fiction	2
20 Building small model homes	1
21 Collecting school pennants	1
22 Carving ivory	1
23 Meeting interesting people	1
24 Collecting books	1
25 Collecting bus cards	1
26 Collecting various city bus tokens	1
27 Collecting small rocks	1
28 Collecting radio star pictures	1
29 Taxidermy	1
30 Debating	1
Total	129

From the evidence found, boys, as was true in the case of the girls, do not engage in a normal variety of hobbies. Out of 569 boys used in the gathering of data only 129 stated that they engaged in leisure activity that might be termed a hobby. This fact means, of course, that 440 of these boys do not have hobby activity of any sort. Only 22.67 per cent of the boys, then, engage in hobby activity while 77.33 per cent do not. The alarming item is that only thirty varieties of hobby activities were listed as engaged in.

A comparison of Reagan boys with Hackbarth's Ohio University boys does not give the same type of result as did the girls' comparison. In that case the two findings were almost identical. At Ohio University, however, fifty-two per cent of the boys were without hobby interests while in the case of Reagan Senior High School boys, 77.33 per cent had not yet become interested in this type of activity.

While the Ohio study mentioned found that more girls were without hobby interest than were boys, this study, although with respect to high school students, found the opposite to be true; more boys than girls were without such interest. The nature of the data in both Hackbarth's study and in this study is such that the reason for these conflicting findings is not apparent.

The collection of various items is very popular with boys, as it was with the girls of the study. Eleven hobbies mentioned by the 129 boys listing hobbies were of the collection

variety although more outdoor hobby interests such as fishing and hunting appear on the boys' list of favorites.

Table IV points to the fact that the school should include in its course materials more planned areas designed specifically to motivate boys' interests in hobbies and the formation of them.

Table V is a composite table and includes a list of the favorite hobbies of both boys and girls with the frequency of choice of each item in rank order of popularity.

TABLE V

HOBBY ACTIVITIES ENGAGED IN BY 982 BOYS AND GIRLS OF THE REAGAN SENIOR HIGH SCHOOL, HOUSTON, TEXAS, 1948

Hobby activity	Frequency
1	2
1 Reading	42
2 Dancing	38
3 Collecting records (victrola)	21
4 Photography	17
5 Following sports records	17
6 Skating (ice and roller)	15
7 Sewing	12
8 Cooking	8
9 Collecting stamps	8
10 Music	7
11 Fishing	7
12 Auto mechanics	6
13 Building model airplanes	6
14 Handicraft	4
15 Collecting old coins	4
16 Collecting vases	3
17 Collecting cooking recipes	3
18 Meeting interesting people	3
19 Writing fiction	3
20 Hunting	3
21 Raising rabbits	3
22 Riding motorcycles	3
23 Collecting toy animals	2
24 Collecting pin-ups	2
25 Collecting match covers	2
26 Sports scrapbook	2
27 Motion picture star scrapbook	2
28 Horseback riding	2
29 Radio star scrapbook	2
30 Carving ivory	2
31 Debate	2
32 Raising dogs	2
33 Glass painting	1
34 Hand carved dogs	1
35 Reagan High School scrapbook	1
36 Fashion design	1
37 Collecting dolls	1
38 Collecting clay statues	1

TABLE V (Continued)

Hobby activity	Frequency
1	2
39 Collecting buttons	1
40 Collecting silver spoons	1
41 Collecting bronze horses	1
42 Collecting musical instruments	1
43 Collecting perfume bottles	1
44 Collecting coffee cups	1
45 Building small model houses	1
46 Collecting school pennants	1
47 Collecting books	1
48 Collecting bus cards	1
49 Collecting various city bus tokens	1
50 Collecting small rocks	1
51 Taxidermy	1
Total	272

The composite table of hobby activities engaged in by both boys and girls shows that reading is the favorite hobby activity with the youth of Reagan Senior High School. Forty-two students indicated this activity as their hobby. Dancing is second in popularity with thirty-eight individuals engaging in this form of hobby activity.

Since the study of college students' hobby activity at Ohio University revealed the fact that college youth rarely develop new hobbies while attending school, the finding of this study relative to hobby activity of high school youth presents a rather serious picture.

Reagan youth in the fifteen and sixteen year old age group list among their hobby activities many interests that are normal and fitting for adolescent youth but activities that can hardly be carried gracefully into adult life, solidify, and become permanent hobby interests that will run throughout a lifetime. Listed among this group are such activities as: collecting pin-ups, collecting radio star pictures, collecting movie star pictures, riding motorcycles, collecting school pennants, collecting bus cards, and compiling high school scrapbooks.

Some of the other hobby interests listed are doubtful of being carried over into adult life although it might be quite possible, depending upon the temperament of the individual concerned. Examples of these types of hobbies are: collecting match covers, collecting various city bus

tokens, collecting small rocks, keeping a sports scrapbook, and building model airplanes.

Table V again graphically underlines the fact that modern youth suffers from a lack of variety in hobby choice and from a lack of sufficient participation in hobby activity. Only 272 of the 982 students of the study stated that they carried on such interest and the variety of hobbies they listed was only fifty-one in number.

Another clue for educators to be found in an examination of Table V is the fact that too few of youth's hobby activities are of the out-of-doors and active variety and too many of them are of the passive, indoor type. Of the fifty-one hobbies mentioned by the youth, only nine vigorous activities of the outdoor variety are to be found: photography, skating, fishing, hunting, raising rabbits, riding motorcycles, horseback riding, raising dogs, and collecting small rocks.

In summarizing, the writer believes evidence has been found by this study to conclude that very few modern youth of fifteen and sixteen years of age have developed or are developing hobby interests; that few of the hobby activities they are engaged in are capable of being carried on into adult life; that there is a serious lack of balance between outdoor and indoor type hobby activity, with the indoor variety far too popular; that a need for including exploratory

material into the school's curriculum as an aid to the youth's selection and motivation of a hobby is needed and, further, that skill in hobby activity should be taught as a normal part of the school job; and that the collecting activity has an extremely attractive pull on both boys and girls as a hobby area of interest.

4. Community Facilities for Leisure and Recreation

Most educational authorities interested in the problem of leisure and recreation agree on one factor that influences the leisure pattern--the factor of availability of leisure and recreation facilities in the community.

To define an exact community within a metropolitan city would be difficult since the given community will vary in size when measured by different criteria. It would not be difficult to state the residential boundaries, geographically, of a given community. On the other hand, it would be difficult to say just what constitutes the leisure time and recreational facility limits of that same community because transportation in a large city is such that the big, "first run," downtown theaters, the swimming pools, the bowling alleys and the like establishments draw their patronage from all over the city.

There does seem to be evidence that motivation and the intensity of interest play a prominent part in how far youth will go in terms of miles or city blocks to use a facility of his particular interest.

Where motivation is weak but the facility is close to the place of residence he finds it convenient to use the facility and to develop an interest in that particular area of recreation. If that same facility had been located at a greater distance the chances are very good that he would not have become interested in that form of leisure and recreational activity.

Table VI lists twelve selected facilities and shows the average distance each facility is located from the average home as well as the usage made by the 413 girls of Reagan Senior High School investigated in this research.

TABLE VI

TWELVE SELECTED FACILITIES USED AND THE AVERAGE DISTANCE
THESE FACILITIES ARE FROM THE HOMES OF 413 GIRLS OF
THE REAGAN SENIOR HIGH SCHOOL, HOUSTON, TEXAS

Facility	Distance from home in blocks	Usage			
		Yes	Per cent	No	Per cent
1	2	3	4	5	6
1 Church	17	379	91.76	34	8.20
2 Swimming pool	29	256	61.98	157	38.01
3 Playground	21	205	49.63	208	50.36
4 Park	19	183	44.30	230	55.69
5 Tennis court	32	122	29.54	291	70.46
6 Library	19	69	16.70	344	83.29
7 Skating rink	53	21	5.08	392	94.91
8 Stables	57	5	1.21	408	98.32
9 Bowling alley	81	5	1.21	408	98.32
10 Gymnasium	29	3	.72	410	99.27
11 Golf course	61	2	.48	411	99.51
12 Aviation field	136	0	.00	413	100.00

It will be noted that, in general, wherever the facility is located near to the home, the frequency of usage is greater. In the case of church activity, the church referred to is the church of the individual girl's religious preference.

Although the church facility is located near to the average home, seventeen blocks, and a greater frequency of usage is recorded, 379 of 413 cases, it must, in all fairness, be pointed out that there is probably another factor present, parental pressure on the girl to use this facility regularly. Free-will usage of the church facility, if the figure could be found, might be much smaller than the 379 of 413 girls indicated in this table.

Youth is rather intensively interested in the modern art of flying. Both boys and girls register this interest almost daily and in a number of different ways. Since flying fields must be located in outlying areas of a city they are generally placed far from the home of the average youth. The nearest flying field to the average home of the Reagan girl of this study was 136 blocks away. The impact of this fact is noted in the result that none of the girls visited a flying field regularly.

While girls are apparently interested in aviation, the girls of this study gave two main reasons for not participating in this activity: aviation is too expensive and too far beyond their financial means and the natural parental

opposition encountered by the girls when they do desire to engage.

Table VI shows that the next nearest facilities to the average home were nineteen blocks away; these were the park and the library. While a majority of the girls have indicated that they read often and for pleasure and knowledge, only sixty-nine of the 413 thought it worth while to make the trek to the library located only nineteen blocks away on the average with any degree of regularity. In the interpretation of this fact it seems quite probable that there are two factors involved: first, the branch library is small and over a long period of time the girls who read extensively have selected and read all of the material that is of interest to them, and, secondly, it is possible that they are obtaining sufficient reading material from the school library and from magazines secured at newsstands and through the mail via subscription.

An example of the fact that youth will travel far from domestic base to reach a facility of intense interest is shown by an examination of the "tennis" item in the table. Reagan Senior High School has an excellent tennis instructor for girls, and as a normal part of their physical education courses, they are given good instruction in the art and skills of this game. The table shows that 122 of the 413 girls go an average distance of thirty-two blocks to engage regularly in the game.

As a contrast, Table VII shows that only sixty-two of 569 boys travel a distance of twenty-eight blocks during the normal summer season to engage in tennis. The boys at Reagan can and do receive some instruction in tennis but it is only upon request and is not of the quality or the instructional level available to the girls nor is it a regular part of the physical education curriculum for boys.

TABLE VII

TWELVE SELECTED FACILITIES USED AND THE AVERAGE DISTANCE
THESE FACILITIES ARE FROM THE HOMES OF 569 BOYS OF
THE REAGAN SENIOR HIGH SCHOOL, HOUSTON, TEXAS

Facility	Distance from home in blocks	Usage			
		Yes	Per cent	No	Per cent
1	2	3	4	5	6
1 Swimming pool	27	493	86.64	76	13.35
2 Church	17	362	63.62	207	36.37
3 Playground	19	305	53.60	264	46.39
4 Park	24	271	47.62	298	52.37
5 Skating rink	49	101	17.75	468	82.24
6 Tennis court	28	62	10.89	507	89.10
7 Bowling alley	73	23	4.04	546	95.95
8 Library	27	11	1.93	558	98.06
9 Gymnasium	31	7	1.23	562	98.76
10 Golf course	51	4	.70	565	99.29
11 Stables	51	3	.52	566	99.47
12 Aviation field	123	1	.17	568	99.82

These figures on the tennis activity, based on the results shown in Tables VI and VII, are evidence of the fact that teaching in the school is an important factor in leading youth to a real interest in participating in certain games of skill. The home of the average girl of the study was located thirty-two blocks from a convenient tennis court while the home of the average boy of the study was twenty-eight blocks from a court, yet in the case of the girls (who had received good instruction in the skills of the game) 122 out of 413, or 29.54 per cent, engaged in the game regularly during the season. Boys (who had not received the same type of instruction in the school) indicated this fact through only sixty-two, or only 10.89 per cent, regular participants in tennis during the season out of 569 boys of the study.

A more detailed inspection of Table VII, use of community facilities made by boys and the distance from the average home to the facility, discloses that, aside from tennis, the picture is similar with the pattern of girls' activity and usage of facilities discussed under Table VI.

Certain differences of interest and usage revealed by boys' answers are capable of logical interpretation based upon the findings of adolescent psychologists. As an example of this, while fifteen and sixteen year old girls made the greatest use of the church facility, boys show a

number one interest in the swimming pool. Girls of those ages are still under a greater degree of parental supervision than are the boys of similar ages who, according to the psychologists, are beginning to assert a greater amount of independence and are disputing parental authority to the extent that it is probable that more boys are allowed to miss church activities than are girls. The psychological factor that boys are more interested in active activities than in passive ones is shown in the "library" item. With girls, library usage ranks sixth in popularity on the basis of the twelve items, while with boys, it is listed eighth in frequency of usage.

While boys indicate a normally greater interest in the field of aviation than did the girls, the same detaining factors were noted for them as for their female contemporaries; there was a lack of sufficient funds and refusal of parental authority.

Tables VI and VII present evidence of the fact that the Reagan Senior High School community needs to be given more of such facilities as tennis courts, parks, supervised playgrounds, swimming pools and gymnasiums in order to increase the participation of youth in good activities. The table also shows that, while it is impossible for the city to provide golf courses, aviation fields, stables and bowling alleys closer to the homes of the youth of the study because of the prohibitive cost of such installations, it

does behoove the city and perhaps even the school to send adult group-leaders into the community to organize activity and interest in such leisure time occupations as golf, bowling clubs, and aviation clubs, and to provide free or low cost transportation to existing facilities.

Tables VI and VII furnish evidence for logical argument in support of the need for such school facilities as their swimming pools, their playgrounds and their gymnasiums remaining available to youth throughout the summer vacation period and to a greater extent after three o'clock than is now the practice during the school term.

A summary of the section on availability and usage of community facilities would marshal these conclusions based upon evidence secured by the investigation: where the motivation is weak but the recreational facility is close to his home the youth finds it easy to develop interest in the recreation represented by that particular facility; youth is prevented from participation in certain leisure activities of their desires, such as flying and horseback riding, by a lack of funds and by parental refusal to allow participation; where the youth is truly interested in some recreational activity he will travel a long distance to reach a facility where he can engage in such activity; the teaching of game skills results in self-motivation for participation in this game; boys are more interested in physically active recreation than are girls; and the Reagan

Senior High School community is in need of such additional recreational facilities as tennis courts, parks, supervised playgrounds, swimming pools and gymnasiums in order to meet adequately the recreational needs of its youth.

A final conclusion based upon the evidence offered is that the community is in dire need of more adult recreational leadership for the purpose of organizing such clubs as aviation clubs, horseback riding clubs, and golfing groups so that pressure might be brought on the city government to subsidize these activities or at least furnish free or low cost transportation to already existing facilities where these groups would have the chance for participation.

5. Indoor Recreational Activities

It has often been pointed out that the American pattern of leisure activity is overbalanced in the direction of non-participation or passive activity such as viewing sports spectacles rather than the joining in of participation in them.

One of the aims of this study was to find out what types of indoor and outdoor activity youth engages in today and to find out approximately how much time they spend in such activities.

Educators and individual adults interested in the training of youth for leisure time usage need to concentrate on the pattern of their indoor activity. Youth engages in

indoor activity more than in outdoor recreation simply because of the availability of equipment and because the American home had not yet lost all of its impact as the center for the social life of the growing youth. It is the duty, specifically, of the educator to discover the facts about indoor activities and leisure time usage inside the home since the domestic center is not interested in a scientific study of the problem. It also becomes the duty of the school to use knowledge secured of youth's activities to educate the parents to these facts and to condition them toward a better job of participating in the direction of youth at play.

Stokes,⁵ as a result of her study of University High School students in Michigan, states that on the high school level, fifty-three per cent of youth engage in indoor activities at home, while forty-seven per cent engage in activities outdoors and away from home. She concluded that there is a greater amount of participation in at-home activities than in away-from-home activities.

Over the past several decades the American school was prone to be rather smug concerning its physical education programs, its direction of leisure activity, and it pointed with pride to the terrific numbers of football

⁵ Myrtle G. Stokes, op. cit., p. 60.

teams, basketball teams and other teams engaged in wholesome competition over the length and breadth of the land. The attitude seemed to be that the physical well-being of American youth was well cared for even though doubt might be cast at the academic program.

The rude jolt of a high percentage of draft rejections of youth due to physical defects during World War II caused the nation's educational leaders to modify their pointing with pride and to adopt a more "view-with-alarm" attitude concerning youth and youth's recreational activities. They were brought to the realization that all the youth participating on varsity teams in interscholastic competition represented but a small fraction of the total school youth who needed planned physical activity. More important was the fact that they realized that youth was rapidly becoming viewers rather than doers under the impact of commercialized recreation and commercial operators who have studied our leisure time weaknesses and have capitalized upon them.

A study of twenty-seven selected activities engaged in indoors reveals some curious habits on the part of the girls of this study. These are presented in Table VIII.

TABLE VIII

INDOOR RECREATIONAL AND LEISURE TIME ACTIVITIES ENGAGED IN BY 413 GIRLS OF THE REAGAN
SENIOR HIGH SCHOOL, HOUSTON, TEXAS, 1948

Activity	Participation						Hours per week
	Often	Per cent	Occasionally	Per cent	Never	Per cent	
1	2	3	4	5	6	7	8
1 Card games	401	97.09	3	.75	9	2.17	2.37
2 Listening to radio	393	95.15	13	3.14	7	1.93	6.45
3 Dancing	392	94.91	9	2.17	10	2.41	3.31
4 Going to movies	388	93.94	21	5.08	4	.96	4.07
5 Loafing	303	73.36	83	2.09	27	6.53	2.33
6 Visiting friends	286	69.24	103	2.49	24	5.23	2.07
7 Writing letters	279	67.69	97	23.48	37	8.95	.99
8 Sewing	211	51.08	103	2.49	99	23.97	1.01
9 Playing with pets	97	23.48	30	7.50	286	69.24	.37
10 Table tennis (ping-pong)	86	20.82	19	4.60	308	74.57	.57
11 Skating (ice or roller)	71	17.19	24	5.83	318	76.99	1.63
12 Playing with children	66	15.98	122	29.54	225	54.47	.88
13 Cooking	53	12.83	71	17.19	289	69.97	1.09
14 Playing practical jokes	37	8.95	9	2.17	367	88.86	.21
15 Swimming	19	4.60	7	1.93	387	93.70	1.02
16 Volleyball	13	3.14	41	9.92	359	86.92	.61
17 Art, painting, et cetera	9	2.17	2	.48	402	97.33	1.03
18 Singing	7	1.93	11	2.66	395	95.64	.88
19 Basketball	4	.96	2	.48	407	98.54	.53
20 Playing marble machine	3	.75	3	.75	407	98.54	.19
21 Baseball	2	.48	3	.75	408	98.79	.60
22 Pool or billiards	2	.48	1	.24	410	99.27	.93
23 Wrestling	1	.24	0	0.00	412	99.75	.09
24 Attending night clubs	1	.24	71	17.19	341	82.56	1.61
25 Woodwork	0	0.00	1	.24	412	99.75	.49
26 Handball	0	0.00	1	.24	412	99.75	.01
27 Boxing	0	0.00	0	0.00	413	100.00	.00

Table VIII shows that the most popular activity on the basis of those engaged in "often" was card games. "Often" was defined to the students taking part in this survey as engagement at least two or more times a week on a regular basis. The fact that card games were engaged in often by a total of 401 of 413 girls is not in itself surprising, nor is the fact that only nine never participate in card playing activities difficult to understand. The surprising thing is that more of these girls engage in playing cards than in dancing, visiting friends, playing with pets, playing with children, or even cooking, all activities that call for a greater level of physical activity.

Intensity of interest is reflected by the number of hours per week spent in participation. Intensity seems to be directly related to availability of the facility. For example, 99.03 per cent of the girls' homes had a radio in working order and since, over a period of time, girls have built up an interest in certain programs, they follow a pattern of listening that totals a greater number of hours each week than any other single indoor activity.

Because of this already established interest in the radio on the part of youth, it can be a very potent force in the education of the adolescent.

Ratliff⁶ made a study of 336 girls of the Big Spring High School in 1941 to determine how these girls spent their

⁶ Mildred Mitchell Ratliff, op. cit., pp. 1-111.

leisure hours. She used the same technique in securing her data as was employed in this study. Table IX depicts some comparable results between her study and the one the writer made in Houston, Texas.

TABLE IX

A COMPARISON OF TWELVE INDOOR ACTIVITIES ENGAGED IN BY THE
GIRLS IN THE BIG SPRING, TEXAS, HIGH SCHOOL, 1941, AND
THE GIRLS IN THE REAGAN SENIOR HIGH SCHOOL,
HOUSTON, TEXAS, 1948

Activity	<u>Perkins' study</u>		<u>Ratliff's study</u>	
	No. of girls	Per cent participation	No. of girls	Per cent participation
1	2	3	4	5
1 Moving pictures	409	99.03	304	90.47
2 Listening to radio	406	98.30	309	91.96
3 Card games	404	97.82	155	46.13
4 Dancing	401	97.09	236	70.23
5 Visiting friends	389	94.13	222	66.07
6 Writing letters	376	91.04	243	72.32
7 Playing with children	188	45.52	178	52.94
8 Playing with pets	127	30.75	178	52.94
9 Cooking	124	30.02	111	33.03
10 Ping-pong	105	25.42	262	77.94
11 Skating	95	23.00	305	90.77
12 Art, painting	11	2.66	55	16.36

In interpreting these comparisons, however, three main differences need to be pointed out: Ratliff sampled 336 girls while the writer's study contacted 413 girls; the community of Ratliff's study, Big Spring, Texas, is not so cosmopolitan as is Houston, and all recreational facilities in Big Spring are much more easily reached than they are in a city the size of Houston; and Ratliff used all age groups represented by the total female enrollment in the Big Spring High School while the Houston study limited ages to fifteen and sixteen.

The two studies agreed on the two most popular activities, motion picture attendance and listening to the radio. The fact that the percentage of participation in these activities runs higher in the Houston study may be due to the fact that in Big Spring the ease of reaching other facilities cuts down somewhat on motion picture attendance and listening to radio programs. The Houston investigation found 99.03 per cent movie attendance and 98.30 per cent radio listening while Ratliff found 90.47 per cent movie attendance and 91.96 per cent listening to the radio.

Card games were indulged in by only 46.13 per cent of the girls of the Big Spring study but by 97.82 per cent of the Reagan, Houston, Texas, Senior High School girls. No reason for this difference is evident but the effect of the more cosmopolitan atmosphere of a large city and the existence of more places available is reflected in a

comparison of participation in the dancing activity. In the Houston study 97.09 per cent of the girls engage in this activity while only 70.23 per cent of the Big Spring girls seem interested in dancing. Availability of facilities and the press of the social climate, then, seem factors that have direct influence upon indoor recreational activities engaged in by adolescent girls.

Since 52.94 per cent of the girls at Big Spring spend considerable time playing with pets compared to only 30.75 per cent of indulgence in the same activity for the Houston girls, and since human nature is similar, it would seem that this discrepancy in the findings can be accounted for by the fact that in the smaller town the adults find it more convenient to allow their youth to have pets in the home than do the big-city dwellers, where many of them are forced to reside in small apartments.

With respect to the activity "cooking" as a leisure time activity, both studies are in agreement as to the findings. The writer feels that the low incidence of participation in cooking as a leisure activity found in both studies is somewhat alarming from the sociological viewpoint. The Houston study found that only 124 out of 413 girls, a percentage of 30.02, engaged in the cooking activity in the home while the Big Spring study reports 111 of 336 girls, or 33.03 per cent, participating. Since girls in high school are not many years away from the

establishment and operation of their own homes it seems deplorable that so few of them indicate an interest in one of the arts of home operation. It would seem possible, on the basis of this evidence, to draw the conclusion that the foods courses in the high schools are failing to provide adequate motivation of cooking as an art. If, on the other hand, the foods courses are doing an adequate job of motivation but only about a third of the high school girls are taking these courses, the results found demonstrate the need for making such courses required of all girls in the secondary schools.

In Big Spring, the physical education department concentrates on certain indoor games as a part of the physical education curriculum. The object is the acquisition of skills in these indoor games. One of these games singled out for attention is table tennis or ping-pong. The fact that teaching is a motivating force in arousing the interest of the adolescent in games as a leisure time occupation is adequately demonstrated by a comparison of results between the findings in Big Spring and in Houston. Houston does not include table tennis as a teaching object in its regular physical education curriculum for girls. Only 105 of 413 Houston girls engaged in this activity on their own. This represents 25.42 per cent of the girls using table tennis as a leisure recreation. In Big Spring where the girls had been given instruction and had gained some degree of skill

in playing the game, 262 of 336 girls, a percentage of 77.94, carried interest in this activity with them in their out-of-school life.

Again, as in the case of the teaching of skill in tennis to Houston girls, the example furnished by results of table tennis or ping-pong at Big Spring would seem to validate the conclusion that the acquisition of skill in a game seems to act as a motivating factor in its continued use as a leisure time and recreational activity.

The impact of availability upon leisure time usage is again demonstrated by an examination of the skating activity in Table IX. Here skating included both roller and ice. In Big Spring where it is a relatively simple matter for the girls of the town to reach a roller rink, more of them engage in the activity. There 305 out of 336, or a percentage of 90.77, participated while in Houston where the rink is an average distance of fifty-three blocks away, only ninety-five of the 413 were sufficiently interested to go to the trouble of a journey of this distance to reach the facility. Consequently, only 23.00 per cent engage in skating as a leisure time activity in Houston.

Table X presents the indoor activities of the boys of the study and demonstrates to the school the necessity for planning a varied program for youth in order to care for sex differences with respect to leisure interests and desires.

TABLE X

INDOOR RECREATIONAL AND LEISURE TIME ACTIVITIES ENGAGED IN BY 569 BOYS OF THE REAGAN
SENIOR HIGH SCHOOL, HOUSTON, TEXAS, 1948

Activity	Participation						Hours per week
	Often	Per cent	Occasionally	Per cent	Never	Per cent	
1	2	3	4	5	6	7	8
1 Visiting friends	563	98.94	2	.35	4	.70	1.73
2 Listening to radio	561	98.59	5	.37	4	.70	5.92
3 Going to movies	558	98.06	5	.87	6	1.05	3.51
4 Loafing	511	89.80	17	2.98	41	7.20	2.79
5 Card games	506	88.92	38	6.67	25	4.39	2.41
6 Dancing	401	70.47	29	5.09	139	24.42	3.25
7 Writing letters	311	54.65	91	15.99	167	29.34	.16
8 Playing with pets	281	47.62	7	1.23	281	47.62	.41
9 Playing practical jokes	273	46.22	153	26.88	143	25.13	.27
10 Woodwork	171	30.05	37	6.50	361	63.44	.81
11 Playing marble machines	139	24.42	187	32.96	243	42.70	.29
12 Table tennis (ping-pong)	103	18.10	71	12.47	495	86.99	.71
13 Skating (ice or roller)	63	11.07	86	15.11	420	73.91	1.93
14 Wrestling	57	10.01	194	34.09	318	55.98	.41
15 Basketball	47	8.26	17	2.98	505	88.75	1.18
16 Pool or billiards	31	5.44	17	2.98	521	91.56	1.11
17 Playing with children	29	5.09	209	36.73	331	58.17	.59
18 Boxing	22	3.86	9	1.58	538	94.55	.21
19 Swimming	21	3.69	42	7.38	506	88.92	1.21
20 Handball	17	2.98	7	1.23	545	95.78	.81
21 Volleyball	13	2.28	2	.35	554	97.36	.92
22 Art, painting, et cetera	3	.52	7	1.23	559	98.24	.67
23 Cooking	2	.35	0	0.00	567	99.64	.18
24 Baseball	2	.35	13	2.28	554	97.36	1.01
25 Attending night clubs	2	.35	87	15.29	480	84.34	.49
26 Sewing	0	0.00	3	.52	566	99.47	.09
27 Singing	0	0.00	4	.70	565	99.29	.19

A comparison between the indoor leisure activities of girls and of boys will again tend to strengthen the evidence that the school and the home should be brought to a full realization of need for planning for sex differences in interests. Adequate care for youth's play needs will call for a variety of offerings for the youth on the part of both the school and the home if youth is to be safeguarded from delinquency. If the youth cannot find in the home and at school sufficient and satisfactory outlets for the stimulation he feels, he will seek such outlet on the streets. It is on the city street that youth will be brought into direct contact with opportunities for delinquent activity.

Although close examination will show that boys and girls agree on the popularity of eight of the ten most popular indoor activities engaged in, they show marked difference in the intensity of engagement.

The boy at fifteen and sixteen years of age is much more attracted to "doing" activities than to "passive" activities.

Card games, listening to the radio, dancing, movies, loafing, visiting friends, writing letters and playing with pets are the eight items of activity that boys and girls agree on as to popularity. Some evidence seems to exist pointing to the fact that boys are slightly more social in nature than are girls; the most popular item engaged in by the 569 boys of the study was that of visiting friends.

However, the restlessness of the boys is attested to by the fact that although more of them go visiting their friends, they spend but 1.73 hours per week in this activity while girls remain on visits an average of 2.37 hours per week.

Additional evidence to the fact that the boy is more restless than the girl at these ages is shown by their radio listening habits. Boys spend 5.92 hours per week listening to the radio while girls devote 6.45 hours to the same passive activity.

Both groups spend about the same amount of time dancing but girls are slightly more interested in this activity than are boys since dancing rates third in popularity with them and sixth with the boys.

Girls spend 4.07 hours a week in movie attendance but the average boy, more restless, takes his passive activity in smaller doses and views the "flickers" but 3.51 hours a week.

Both boys and girls rate letter writing as their seventh most popular indoor leisure time activity, but here again evidence is found that the boy is the more restless for he writes letters but .16 hours per week while the girl devotes .99 hours a week to the same activity. This fact offers a clue to alert English teachers with respect to the teaching of letter writing. Since the boy spends such little time on each letter that he writes it would seem wise for the teacher to concentrate on precis writing for boys. If

the boy writes short letters they, at least, should be good letters and precis practice will assist him in the practice of saying what he has to say in a more complete way. Not so much time needs to be devoted to the precis writing development of the girl since she takes the time to write longer letters.

The fact that the average boy of this study has a more rugged, rough sense of humor than does his female contemporary is demonstrated by the fact that indoors, becoming bored, he seeks active engagement as an outlet and quite frequently turns to playing practical jokes. According to the Reagan Senior High School youth's own testimony, the playing of practical jokes ranks ninth on his list of popular indoor recreational activities, while with the girls, the playing of practical jokes rates fourteenth.

An alarming indication for the home and for the school is to be found in the implications of the item, "playing the marble machine." With adolescent boys this activity has become so widespread in popularity that boys rank it eleventh on their popularity list of indoor sports. A total of 326 boys out of 569 play the marble machines and 139 of the 326 state that they play them regularly. The problem is present with girls but not with the same force of impact as with boys. Of the 413 girls only six indicated activity with the marble machine, and of the six only three maintained

that they indulged in this activity often. Girls rank it twentieth on their list of indoor interests.

The writer feels that most adults will agree that playing the marble machine is an activity to be deplored as wasteful for adults and that for the adolescent youth it is definitely harmful. Marble machine activity gives negative training to youth in two obvious ways: first, it trains youth in the thrill of taking a chance, i.e., gambling; and, secondly, it trains youth to waste money at an age where he can ill afford to waste it. Secondary effects of marble machine play by youth are also evident: loafing around the wrong crowd of youth; and since marble machines are usually located in undesirable establishments, youth has the wrong physical environment.

In interpreting the data on marble machine play it may be possible to draw another conclusion based upon evidence. Since recreation today is highly commercialized, the financial consideration is an angle that must be considered in distinguishing between the leisure time interests of the boys and the girls.

The average high school boy is usually in possession of more spending money than is the girl of a like age. He is in a better position to build up the marble machine habit than is the girl. That the girl does possess the potential interest in this form of gambling is shown by the fact

that a large number of adult women frequent the horseracing tracks in those states where such tracks and such betting are legal.

It would not be too much of a problem for the school and for the home to devise some form of leisure activity to substitute and to compensate for the challenge the marble machine offers to adolescent youth. Although it is not the final answer the movement toward the establishment of "'Teen Canteens" is a step in the right direction.

The items "cooking" and "sewing" point to the fact, as could be expected, that boys have but little interest in such activities. Only two of 569 boys engage in any cooking activity at all and then for only .18 hours per week, while only four boys indicated activity in sewing --probably such sewing activity as replacing lost buttons and mending minor rips since they engaged in the sewing activity only .19 hours a week.

Here is an area for serious thought on the part of the homemaking people. The modern male today is called upon to do more of his own cooking and more of his own sewing than in any other period in history. As the trend toward the career-woman increases--and it is increasing--the adult male will need considerably more than a passing skill in these two arts. Too, the male has ever been proud of his cooking ability when used as a hobby. Table X shows that there is room and a need for the encouragement of youth with respect to sewing and cooking.

Perhaps it would be best to organize in the high school sewing and cooking classes for boys only, where they could be given basic instruction in these areas.

Table XI is a composite table showing the indoor activities of boys and girls. A total of 982 youth participated in making these choices.

TABLE XI

INDOOR LEISURE TIME AND RECREATIONAL INTERESTS OF 982 BOYS AND GIRLS OF THE REAGAN
SENIOR HIGH SCHOOL, HOUSTON, TEXAS, 1948

Activity	Participation						Hours per week
	Often	Per cent	Occasionally	Per cent	Never	Per cent	
1	2	3	4	5	6	7	8
1 Listening to radio	954	97.14	18	1.83	11	1.12	6.18
2 Going to movies	946	96.33	26	2.64	10	1.01	3.79
3 Card games	907	92.56	41	4.17	34	3.46	2.39
4 Visiting friends	849	86.45	105	10.60	28	2.85	1.90
5 Loafing	814	82.89	100	10.18	68	6.92	2.56
6 Dancing	793	80.75	38	3.86	149	15.18	3.28
7 Writing letters	590	60.08	188	19.14	204	20.77	.57
8 Playing with pets	378	38.49	37	3.76	567	57.73	.39
9 Playing practical jokes	310	31.56	162	16.49	510	51.93	.24
10 Sewing	211	21.48	106	10.79	665	67.71	.55
11 Table tennis (ping-pong)	189	19.24	90	9.16	803	81.77	.64
12 Woodwork	171	17.41	38	3.86	773	78.71	.65
13 Playing marble machine	142	14.46	190	19.34	650	66.19	.24
14 Skating (ice and roller)	134	13.64	110	11.20	738	75.15	1.78
15 Playing with children	95	9.67	331	33.70	556	56.72	.73
16 Wrestling	58	5.90	194	19.75	730	74.33	.25
17 Cooking	55	5.60	71	7.23	856	87.16	.63
18 Basketball	51	5.19	19	1.93	912	92.87	.85
19 Swimming	40	4.07	49	4.98	893	90.93	1.11
20 Pool or billiards	33	3.32	18	1.83	931	94.80	.97
21 Volleyball	26	2.64	43	4.37	913	92.97	.76
22 Boxing	22	2.24	9	.91	951	96.85	.32
23 Handball	17	1.73	8	.81	957	97.45	.41
24 Art, painting, et cetera	12	1.22	9	.91	961	97.86	.85
25 Singing	7	.71	15	1.52	960	97.75	.53
26 Baseball	4	.40	15	1.52	961	97.86	.80
27 Visiting night clubs	3	.30	158	16.08	821	83.60	1.05

From the above table it is possible to see that certain steps should be taken by the home, the school, the city recreation departments and other agencies for the training of youth for indoor leisure interests.

It is the function of the school to train youth to do better those activities that they will do anyhow. Evidence points to the fact that, with adolescent youth, mastery of a skill is, in itself, motivation. The school and home should consider methods of increasing youth's performance level in those activities in which they have indicated major interest.

Instruction in modern literature, the modern drama, instruction in playing bridge and other games, the art of conversation, care and feeding of pets, practical needlework, woodwork and handicraft, to name only a few areas, would draw and maintain youth's interest in the school. The school would then be in a more powerful position for the leadership of youth and the school itself would benefit through the natural increase of its holding power.

Table XI seems to indicate an alarming lack of interest in such old stand-by sports as basketball, rated eighteenth in popularity; baseball, rated twenty-sixth; volleyball, ranking twenty-first; and swimming, in nineteenth place. However, since these data concern indoor activities, these results show only that indoor courts, suitable for these

games, are at a premium and not readily available for the use of youth desiring to engage in them. It should be the concern of the city of Houston to help provide them. This evidence is another good argument for the proposition that the school play equipment needs to be held available to youth after school hours and through vacation periods.

From the evidence discovered in the section relative to indoor leisure and recreational activity of youth the writer has drawn the following conclusions: today's youth spends too much time in passive activity rather than physical or mentally active interests; there is a direct connection between availability of leisure time and recreational equipment and the intensity of youth's participation; because of the potent force of radio's appeal for youth it is an instrument capable of a tremendous good effect or of an equally bad effect upon them; the degree of "cosmopolitaness" of a community has a direct effect upon leisure time interests of the youth; there is a need for boys' classes in sewing and cooking in the secondary schools where youth could be given encouragement in the learning of the basic necessities that they will need in adult life; interest in continuing certain games and leisure time pursuits into free hours may be given youth by the school through the teaching of skills; there is the grave necessity for the home and for the school to join in an endeavor to present a wide variety of interests, opportunities and instruction in order

to care for the evident sex differences in leisure time interests of youth; at the ages of fifteen and sixteen the boy is more restless than the girl in seeking and in engaging in indoor leisure time activities and he is more interested in physical activity than is the girl of like age; and English teachers need to spend more time teaching the adolescent boy the art of precis writing than they do with girls since letter writing is popular with both boys and girls, but the boy spends very little time per letter whereas the girl writes longer letters.

The boy has a much more rugged, rough, immature sense of humor than does the girl during the fifteen and sixteen year old age period; home and school activities designed to challenge youth's interests need to be made aware of this fact.

Because the average adolescent boy of today has more money to spend than does the girl more effort will have to be made by the school and the home to substitute for the pull of certain activities not conducive to good training such as the marble machine activity and visiting night clubs.

Evidence indicates that homemaking classes are not being made sufficiently interesting to cause the Reagan Senior High School girl to go on with a normal interest in cooking as an art or that not sufficient numbers of girls are brought into contact with homemaking materials.

If the latter is the case, the schools need to give serious thought to requiring all girls to take certain basic courses in foods.

Reagan girls indicate little interest in woodwork. Because of the nature of household maintenance and the fact that the female is often called upon to accomplish small repair jobs around the house, the girls should be offered basic courses in the industrial arts department designed to be of practical interest for girls. Some of this material might well develop into a hobby interest for the girls.

Since youth has indicated the popularity of such indoor recreational activities as listening to the radio, going to the movie, engaging in card games, visiting friends, writing letters, playing with pets, sewing, table tennis, and woodwork, and since it is the job of the school to teach youth to do better those worthwhile things that they will do anyhow the school would do well to include in its curriculum materials planned to help youth engage intelligently in such activities listed above. Other organizations such as the Young Men's Christian Association, the Young Women's Christian Association, and the Scouts should cooperate fully around the core of the school in a correlated effort to provide the best instruction and opportunity for engagement possible with a view toward the reduction of juvenile delinquency.

6. Outdoor Recreational Activities

No hit-or-miss method of providing for leisure will obtain the desired results. It will require careful and thoughtful planning to develop people who will appreciate nature and outdoor activities, who have acquired skill in games and sports, who have developed ease in social play relationships, who have built up hobbies and avocations in different fields of activity and who have, above all, developed character. Fulfillment of these requirements will mean an attainment of one of the major goals of education.

In order to accomplish intelligent solutions to recreational problems, the schools, the service club people and the city recreational personnel will need to study youth, youth's primary outdoor activities, youth's recreational desires and the time youth devotes to play activity so that they may better understand where youth stands today. Such knowledge should furnish a point of departure for a planned program for youth's recreation.

LaSalle expresses this idea in another way:

If the schools are to fulfill their purpose they cannot fail to accept the challenge of an increasing leisure. The question might better be not shall the schools train for leisure, but how shall the schools train for leisure.⁷

Our boys and girls of today do have spare time on Saturdays, on Sundays and during holidays. What can the

⁷ Dorothy LaSalle, "Shall the Schools Educate for Leisure?" The Clearing House, Vol. 7 (May, 1933), p. 540.

schools do to help them organize this spare time to a better advantage? How can the school create such a vital interest in its activities that students will want to pursue any one of different acquired interests in their free time?

Table XII reflects the outdoor leisure time interests of 413 fifteen and sixteen year old girls of Houston's Reagan Senior High School and the average hours per week they spend in these activities.

TABLE XII

OUTDOOR ACTIVITIES ENGAGED IN BY 413 GIRLS OF THE REAGAN SENIOR HIGH SCHOOL,
HOUSTON, TEXAS, 1948

Activity	Participation						Hours per week
	Often	Per cent	Occasionally	Per cent	Never	Per cent	
1	2	3	4	5	6	7	8
1 Watching games	301	72.88	93	22.51	19	4.60	1.53
2 Loafing	291	70.46	107	25.90	15	3.63	1.47
3 Swimming	147	35.59	191	46.24	75	18.16	.79
4 Riding in automobile	117	28.32	231	55.93	65	15.73	.78
5 Tennis	78	18.88	37	8.95	298	72.15	.76
6 Group playground games	43	10.41	110	26.63	260	62.95	.63
7 Volleyball	21	5.08	68	16.46	324	78.45	.62
8 Hiking	20	4.84	11	2.66	382	92.49	.37
9 Bicycling	19	4.60	41	9.92	353	85.47	.28
10 Baseball	17	4.11	41	9.92	355	85.95	.71
11 Skating	13	3.14	43	10.41	357	86.44	.61
12 Fishing	13	3.14	22	5.32	378	91.52	.59
13 Camping	10	2.41	17	4.11	386	93.46	.63
14 Picnicking	9	2.17	192	46.48	212	51.33	.47
15 Driving automobile	9	2.17	47	11.38	357	86.44	.81
16 Croquet	7	1.93	22	5.32	384	92.97	.39
17 Basketball	3	.75	27	6.53	373	90.31	.53
18 Photography	3	.75	11	2.66	399	96.61	.47
19 Horseback riding	2	.49	15	3.63	396	95.88	.91
20 Hunting	1	.24	11	2.66	401	97.09	.36
21 Track	0	0.00	3	.75	410	99.27	.29
22 Football	0	0.00	2	.48	411	99.51	.31
23 Golf	0	0.00	2	.48	411	99.51	.42
24 Flying	0	0.00	3	.75	410	99.27	.21
25 Flying model airplanes	0	0.00	2	.48	411	99.51	.27

The most popular outdoor activity, watching games, underlines the results of the findings concerning indoor activities. The trend for youth is in the direction of non-participation; it is toward the watching of more skilled performers.

Although loafing is listed second in popularity of all outdoor activities, the writer would like to point out that loafing is a term much abused. There is evidence in current literature to show that loafing is not nor never has been the negative factor in leisure that it has been previously thought. It is loafing only in commercial places and in street gangs that has had a bad influence upon youth. Nevertheless, leisure time leaders, by grasping the opportunity revealed to them by the recorded intensity of the girls' interest in swimming, tennis, group games, hiking, skating and other forms of recreation, could cut loafing time and throw this saved time into "doing" activities rather than "passive" activities, thereby helping toward a better balance of leisure time usage.

Table XII reflects the tremendous "pull" the automobile and "going places" in the automobile has on the modern adolescent girl. The negative factor here is that in such riding youth passes beyond adult supervision. The home, the school and other community agencies interested in youth's welfare might pause to consider substitutes that would tend to cut down time spent in "joy-riding."

It would prove impossible to substitute for it altogether.

Further, this table shows that while riding in the automobile ranks fifth on the list of girls' favorite outdoor activities, driving an automobile is not too serious a problem in that only nine girls engage in this activity "often" while forty-seven drive on an "occasional" basis.

Since the school accepts the philosophy that it should teach students to do better those worthwhile things that they will do anyhow there seems good evidence to support the argument that, although the cost would be high in terms of money, youth needs courses in the theory of safe operation of the motor car and a functional course in driving. Although only nine girls of 413 drive, it is a safe guess that much of their riding in automobiles is done with another "'teen-ager" at the wheel.

High in popularity among the 413 girls was group participation in playground games. Most of this participation is voluntary on the part of these adolescents and was without adult leadership since only a few playgrounds are within the community area. A still smaller number furnish adult playground supervision.

The surprising fact here is that the girls of this study have, in some manner, developed an interest and a desire to engage in group activity. This development

probably can be traced directly to the practice youth gets in social play during physical education classes at the school.

The seeming lack of activity in outdoor skating is not too alarming since girls of fifteen and sixteen are growing out of the skating-on-the-sidewalk phase of play and they prefer to skate at rinks. Rink skating offers the chance for social contacts for which these girls are beginning to form a desire. Since skating rinks are located at a great distance from the average home in the community, not too much skating activity was recorded.

Attention should be called to the fact that certain outdoor activities that could be developed into permanent leisure interests, even hobbies, on the adult level were not yet strong interests of these girls. Such items of activity as fishing, photography and horseback riding could be motivated into such adult-type interests. The fact that they rate so low on the list of girls' favorite activities is probably due to lack of available facilities and the prohibitive cost for individual adolescent youth engagement.

Well planned programs initiated and led by the school organization, the Young Men's Christian Association, the Young Women's Christian Association or the city recreation people could pool and subsidize the cost and provide these facilities for all girls who might be interested. The

formation of riding clubs, of camera clubs, of regular fishing outings led by an adult with some degree of mastery in the sport, and of golfing groups providing a cut-rate greens fee plus low cost transportation to the links could do much toward interesting more adolescents in these sports and activities that possess elements of interest for the adult.

Another indication of youth's recreational interest is shown by Table XII. Aside from the average weekly time of 1.53 hours and 1.47 hours spent by the girls in watching games and in loafing, respectively, the amount of time spent on an average in any one week in any one activity is alarmingly low. Evidence for logical interpretation here is not conclusive but one indication is immediately apparent; the average adolescent girl of fifteen and sixteen is rather restless in her leisure time outdoor interests. She is still shopping around for a major interest. No one single activity holds her interest long. A wide variety of activities does hold interest for her. She does not engage long in any one activity other than loafing and watching games. Such short term interest is not conducive to the formation of hobby interests. A corollary would seem to be that she needs not only a wider variety of activities to try out, but also that she needs adult encouragement and leadership and the teaching of skills.

The table also shows that the bulk of the 413 girls are interested in five general activities: watching games,

loafing, swimming, riding in automobiles and tennis. The need for concentration on the teaching of skills in these activities is indicated.

Table XIII depicts the outdoor leisure time and recreational interests of 569 boys with respect to twenty-five chosen activities.

TABLE XIII

OUTDOOR ACTIVITIES ENGAGED IN BY 569 BOYS OF THE REAGAN SENIOR HIGH SCHOOL,
HOUSTON, TEXAS, 1948

Activity	Participation						Hours per week
	Often	Per cent	Occasionally	Per cent	Never	Per cent	
1	2	3	4	5	6	7	8
1 Loafing	507	89.10	58	10.19	4	.70	1.56
2 Swimming	414	72.75	141	24.78	14	2.46	1.01
3 Watching games	413	72.58	149	26.18	7	1.23	1.09
4 Riding in automobile	381	66.95	174	30.57	14	2.46	1.07
5 Baseball	331	58.17	67	11.77	171	30.05	1.13
6 Driving automobile	279	49.03	143	25.13	147	25.38	.92
7 Group playground games	187	32.96	288	50.61	94	16.52	1.86
8 Football	101	17.75	204	35.95	264	46.39	.83
9 Tennis	99	17.39	105	18.45	365	64.14	.41
10 Picnicking	94	16.52	29	5.09	446	78.38	.91
11 Hiking	86	15.11	101	17.75	382	67.13	1.10
12 Volleyball	79	13.88	52	9.13	439	76.97	.73
13 Basketball	78	13.70	36	6.32	455	79.96	.97
14 Fishing	71	12.47	82	14.41	416	73.11	.62
15 Track	52	9.13	22	3.86	495	86.99	.49
16 Bicycling	49	8.61	27	4.74	493	86.64	.72
17 Hunting	42	7.38	67	11.77	460	80.84	.51
18 Camping	29	5.09	17	2.98	523	91.91	1.27
19 Croquet	21	3.69	11	1.93	537	94.37	.09
20 Photography	19	3.51	193	33.91	357	62.74	.27
21 Skating	7	1.23	18	3.33	544	95.60	.93
22 Flying model airplanes	7	1.23	3	.52	559	98.24	.59
23 Golf	4	.70	3	.52	562	98.76	.31
24 Horseback riding	2	.35	16	2.81	551	96.83	.21
25 Flying	1	.17	1	.17	567	99.64	.14

The pattern or results in this list closely follow the pattern established by the 413 girls of the study. The bulk of the activities are clustered around seven general activities: loafing, swimming, watching games, riding in automobile, baseball, driving automobiles and group playground games.

From Table XIII it is possible to point out that, while the boys exhibited the same restless characteristic in seeking recreational activity as did the girls, it is to a lesser degree. Only two activities, watching games and loafing, consumed more than an average of one hour weekly for the girls. Boys list eight activities that hold their interest for over an hour each week: loafing, swimming, watching games, riding in automobiles, baseball, group playground games, hiking and camping.

Of the ten most favorite activities of boys and girls, they are in agreement with respect to seven. Girls drop the item "driving automobiles" to fifteenth while the boys rank it sixth. Football is, of course, well down on the list for girls (twenty-second) and in eighth place on the agendum of boys' activities. The rather odd result concerning these comparisons is that boys seemingly like to picnic more than do the girls; boys rank it as their tenth most popular outdoor activity while girls place it fourteenth.

In the case of auto-driving, the interpretation is not too difficult. Adolescent psychologists have found that the fifteen and sixteen year old male adolescent is beginning

to express his feeling of individuality to a greater degree than the girl and is beginning to demand a greater share in self-direction. It is logical, then, that parental force is beginning to give away somewhat to his demands and he is allowed more time with the family automobile. The appeal of driving an automobile is universal and it is particularly acute for the adolescent boy for here is one area where he can ape the activities of adults and satisfy his longing to "grow up." Again it can be pointed out that the community, for its own well-being and safety, needs to have youth instructed in sane auto tactics and operation. Despite, the cost, it is probable that the school should take the lead and teach courses designed to give this service to the community.

While baseball, football and basketball lose their appeal for the girl as she grows up and comes to regard participation as "tomboyish," the boy is just beginning to come into his own in these recreational activities. The emphasis the boy places on football, basketball and baseball at this stage has changed somewhat. Where, as a younger individual, he engaged in pick-up games with his neighborhood friends, he now, as an older adolescent, seeks organized playground games and has placed the development of skill in these sports as his goal. Not a little motivation here is due to his desire to "make" the high school first team and to garner his share of adolescent glory.

The evidence from Table XIII is not clear of interpretation as to why the boy, rather than the girl, is the more interested in the picnicking activity. It may be due to the fact that the boy is much more interested in the woods, the beach or the park and the social amusement activities that go with the custom than is the girl; or it may be that the adolescent girl, who is now called upon to prepare the food, does not feel that the sport is adequate repayment for the work involved.

As in the case of girls, it can be shown that in certain activities that could be channeled into good adult interests and hobbies for boys, lack of leadership and prohibitive costs to the adolescent probably accounts for lack of participation, rather than a lack of interest. Hunting, fishing, camping, photography, golf, horseback riding and flying are all low on the list of boys engaged-in outdoor activities. There is little evidence to show that boys are not interested in these activities, basically. Boys' interest at the ages of fifteen and sixteen in aviation is well known yet only two engage in flying activities and only ten work with model airplanes. There seems little doubt but that the high cost and lack of available facilities account for non-participation. Here again is shown the need and the potential field for adult leadership and instruction. One of the main activities business men find time for is golf. It has already been shown that skill

in games is in itself a motivating force for participation.

These adolescent boys, then, with the equipment and instruction could be very easily led toward the formation of hobby interests such as the playing of golf that would serve them in a good way throughout the course of their lives.

Adult leadership in the organization of golfing clubs, riding clubs, flying clubs, fishing clubs plus monetary subsidy toward the purchase or rental of necessary equipment and the providing of free or low cost transportation to facilities already in existence could effect a real contribution toward the building of good, sound leisure and recreational patterns for these boys.

Here, too, the indication is evident of the need for cooperative planning and cooperative participation on the part of the school, the community service clubs, the city recreation people, the Young Men's Christian Association, the Young Women's Christian Association and the Scouts.

Because of its predilection for the organizational function and because of its teaching "know how" it would seem probable that the school should serve the community in such cooperation as the core around which the planning agency of the cooperating groups could function.

Table XIV is a composite one showing the rank order and the intensity of interest shown by the 982 boys and girls of this study in engagement in certain outdoor activities.

TABLE XIV

OUTDOOR ACTIVITIES ENGAGED IN BY 982 BOYS AND GIRLS OF THE REAGAN SENIOR HIGH SCHOOL,
HOUSTON, TEXAS, 1948

Activity	Participation						Hours per week
	Often	Per cent	Occasionally	Per cent	Never	Per cent	
1	2	3	4	5	6	7	8
1 Loafing	808	82.28	151	15.37	23	2.34	1.51
2 Watching games	714	72.70	242	24.64	26	2.64	1.31
3 Swimming	561	57.12	332	33.80	29	2.95	.90
4 Riding in automobile	498	50.71	405	41.24	79	8.04	.92
5 Baseball	348	35.43	108	10.99	526	53.56	.92
6 Driving automobile	288	29.32	190	19.34	504	51.32	.86
7 Group playground games	230	23.42	398	40.52	354	36.04	1.24
8 Tennis	177	18.02	142	14.46	663	67.51	.58
9 Hiking	106	10.79	112	11.40	764	77.80	.98
10 Picnicking	103	10.48	121	12.32	658	67.00	.69
11 Football	101	10.28	206	20.97	675	68.73	.57
12 Volleyball	100	10.18	120	12.21	762	77.59	.67
13 Fishing	84	8.55	104	10.59	794	80.85	.60
14 Basketball	81	8.26	73	7.43	828	84.31	.75
15 Bicycling	68	6.92	68	6.92	846	86.15	.50
16 Track	52	5.29	25	2.54	905	92.36	.39
17 Hunting	43	4.37	78	7.94	861	87.67	.43
18 Camping	39	3.97	34	3.46	909	92.56	.95
19 Croquet	28	2.85	33	3.32	921	93.78	.24
20 Photography	22	2.24	204	20.77	756	76.98	.47
21 Skating	20	2.36	61	6.21	901	91.75	.77
22 Flying model airplanes	7	.71	5	.50	970	98.77	.43
23 Golf	4	.40	5	.50	973	99.08	.36
24 Horseback riding	4	.40	31	3.15	947	96.43	.56
25 Flying	1	.10	3	.30	978	99.59	.17

The first ten activities engaged in "often" by Reagan Senior High School youth are: loafing, watching games, swimming, riding in automobiles, driving automobiles, baseball, group playground games, tennis, hiking and picnicking.

Youth reveals a trend toward engagement in passive activity rather than in active sports. Such interests as loafing, watching games, and riding in automobiles rank well toward the top in popularity and in average time spent in them. Part of this interest could and should be channeled off into those potential interests that youth is interested in, but lacks adult leadership to achieve; these are activities such as golf, fishing, photography and horseback riding.

Table XV gives comparable data with respect to the 982 Houston youth of this study and results found by Maves⁸ in a study of 189 students (112 girls and seventy-seven boys) of the Peabody College Demonstration High School in Nashville, Tennessee.

⁸ Vivien Wallace Maves, op. cit., p. 114.

TABLE XV

OUTDOOR LEISURE TIME ACTIVITIES ENGAGED IN BY 982 REAGAN
SENIOR HIGH SCHOOL YOUTH, 1948, COMPARED WITH
OUTDOOR ACTIVITIES OF 189 NASHVILLE,
TENNESSEE, HIGH SCHOOL YOUTH, 1940

Activity	Reagan youth		Nashville youth	
	Frequency	Per cent	Frequency	Per cent
1	2	3	4	5
1 Swimming	893	90.93	153	81.0
2 Driving automobile	478	48.67	77	40.7
3 Tennis	319	32.48	142	75.1
4 Hiking	218	22.19	132	69.8
5 Fishing	188	19.14	69	36.5
6 Hunting	121	12.32	54	28.6
7 Skating	81	8.24	144	76.2
8 Golf	9	.91	38	20.1

It must be pointed out that Haves' study covered all age groups in the school, while the Houston investigation was limited to the ages of fifteen and sixteen. Some differences may be due to this factor although the differences will be very small.

Houston youth seemingly are more interested in swimming than are the youth of the Nashville study. The data collected by each study are not sufficient to point to a reason for this discrepancy. It probably resides in the fact that swimming pools are located in a more available place for these youth.

It should be noted, however, that the activity of swimming ranked first in popularity with the high school youth in each of the two cities. The swimming activity was engaged in by 90.93 per cent of Houston boys contacted by the study and 81.0 per cent of the youth in Nashville.

A similar difference can be noted in the skating activity; in Houston only 8.24 per cent engaged while in Nashville, skating was much more popular, with 76.2 per cent of the youth active in this sport. Part of this difference may be accounted for by the fact that the Nashville study surveyed a lower age group than did the Houston study, while another part of this difference may be due to the location of the skating rinks in the two communities represented.

Youth seems universally interested in the automobile and to about the same degree. Houston's youth replies

showed that 48.76 per cent of them drive cars during certain periods of leisure time while 40.7 per cent of Nashville's youth engaged in the same activity.

The effect of a demonstration school's teaching activity is revealed in the interest and the level of engagement in outdoor activity, and more specifically, active activity. Game skills are taught in the physical education department in the Nashville Demonstration School.

Of the active sports compared here, only tennis is taught for skill in Houston and then only to the girls. In Nashville, tennis is a leisure sport of 75.1 per cent of the youth surveyed while in Houston only 32.48 per cent engaged in the same activity. With respect to golf, it is 20.1 per cent and .91 per cent, respectively, for Nashville and Houston.

Stimulation toward active engagement is an evident derivation of the Nashville Demonstration School's awareness of the problem since youth there show 69.8 per cent participation in hiking compared with 22.19 per cent for Houston. With respect to fishing, the results continued the pattern with 36.5 per cent for Nashville and 19.14 per cent for Houston. Hunting is low on the popularity list of youth in Nashville and in Houston; 23.6 per cent follow this activity in Nashville while in Houston only 12.32 per cent have sufficient interest to engage in this outdoor sport.

It seems possible to conclude that teaching to achieve skill increases motivation of interest and the participation in such outdoor sports as hiking, hunting, and fishing.

The Houston high schools would do well to bear this indication in mind and to work into the physical education curricula such bits of teaching and instruction as would tend to accomplish better participation.

On the basis of evidence disclosed in Tables XII, XIII, XIV and XV it seems safe to draw the following conclusions with respect to youth's outdoor recreational and leisure time activities: in outdoor activity, as well as indoor activity, the trend for youth is toward viewing and non-engagement rather than active participation; and "going places" and the automobile has a tremendous "pull" and fascination for the modern high school boy and girl.

Because of the fascination the automobile has for youth and because youth will drive and ride with other youth in automobiles, it is an absolute necessity for the safety and well-being of the community to offer, even force, driving youth to receive instruction in sane operation of vehicles. Although such instruction is costly, it must be assumed. The school, by virtue of its function in the community, is the agency that should accept the responsibility for teaching youth safe and sane vehicle operation; evidence points to the fact that courses in the study of safe operation, traffic flow and control, pedestrian traffic

and correlating material should be taught to the youth of the junior high school and that mechanical skill in the operation of the motor car should be inserted into the curriculum on the high school level. This survey reveals that, at the ages of fifteen and sixteen, 478 of 982 high school pupils at Reagan are already driving cars, while 903 of 982 students state that they "joy-ride." There is little doubt but that much of this "joy-riding" is with an adolescent at the wheel. Since Reagan Senior High School already offers a good course in auto mechanics, it is probable that this department should be enlarged to include the courses in the safe driving of the automobile.

The average girl and boy at Reagan Senior High School in the age groups fifteen and sixteen are restless in leisure time outdoor activities. Their interest in any one activity does not persist a sufficient time for it to have a chance to solidify into a hobby. They are searching without adult leadership for a major or several major outdoor activities that will completely satisfy their subconscious longing for intense participation in an interesting and challenging recreational activity. In other words these boys and girls are going through an exploratory period with implications of indoor and outdoor recreational and leisure time selection. Adult direction, teaching and leadership need to be made available to youth during this period of adjustment. This responsibility is a community responsibility in which the

awareness of the school of the problem dictates that it lead the movement to secure such adult leadership.

Although both boys and girls display restlessness in seeking outdoor recreational interests, boys display this characteristic to a lesser degree than do girls.

There is a demonstratable need for all service organizations in the community to unite in some form of planned cooperation to plan intelligently to meet the recreational needs of youth, and because of its standing, practice and leadership, the school organization should serve as the core, the center, or the chief correlating agency for this central planning board.

The physical education department needs to be made aware of its potential power as a teaching agency for awakening or for solidifying youth's interest in outdoor activities, particularly such outdoor activities as those they would like to engage in but do not because of a lack of skill or a lack of adult leadership.

There is a need for the formation of such clubs as photography, horseback riding, flying, model airplane, fishing and golf, under adult leadership with twin goals in mind: to make available to youth adult leadership and the good teaching of skills, and through group participation, to reduce the almost prohibitive cost of individual engagement. Here, again, it is a city and community responsibility to subsidize the cost of group equipment and provide for

free or low cost transportation to such outlying facilities as flying fields and golf links.

The writer feels that the above conclusions rest validly upon evidence recorded by the study.

7. Youth's Reasons for Not Participating in Certain Activities in Which They Indicate an Interest

Research students and educators interested in the area of youth and youth's leisure time recreational interests have long been aware of the fact that there are many activities youth would like to engage in but does not so engage. It is quite true that often a boy or girl will think he or she would like to engage in a certain activity if the opportunity were given. When the opportunity is furnished, youth engages but briefly. Even so, youth, by testing out a variety of activities, is in the process of determining what he does and what he does not like to do by way of leisure time usage.

The community owes its youth the chance of experiencing the interest of participation in the activity or the activities of his choice until such a time as a fair chance has been granted to that type of interest. Since many of the recreational desires of youth are beyond his individual financial means, it remains for the community to assist with the financial problem.

Often parental permission is refused youth to participate in certain leisure and recreational activities. In

many cases this parental refusal is based soundly upon the realization that some such activities as flying or hunting need adult leadership in the interest of safety and that such leadership is non-existent. It is a community and civic duty to grant youth full opportunity in the development of interests by providing adult supervision in a variety of recreational areas so that youth may choose and pick with a maximum of parental approval.

Table XVI was constructed to reveal a comparison of reasons as to why boys and girls do not engage in certain indoor recreational activities that they have stated an interest in but maintain that they do not indulge in.

TABLE XVI

REASONS WHY 693 REAGAN SENIOR HIGH SCHOOL BOYS AND GIRLS DO
NOT ENGAGE IN CERTAIN INDOOR ACTIVITIES IN WHICH THEY
HAVE INDICATED AN INTEREST

Reason	Boys	Per cent	Girls	Per cent
1	2	3	4	5
1 Do not know	79	19.46	52	18.18
2 Lack equipment	203	49.87	74	25.88
3 Lack of money	111	27.27	118	41.25
4 Not physically able	1	.24	11	3.95
5 Parents will not allow	13	3.19	31	10.84

Boys gave a miscellaneous list of desired indoor activities in which they did not participate, ranging from gymnasium workouts to playing the piano.

Girls listed similarly gregarious choices ranging from flying to tumbling.

The table reflects the fact that lack of money is a serious stumbling block for both boys and girls. The fact that the financial angle is less acute, 27.27 per cent to 41.25 per cent, for boys can be explained by the fact that high school boys are out working part time during the school year and a number engage in full-time summer occupations. In this instance it would not be advisable for the community or the city to subsidize this lack of funds for indoor recreational activity since most of the recreational desires for indoor activity can and should be taken care of by the family group.

The indecisiveness of adolescent youth and the inertia felt by them is mirrored by the fact that 19.46 per cent of the boys and 18.18 per cent of the girls simply did not know why they did not participate in some of the outdoor activities in which they have expressed interest. The significant fact is that the school has a potential reservoir of interest here that merely needs a little impetus through teaching, practical leadership or exploratory offerings in which the youth may engage to find out if he is truly interested in such activity.

Lack of equipment, the facts show, is another serious reason why youth does not engage in certain indoor activities of interest to them. Boys state this as 49.87 per cent of the cases for non-participation while 25.38 per cent of the girls indicated the same thing.

In the case of the girls, much lack of equipment existed in the home. A piano, some other musical instrument, materials for sewing and lessons in the fine arts were items mentioned as missing in individual homes. This equipment, of course, is the primary responsibility of the family although there are some areas such as art lessons where the school could help by doing a better job of individual instruction on a higher skill level. However, equipment missed by the boys was of the type the home could not provide nor logically be expected to provide. Boys stated that they needed a gymnasium available for workouts, indoor swimming pools for a regular swim, indoor basketball courts for an organized game and other similar physical equipment. Again evidence points to the necessity for the community to provide more gymnasiums and swimming pools and for keeping the school play facilities open beyond the normal hours of school instruction.

Table XVI also shows that physical disability is not a serious factor in non-participation in indoor activities. Only one of the boys out of the 407 replying stated that he

was physically unable to engage in the indoor sport of his choice; this is a low percentage of .24. This one boy indicated that his desire was to participate in gymnastics and that a heart condition prevented him from doing so.

The incidence of physical disability is slightly higher in the case of girls. Eleven of the 286 girls felt that certain indoor activities of their desire would mitigate against their physical well-being. This figure represents 3.85 per cent of the girls replying to this section of the investigation.

Parental disapproval is a more appreciable factor for girls than for boys in non-participation. The figures here further serve to validate a conclusion already noticed in other sections of the study; additional evidence is given here that fifteen and sixteen year old boys are experiencing more success in winning a greater amount of independence from parental supervision than are girls.

Only thirteen boys, or 3.19 per cent, complained of parental disapproval of some activity they desired to take part in. Thirty-one girls, or 10.48 per cent, registered the same reason for non-activity in a leisure time pursuit of their desire. Since the main parental concern with regard to indoor activities was to keep the child out of night clubs and away from marble machines and places not calculated to contribute much toward the positive training

of youth, it would seem that most parents are aware of the dangers involved in allowing youth to indulge all of their whims.

Table XVII is similar to Table XVI. However, Table XVII shows outdoor activities youth indicated an interest in but for certain reasons failed to engage in.

TABLE XVII

REASONS WHY 613 REAGAN SENIOR HIGH SCHOOL BOYS AND GIRLS DO
NOT ENGAGE IN CERTAIN OUTDOOR ACTIVITIES IN WHICH THEY
HAVE INDICATED AN INTEREST

Reason	Boys	Per cent	Girls	Per cent
1	2	3	4	5
1 Do not know	53	15.91	46	16.42
2 Lack equipment	198	59.46	109	38.92
3 Lack of money	49	14.71	54	19.28
4 Not physically able	5	1.50	17	6.07
5 Parents will not allow	28	8.41	54	19.28

Table XVII reveals that the financial problem is a major factor in the engagement in certain desired outdoor recreational activities of the boys and girls. Boys find the financial problem less acute than do the girls. In the case of boys, 14.71 per cent are limited by finances while 19.28 per cent of the girls state that the lack of money limits their free choice of outdoor activities. As has already been noted, boys, to a greater extent than girls, engage in work after school and during vacation periods and thus are better able to finance their activities.

Outdoor recreational interest replies to this section of the study show again youth's indecisiveness with respect to reasons for non-engagement in desired activities. Boys, to the extent of 15.91 per cent, did not know why they did not become active in certain leisure time outdoor interests. The girls of the study revealed the same state of mind since 16.42 per cent could give no satisfactory cause for non-participation in some activity in which they had expressed interest.

The interpretation of figures presented in Table XVII brings out the necessity for exploratory courses in the school curriculum designed to aid youth in this "try out" and indecisive phase of life.

Lack of equipment is the chief stumbling block for boys and girls in trying out certain activities of their interest. Boys seem to feel this lack more than do the

girls although this item ranked first for both sexes. Of 333 boys, 59.46 per cent expressed the need for more equipment while 38.92 per cent of 280 girls stated a need for recreational equipment.

Since certain outdoor activities call for greater physical exertion than do indoor activities, the physical condition factor reveals a higher percentage of youth who cannot engage in a desired activity; the percentages are 1.50 for the boys and 6.07 for the girls.

Parents still indicate their concern as to activities engaged in outdoors by their children; 8.41 per cent of the boys were refused permission to engage in a certain outdoor recreational interest. This parental veto was exercised mostly in the refusal to allow engagement in flying activities. It is probable that with competent adult leadership a good portion of these refusals could be modified.

Mothers and fathers vetoed certain outdoor interests girls desired; 19.28 per cent of the 280 girls participating in the replies received to this section of the research indicated parental refusal. Many of these cases could probably be reversed if good adult leadership were offered.

It should be noted that 333 boys of the 569 used in the study indicated interest in a certain outdoor activity in which they did not engage while 280 girls of the 413 gave similar information. Since 236 boys and 133 girls did not reply to the questions listed in Table XVII

it can be assumed that they engage in all of the outdoor activities that appeal to them.

From the evidence discovered by this report concerning reasons why youth do not engage in certain indoor and outdoor activities in which they have expressed an interest, it is possible to draw certain conclusions.

Lack of money is a serious deterrent to the full participation of both boys and girls in certain activities of their desire; this affects boys to a lesser extent than it does girls.

Certain monetary drawbacks are concerned with home equipment and are problems for the families, while lack of participation in certain types of outdoor recreation is also due to a lack of the proper equipment which is the proper concern of the community and of the city government.

Youth indicate that there is a high percentage of indecision as to why they do not participate in certain activities, both indoor and outdoor in which an interest has been indicated. This indecisiveness is a problem of proper concern for the school; furthermore, it is probably a problem capable of a solution through teaching and the offering of exploratory information that might help youth to get started in the activity and depart from the lethargic attitude of the status quo.

With respect to indoor activities, boys have indicated a need for swimming pools, gymnasiums and adult leadership. The school equipment should remain available to the community's youth over and above the normal hours of the school day and

the city should give serious thought to a long range plan for the provision of more such facilities as swimming pools and gymnasiums, backed by low cost use-privileges to serve the youth in all communities of the city.

While parental disapproval of a given activity is a factor in the non-participation in certain activities on the part of youth, findings support the conclusion drawn by adolescent psychologists that adolescent boys and girls of fifteen and sixteen are beginning to assert their need for self-direction and that the boys of these ages are succeeding to a greater degree than are the girls.

8. Magazine Reading Habits of the Boys and Girls

Since reading is an established leisure time activity for adolescent youth, the types of magazines youth read is of proper concern for educators.

Table XVIII shows the rank order of popular magazines read regularly by the 413 girls of the study and gives information concerning magazines available in the home.

TABLE XVIII

MAGAZINES AVAILABLE IN THE HOME AND MAGAZINES READ REGULARLY
BY THE 413 REAGAN SENIOR HIGH SCHOOL GIRLS, 1948

Name of magazine	Read regularly	Per cent	Available in the home	Per cent
1	2	3	4	5
1 Movie star magazines	219	53.03	232	56.17
2 <u>Teen</u>	217	52.54	201	48.67
3 Comic type magazines	171	41.40	256	61.99
4 <u>Life</u>	119	28.81	293	70.94
5 <u>Ladies' Home Journal</u>	119	28.81	247	59.81
6 <u>Good Housekeeping</u>	107	25.91	233	56.41
7 <u>Woman's Home Companion</u>	93	22.52	207	50.12
8 <u>Time</u>	81	19.61	211	51.09
9 <u>Reader's Digest</u>	81	19.61	171	41.65
10 <u>McCall's</u>	57	13.80	183	44.31
11 <u>Newsweek</u>	55	13.32	107	25.91
12 <u>Calling All Girls</u>	53	12.83	67	16.22
13 <u>Seventeen</u>	47	11.48	59	14.29
14 Radio star magazines	41	9.93	73	17.68
15 <u>Vogue</u>	37	8.96	61	14.77
16 <u>Saturday Evening Post</u>	33	7.99	196	47.46
17 <u>Cosmopolitan</u>	27	6.53	49	11.86
18 True confession type magazines	25	6.05	91	22.03
19 <u>Collier's</u>	22	5.33	49	11.86
20 <u>American Girl</u>	19	4.60	27	6.54
21 Love story type magazines	19	4.60	27	6.54
22 <u>Coronet</u>	18	4.36	41	9.93
23 <u>American Magazine</u>	18	4.36	43	10.41
24 Western story type magazines	17	4.11	28	6.78
25 <u>Better Homes and Gardens</u>	13	3.15	87	21.07
26 <u>Harper's Bazaar</u>	13	3.15	23	5.57
27 <u>Liberty</u>	12	2.91	48	11.62
28 <u>Redbook</u>	11	2.66	36	8.72
29 True detective type magazines	7	1.69	29	7.02
30 <u>Bluebook</u>	7	1.69	37	8.96
31 <u>Esquire</u>	6	1.45	19	4.60
32 Action type magazines	6	1.45	17	4.11
33 <u>Junior Bazaar</u>	6	1.45	11	2.66
34 Detective fiction magazines	6	1.45	11	2.66

TABLE XVIII (Continued)

Name of magazine	Read regularly	Per cent	Available in the home	Per cent
1	2	3	4	5
35 <u>Science Illustrated</u>	5	1.21	29	7.02
36 <u>Photography</u>	5	1.21	13	3.15
37 <u>Scientific American</u>	4	.97	17	4.11
38 <u>Outdoor Life</u>	3	.73	61	14.77
39 <u>Aviation magazines</u>	3	.73	19	4.60
40 <u>Boy's Life</u>	2	.48	21	5.08
41 <u>Popular Mechanics</u>	2	.48	17	4.11
42 <u>Camera</u>	2	.48	7	1.69
43 <u>New Yorker</u>	2	.48	7	1.69
44 <u>Sports type magazines</u>	1	.24	7	1.69
45 <u>American Boy</u>	0	0.00	7	1.69
46 <u>Science fiction type magazines</u>	0	0.00	7	1.69
47 <u>Fortune</u>	0	0.00	3	.73

Some interesting facts may be deduced from a study of the above table. It seems apparent, for instance, that the average middle class American family has a fair number of different periodicals available in the home. Girls seem to read a variety of types of magazines. The most popular magazine with the girls is the movie star publications of which there are many titles. Adolescent girls of fifteen and sixteen are at the "hero-worship" stage as is attested to by the numerous movie star fan-clubs throughout the country. The fact that they read this type of publication is not particularly alarming but the popularity of such periodicals points to a source of reading interest that the teaching power of the school might well transfer or channel into reading of a higher type.

One mildly surprising result is that radio star magazines rank fourteenth in interest with only forty-one girls reading this type regularly while 219 read about the motion picture stars. Thoughtful analysis seems to indicate that such a result might well have been expected. Motion picture stars are more highly publicized than are their radio contemporaries; the girls see as well as hear their movie favorites while they only hear the radio personality. These are factors that without doubt have impact upon this difference in favorites.

That youth are tremendously interested in youth of their own age is shown by the fact that 217 of the 413 girls read

Teen regularly. Teen was a locally published periodical of the "slick" variety featuring the activities of 'teen-agers. The magazine was recently forced to suspend publication due to a lack of working capital. This "angle," attracting youth as it does, might well be attempted by a solidly financed magazine on a national scale as one device for cutting into the popularity of comic books.

Youth will find ways and means of reading material that is of interest to them despite any effort on the part of adults to check them. It would be well for the school and the home to realize this fact and attempt to modify and re-channel youth's reading interests rather than to try prohibition; prohibition is negative and often generates motivation through virtue of the challenge thrown down.

The reading of comic magazines is third in popularity on the list of magazines read regularly by girls. Instead of issuing prohibitory instructions as many school teachers do, perhaps these magazines should be examined for a clue as to their terrific "pull" upon the interest of the adolescent.

Comic magazines seem to appeal to girls for two main reasons: first, they are profusely illustrated and the running text is short and to the point; and secondly, the story material consists of vivid, dynamic action. Since these two items count heavily with youth, serious material

of a higher cultural level might well be presented using these techniques or a modification of these technics. The American publishers are aware of the efficiency of such presentations with implications of catching adolescent reader-interest but school people have given them but little encouragement toward the publication of such materials through a disinclination to purchase them. Examples of the fact that publishers are aware of the efficacy of the comic book technic is the fact that they have published such items as True Comics, depicting the life stories of national heroes, Bible stories told with the comic book technique, and the history of Texas has similarly been prepared. Why not Shakespeare's plays? Why not some of the better epic poems of action? The disciplinary standards used by teachers today whenever they catch a student completely lost in a comic book plot is to snatch the offending material from him. It is probably more intelligent to substitute material of a higher level but presented in the same vivid way. Youth likes profuse illustrations and dynamic action plots! The classics, if properly selected, can fill the action requirements; these classics are quite possible of fulfillment of the action plot requirement.

Girls are interested in adult female magazines and do read them regularly. Such magazines as The Ladies' Home Journal, Good Housekeeping, Women's Home Companion and McCall's rank fifth, sixth, seventh and tenth on the popularity list of Reagan girls. It may logically be

suggested that here is a public relations job for the schools through its professional organizations; the job is that of selling to the publishers of the magazines mentioned the idea that adolescent girls, as well as more mature women, read their magazines regularly; consequently, thought should be given to the publishing of a higher type of fiction. This fiction should be cleansed of such trite situations as the traditional triangle, divorce, murder and adultery. Publishers should be told that homemaking sections pitched to the adolescent female level would pay off commercially as well as educationally.

The fact that the schools appear to be doing a good job toward increasing the cultural tastes of the adolescent seems indicated by the findings recorded in Table XVIII. The high ranking of such publications as The Reader's Digest (ninth), Time (eighth) and Newsweek (eleventh) tends to support the conclusion that youth's reading habits are not truly represented by their interest in the comic book. Further evidence that girls are beginning to read on adult levels is found in the fact that much interest is shown in such adult, popular magazines as The Saturday Evening Post (sixteenth on the list), Cosmopolitan (seventeenth), Collier's (nineteenth), Coronet (twenty-second) and The American (twenty-third). Still further evidence that the adolescent girl stands on the threshold of adult interest is revealed by regular interest in such home

building magazines as Better Homes and Gardens and similar publications. It would seem, however, that since only thirteen girl students regularly read Better Homes and Gardens the homemaking department would do well to bear in mind the need to stimulate girls toward a serious and a permanent interest in such magazines. The numbers of girls who regularly pursue the comic magazines would be a fertile audience for a reclamation job here.

Another conclusion possible from Table XVIII is the fact that too few girls read professional magazines that might assist them toward a greater skill in hobby activity. Such periodicals are Science Illustrated, Outdoor Life, Popular Mechanics, Camera and Photography.

The appeal to the adolescent of profuse illustrations, short texts and action is again proved by the popularity of Life magazine. Designed for adult consumption, it nevertheless rates fourth in popularity on the list of the 413 girls fifteen and sixteen years of age.

The fact that girls are little interested in the traditional activities of boys their own ages is indicated by the small interest shown by them in such 'teen-age boy's publications as Boy's Life.

Another interesting fact is that although girls are active in sports programs, interscholastic contests and playground activities, they appear to have little interest in the reading of sports type magazines. Only one girl read "pulp" magazines dealing with sport-action stories.

Quality magazines, high in price and specialized in interest, have little appeal for the family or for the girls of this study. The magazine Fortune is an example of this fact; only three families had the publication available in the home and none of the girls replying to the questionnaire read the magazine.

Librarians, in placing subscriptions for magazines, should consider the reading habits of girls and make available such magazines as the very best of the motion picture star type, 'teen-age publications, comic book type magazines depicting lives of the world heroes, the standard adult-type homemaking magazines, the illustrated news magazines, digests and a representative selection from such hobby encouraging publications as Camera, Photography, Recreation, and The Stamp Collector's Guide.

Table XIX presents the magazine reading interests of the 569 boys of the study.

TABLE XIX

MAGAZINES AVAILABLE IN THE HOME AND MAGAZINES READ REGULARLY
BY THE 569 REAGAN SENIOR HIGH SCHOOL BOYS, 1948

Name of magazine	Read regularly	Per cent	Available in the home	Per cent
1	2	3	4	5
1 Comic type magazines	281	49.39	377	66.26
2 <u>Life</u>	273	47.98	301	52.90
3 <u>Teen</u>	181	31.81	193	33.92
4 <u>Saturday Evening Post</u>	103	18.10	179	31.46
5 True detective type magazines	103	18.10	179	31.46
6 <u>Time</u>	89	15.64	197	34.62
7 Moving picture star type magazines	81	14.24	213	37.43
8 <u>Reader's Digest</u>	78	13.71	197	34.62
9 <u>Newsweek</u>	66	11.60	86	15.11
10 Radio star type magazines	61	10.72	78	13.71
11 <u>Collier's</u>	42	7.38	97	17.05
12 Western story type magazines	31	5.45	47	8.26
13 <u>Popular Mechanics</u>	31	5.45	42	7.39
14 <u>Cosmopolitan</u>	27	4.75	83	14.59
15 <u>Coronet</u>	21	3.69	51	8.96
16 <u>Redbook</u>	19	3.34	73	12.83
17 Aviation type magazines	19	3.34	28	4.92
18 Sports type magazines	19	3.34	38	6.68
19 <u>Liberty</u>	18	3.16	62	10.90
20 <u>American Magazine</u>	17	2.99	79	13.88
21 Outdoor life type magazines	17	2.99	22	3.87
22 <u>Bluebook</u>	13	2.29	46	8.08
23 <u>Scientific American</u>	11	1.93	19	3.34
24 Detective fiction type magazines	9	1.58	25	4.39
25 <u>Photography</u>	9	1.58	22	3.87
26 <u>Good Housekeeping</u>	7	1.23	261	45.87
27 <u>Boy's Life</u>	7	1.23	18	3.16
28 <u>Science Illustrated</u>	7	1.23	13	2.29
29 <u>Camera</u>	6	1.05	29	5.10
30 <u>Esquire</u>	5	.88	23	4.04
31 <u>Seventeen</u>	4	.70	31	5.45

TABLE XIX (Continued)

Name of magazine	Read regularly	Per cent	Available in the home	Per cent
1	2	3	4	5
32 <u>Ladies' Home Journal</u>	3	.53	309	54.31
33 <u>Science Fiction</u>	3	.53	31	5.45
34 <u>Action type magazines</u>	3	.53	17	2.99
35 <u>Love story type magazines</u>	2	.35	87	15.29
36 <u>American Boy</u>	2	.35	2	.35
37 <u>Women's Home Companion</u>	1	.18	271	47.63
38 <u>True confession type magazines</u>	1	.18	93	16.34
39 <u>Better Homes and Gardens</u>	1	.18	140	24.60
40 <u>Fortune</u>	1	.18	9	1.58
41 <u>New Yorker</u>	1	.18	3	.53
42 <u>McCall's</u>	0	0.00	201	35.32
43 <u>Calling All Girls</u>	0	0.00	62	10.90
44 <u>Junior Bazaar</u>	0	0.00	27	4.75
45 <u>American Girl</u>	0	0.00	16	2.81
46 <u>Harper's Bazaar</u>	0	0.00	13	2.28
47 <u>Vogue</u>	0	0.00	12	2.11

General conclusions from Table XIX are the same as for the girls from Table XVIII. Boys have diversity of tastes in regular magazine reading, and the variety of magazines available in the average middle class home can be rated as fair.

Table XIX shows that comic type magazines rated first in popularity with the boys. The schools can and should do something about this along the lines suggested in the interpretation of this item from Table XVIII.

Appeal of illustrations is revealed again by the high rank of Life (second) and of news magazines, Time (sixth) and Newsweek (ninth).

As in the case of the girls, the reading interest of boys is on a fairly high plane. Such adult type periodicals as The Reader's Digest, The Saturday Evening Post and Collier's rate high with the boys of this study, ranking eighth, fourth and eleventh respectively.

Boys are much more interested in detective and crime material than are the girls of the study, a fact substantiated by the findings with respect to the radio listening habits of the boys, discussed in another section of this report. True detective type periodicals rated fifth in popularity with boys.

Male interest in fan magazines is more nearly in balance than is the case with girls; while the adolescent girls rated motion picture star magazines first and radio

star magazines fourteenth, boys' answers placed the movie magazines seventh and the radio star magazines tenth on their popularity list. The superior appeal of publicity and of seeing and hearing the star rather than just hearing is validated again by the finding that the boys' major interest is in the motion picture star as compared to the radio star. The tabulation of the girls' replies had indicated the same thing.

That boys are interested in things mechanical is shown by their ranking of scientific magazines. Popular Mechanics ranked twelfth, aviation type periodicals seventeenth and Scientific American ranked twenty-third out of a list of forty-seven publications.

Boys also displayed an interest in popular adult type periodicals such as Cosmopolitan, Redbook, Liberty and Bluebook, ranking these fourteenth, sixteenth, nineteenth and twenty-second, respectively, as had the girls of the study. The fact that boys read these types of periodicals would suggest the possibility that school people in the past have been recommending leisure time reading material on a level lower than their natural interests. Whereas some twenty years ago the appeal of such periodicals as the American Boy, Boy's Life and the Youth's Companion was widespread, the impact of the modern radio program and the modern motion picture plot has had a maturation effect upon the tastes of today's youth.

On the record it would seem from Table XIX that boys, in general, are slightly more interested in the popular female magazines than girls are interested in the popular masculine type periodicals. Seven boys stated that they read Good Housekeeping, three the Ladies' Home Journal and one the Woman's Home Companion. It is probable that the fiction published in these magazines furnish the drawing power for the boys' interest in them.

Boys of fifteen and sixteen have developed little interest in home planning, on the basis of evidence revealed by their reading interests. Whereas thirteen girls of the 413 indicated that they read Better Homes and Gardens regularly only one of the 569 boys stated that he gave any attention to this type publication. It would seem that since the boy will also soon reach the age where he will seriously consider marriage and a home, the homemaking department of the secondary school should provide certain basic courses for him designed to stimulate and motivate interest in such subjects as would manifest themselves in a greater number of boys showing serious interest in such magazines as Better Homes and Gardens.

Evidence that neither boys nor girls appreciate the risqué humor provided in such adult periodicals as Esquire is shown by the fact that only six girls and five boys read this magazine. A similar publication, the New Yorker,

is ignored by youth in the same manner. Two girls and only one boy read this magazine.

A sad momentary upon the developmental reading habits of adults is to be noted in the fact that although youth is not much interested in vicarious love experiences gained from the pages of such publications as the "confession" type publication, a great many adults seem to be. The homes appear to be well stocked with these efforts. Only one boy and twenty-five girls stated that they read such magazines regularly while such publications were to be found in ninety-one homes of the girls of this study and in ninety-three of the 569 homes represented by the boys of the investigation.

School librarians, with respect to the reading habits of boys, would do well to concentrate on comic magazine technique for the presentation of serious materials, pictorial news magazines of the Life or Look type, news magazines of the Newsweek or Time variety, some of the better adult periodicals such as The Saturday Evening Post, the best of the radio and motion picture magazines and digests of The Reader's Digest kind.

A comparison of popular magazines read by boys and girls shows that of the first ten in popularity, boys and girls agree on five: comic magazines, Life, Teen, motion picture star magazines and The Reader's Digest.

Table XX was compiled to show rank order of popularity of magazines for boys and girls of the study combined.

TABLE XX

MAGAZINES READ REGULARLY BY THE 982 FIFTEEN AND SIXTEEN YEAR
OLD REAGAN SENIOR HIGH SCHOOL BOYS AND GIRLS, 1948

Magazine	Frequency	Per cent
1	2	3
1 Comic magazines	452	46.02
2 <u>Teen</u>	398	40.53
3 <u>Life</u>	392	39.92
4 Motion picture star type magazines	300	30.55
5 <u>Time</u>	170	17.31
6 <u>The Reader's Digest</u>	159	16.19
7 <u>The Saturday Evening Post</u>	136	13.85
8 <u>Good Housekeeping</u>	126	12.83
9 <u>Ladies' Home Journal</u>	122	12.42
10 <u>Newsweek</u>	121	12.32
11 True detective type magazines	110	11.20
12 Radio star type magazines	102	10.39
13 <u>Woman's Home Companion</u>	94	9.57
14 <u>Collier's</u>	64	6.52
15 <u>McCall's</u>	57	5.80
16 <u>Cosmopolitan</u>	54	5.50
17 <u>Calling All Girls</u>	53	5.40
18 <u>Seventeen</u>	51	5.20
19 <u>Western Story</u>	48	4.89
20 <u>Coronet</u>	39	3.97
21 <u>Vogue</u>	37	3.79
22 <u>American</u>	35	3.57
23 <u>Popular Mechanics</u>	33	3.36
24 <u>Liberty</u>	30	3.05
25 <u>Redbook</u>	30	3.05
26 True confession type magazines	26	2.65
27 Aviation type magazines	22	2.23
28 Love story type magazines	21	2.14
29 <u>Bluebook</u>	20	2.04
30 Outdoor life type magazines	20	2.04
31 Sports type magazines	20	2.04
32 <u>American Girl</u>	19	1.93
33 Detective fiction type magazines	15	1.53
34 <u>Scientific American</u>	15	1.53
35 <u>Photography</u>	14	1.43
36 <u>Better Homes and Gardens</u>	14	1.43
37 <u>Harper's Bazaar</u>	13	1.32
38 <u>Science Illustrated</u>	12	1.22

TABLE XX (Continued)

Magazine			Frequency	Per cent
1			2	3
39	<u>Esquire</u>		11	1.12
40	Aviation type magazines		10	1.02
41	<u>Boy's Life</u>		9	.92
42	<u>Camera</u>		8	.81
43	<u>Junior Bazaar</u>		6	.61
44	<u>New Yorker</u>		3	.31
45	Science fiction type magazines		3	.31
46	<u>American Boy</u>		2	.20
47	<u>Fortune</u>		1	.10

It was not possible to compile the column concerning the number of magazines available in the home since some of the 982 cases of the study were brothers, sisters or brothers, or sisters and hence duplications would have been recorded.

The above table shows that for both boys and girls comic magazine type material holds a big lead in popularity over all other types of publications. The writer feels that the school has in the past either ignored this situation or has treated the appeal of the comic book technique in a negative manner. Evidence points to the fact that the English departments of the secondary schools need to find a new approach to the problem of making full use of this intense interest in literature of this type and to attempt to bend it toward a higher level of reading. Further, the writer feels that evidence recorded in this table points to the fact that book publishing companies have ignored a big and potential field for the publication of different types of magazines and books that would be of great reader-interest to youth.

High school librarians could create greater boy and girl reader-interest through making available such material as better comic type material since youth is going to read the more lurid type comic book anyway, Teen, Life, motion picture fan magazines of the best type available, Time, The Reader's Digest, The Saturday Evening Post, Collier's, the adult women's homemaking magazines, hobby encouraging

material such as Photography and home construction and maintenance publications such as Better Homes and Gardens. Since money available to librarians needs to be considered, it would be best, on the basis of evidence discovered by this study, to subscribe to the leading magazines of the types named above and then if money remained to provide a variety through subscription to other magazines of similar types.

Table XX confirms the evidence listed in Tables XVIII and XIX that youth is little interested in reading of love. True confession type magazines rank twenty-sixth on a list of forty-seven publications; only twenty-six of the 982 boys and girls read such magazines regularly. The love story type publication ranks even lower--twenty-eighth with only twenty-one students reading such material in their leisure time. This seems to be a much better over-all record concerning reader-interest in this type of trash than that maintained by adults.

There is evidence that youth needs to become more interested in such magazines as Photography and Camera, specialized publications calculated to stimulate and to maintain hobby interest. Photography ranks thirty-fifth on the list of forty-seven magazines with only fourteen regular readers while Camera is forty-second with but eight adolescents showing regular reader habit.

In summing up this section of the report concerned with magazine interests and reading habits of fifteen and sixteen year old youth the writer feels that the evidence found by the investigation points to the following conclusions:

The average middle class American family as represented by the families of the youth in the Reagan Senior High School community have a fair variety of magazines available to youth in the home.

Youth is responsive to advertising and commercial publicity since boys and girls are much more interested in motion picture stars than they are in radio feature artists. The factor of seeing as well as hearing the performer holds potency over just the hearing of an artist. These two factors tended to place the motion picture star far ahead of the radio star in popularity with the youth of the study.

Adolescents of fifteen and sixteen are much interested in the activities of their contemporary 'teen-agers and exhibit a tendency toward intense reader-interest in magazines and publications that feature this type material.

The youth of the study was primarily interested in comic magazine type of reading material. Since the appeal of comic material consists of lurid action plots, short phases of dialogue and profuse illustrations, it might be well for the schools to consider the adaptation of

this technique to the teaching of higher level subject matter.

Since boys and girls of fifteen and sixteen years of age evidence a popular reader-interest in adult type magazines the school and the community need to give serious thought toward organizing and maintaining as much pressure as is possible on the publishers of popular publications toward convincing them of the necessity for the presentation of clean fiction.

There is some indication that the school is doing a fair job of stimulating youth's interest in better reading material since the youth of this study recorded a regular interest in such magazines as Time, Newsweek, and The Reader's Digest.

The homemaking departments of the secondary schools need to give careful thought to the planning of material calculated to stimulate permanent reader-interest on the part of youth in such home building and home maintenance material as is carried by magazines of the Better Homes and Gardens variety.

Too few youth display a lively interest in magazines calculated to stimulate interest in hobby activity and to inform youth with hobbies along lines of skill designed to increase their abilities in their hobby activity.

Although youth is much interested in watching and in participating in sports activities, boys and girls

display little interest in obtaining vicarious sports satisfaction through reading fictionalized accounts of sports.

The boy of fifteen and sixteen is much more interested in the detective and crime type magazine than is the girl of a similar age group. The same result is recorded with respect to the reading of scientific magazines and material having to do with things mechanical.

Boys appear to be slightly more interested in adult female type magazines such as the Woman's Home Companion than the display of interest on the part of girls in such adult male type magazines as Bluebook.

Since boys exhibit a passive interest in reading about homemaking, the homemaking departments need to introduce courses and feature materials in courses already organized that will stimulate boys' reader-interest in a subject that is soon to be of real concern to this age youth.

It is an encouraging fact that neither boys nor girls of fifteen and sixteen display much reader-interest in the subtle, risque type humor featured by such magazines as Esquire and the New Yorker. Still another encouraging finding is that youth of this age group appear to have little interest in the true confession, lurid love material featured in publications of the "confession" series although

the record of adults in this respect leaves much to be desired.

9. Favorite Books of the Fifteen and Sixteen
Year Old Boys and Girls

Section VI, page 5 of the questionnaire used in this study was designed to obtain information with respect to favorite books, radio programs, radio stars, motion pictures and motion picture featured artists. The writer realized that a great variety of answers that, in themselves, would be meaningless would be given by the boys and the girls used in the survey. In order to cut down on superfluous material and to discover a pattern of interest the lists were constructed on a basis of a frequency of five or more answers concerning one book, one radio program, one motion picture favorite and so on. From tables so constructed it then became possible to draw conclusions and to discover trends of interest.

Table XXI was compiled to show the favorite books of the girls of the study.

TABLE XXI

THE TWENTY-SEVEN FAVORITE BOOKS OF 280 REAGAN SENIOR HIGH
SCHOOL GIRLS, 1948

Title of book	Frequency of choice
1	2
1 <u>Green Dolphin Street</u>	24
2 <u>The Robe</u>	24
3 <u>Forever Amber</u>	21
4 <u>Kitty</u>	20
5 <u>Junior Miss</u>	19
6 <u>The Black Rose</u>	18
7 <u>Sue Barton</u>	17
8 <u>Gone With the Wind</u>	17
9 <u>The Captain from Castile</u>	16
10 <u>The Border Lord</u>	15
11 <u>Judy Bolton</u>	13
12 <u>Lady Ann</u>	13
13 <u>How Green Was My Valley</u>	12
14 <u>Jane Eyre</u>	11
15 <u>The Bible</u>	10
16 <u>Seventeen</u>	9
17 <u>The Green Light</u>	9
18 <u>Leave Her to Heaven</u>	7
19 <u>Little Women</u>	6
20 <u>A Tree Grows in Brooklyn</u>	6
21 <u>The Foxes of Harrow</u>	6
22 <u>The Razor's Edge</u>	6
23 <u>My Friend Flicka</u>	5
24 <u>Story of Madame Curie</u>	5
25 <u>The Road to Wimbledon</u>	5
26 <u>Joan of Arc</u>	5
27 <u>Smoky</u>	5

Only 280 of the 413 girls were able to give a definite statement with respect to a favorite book. The remaining 133 girls were so undecided that a forced answer would not have, in all probability, reflected true popularity of books mentioned. The 280 girls listed 404 choices of favorite volumes. Seventy-three books were listed as favorites by these girls but only twenty-seven received five or more votes. The table includes the twenty-seven books.

The Robe and Green Dolphin Street were equal in popularity with the girls. Each book received twenty-four votes as a favorite. Such old stand-by favorites of 'teen-agers in the past as Seventeen, Little Women and Smoky were well down on the popularity list ranking sixteenth, nineteenth and twenty-seventh respectively.

The modern high school girl is rather alarmingly attracted to the present deplorable literary formula of love triangles, adultery and seduction, as is evidenced by the popularity of such modern "throw-togethers" as Forever Amber, Kitty, The Black Rose and The Border Lord, all ranking within the first ten book favorites of these girls.

Perhaps one of the outstanding conclusions that can be drawn from the evidence is that the girls of fifteen and sixteen years of age are in a period of transition in their book reading habits, a period that would seem to correlate with the impact of mental and physical changes experienced by the adolescents. These girls gave evidence

of a fluctuating interest in juvenile, clean type books and an interest in the risqué, sensational modern novel. As an example of this, Junior Miss and Sue Barton rank fifth and seventh with the girls. These books are frankly for the juvenile taste. Girls of this study do appear to retain an interest in such fiction but at the same time they indicate a parallel interest in such modern novels as Kitty and Forever Amber. These two books are listed third and fourth in popularity with the 280 girls. Similar results can be noticed all down the list of favorite books, Little Women ranking nineteenth and A Tree Grows in Brooklyn twentieth.

In this evidence support is found for the conclusion to be drawn that since the reading interest of girls of fifteen and sixteen is fluid, exploratory and very prone, without guidance, to fasten permanently upon the sensational sex-novel, English teachers need to be actively aware of this fact and to feed them books of action and romance of good quality without the trashy plot situations found in so much of the fiction seeping down to the public of today.

The girls indicated to the teachers the type of literature that could be substituted by virtue of a little adult leadership and guidance. They displayed strong interest in such good modern fiction as The Robe (ranking first), How Green Was My Valley (thirteenth), The

Green Light (seventeenth), and My Friend Flicka (twenty-third).

Table XXI seems to give strong indication that fifteen and sixteen year old girls are at a cynical stage in their permanent selection of reading material and that fact strongly suggests to the school the necessity for seizing the opportunity presented and to channel reading interest into higher levels of taste. It is doubtful if the cramming of the heavy classics down the throats of modern youth will do much to improve their literary taste. It is noteworthy that none of the classics taught youth in the high school English curriculum appears on the girls' list of favorites.

The fact that ten girls voluntarily mentioned The Bible as a favorite book should prove of some encouragement to the religious leaders of the community. It is indication that the church is still effective in its work with youth with respect to instilling within them an appreciation for Biblical material.

A lack of adequate balance between fiction and non-fiction read by these girls is pointed to by the evidence. Only four of the twenty-seven books listed as favorites were non-fiction. Of the four, The Bible rated first, but ranked fifteenth on the total list, while the Story of Madame Curie, The Road to Wimbledon, tennis player Alice

Marble's own story, and Joan of Arc completed the list of non-fiction volumes chosen as favorites. Here is another indicated area for the English teacher's concern with the reading interests of youth. New approaches are needed in the literature classes toward effecting a more balanced liking for non-fictionalized material. It seems evident that techniques now in use in the English classes are failing to achieve the desired balance.

Table XXII was constructed on a basis of answers from 311 boys of the study indicating 409 choices of favorite books.

TABLE XXII

THE THIRTY-THREE FAVORITE BOOKS OF 311 REAGAN SENIOR HIGH
SCHOOL BOYS, 1948

Title of book		Frequency of choice
1		2
1	<u>The Captain from Castile</u>	19
2	<u>Forever Amber</u>	17
3	<u>The Border Lord</u>	17
4	<u>The Three Musketeers</u>	15
5	<u>The Call of the Wild</u>	13
6	<u>Brave Men</u>	13
7	<u>Stallion Road</u>	13
8	<u>The Black Rose</u>	11
9	<u>My Friend Flicka</u>	10
10	<u>Here Is Your War</u>	10
11	<u>Lucky to be a Yankee</u>	8
12	<u>The Magnificent Obsession</u>	7
13	<u>Green Dolphin Street</u>	7
14	<u>Ivanhoe</u>	7
15	<u>Guadalcanal Diary</u>	7
16	<u>Tarzan series of books</u>	6
17	<u>God's Little Acre</u>	6
18	<u>The Iron Duke</u>	6
19	<u>The Great John L.</u>	6
20	<u>O'Reilly of Notre Dame</u>	6
21	<u>Chip of the Flying U</u>	6
22	<u>Tom Paine</u>	6
23	<u>Hopalong Cassidy</u>	6
24	<u>Union Pacific</u>	6
25	<u>The Bible</u>	5
26	<u>Moby Dick</u>	5
27	<u>Fu Manchu series of books</u>	5
28	<u>Captains Courageous</u>	5
29	<u>Riders of the Night</u>	5
30	<u>The Razor's Edge</u>	5
31	<u>Microbe Hunters</u>	5
32	<u>A Tree Grows in Brooklyn</u>	5
33	<u>Smoky</u>	5

In all, eighty-five titles were mentioned but only thirty-three were mentioned five or more times; these thirty-three books constitute the base for Table XXII.

The compilation reveals that boys do not read as intensively as do the girls of like ages. Only 311 of 569 boys were conscious of a favorite book, listing 409 choices while 280 girls out of a total of 413 were able to indicate 404 favorite titles.

In general, reading habits of boys are more balanced than those of the girls of this study with respect to fiction and non-fiction. Out of thirty-three favorite books, boys listed nine non-fiction publications as favorites: Brave Men, Here is Your War, Lucky to be a Yankee (Joe DiMaggio's story of his baseball career), Guadalcanal Diary, The Great John L. (the story of the old boxing champion, John L. Sullivan), Tom Paine, The Bible, and Microbe Hunters (the story of medical research). It will be remembered that the girls of the study indicated only four non-fiction titles as favorite books. Non-fiction books, in general, rated higher on the popularity list of the boys than did the few non-fiction selections of the girls.

Boys to a lesser degree than girls gave evidence of being in a fluid, exploratory state with respect to the type of reading material that was of interest to them. Such modern risque novels as Forever Amber, The Elack

Rose and God's Little Acre are on their list of favorites along with such old favorites as The Call of the Wild, the Tarzan books, Moby Dick and Smoky. In general, though, boys seem less interested in the sex-novel than the interest displayed by girls; less such titles appear on their list of favorites and where they do appear they are rated lower in popularity.

The boys indicated similar interest with the girls in such clean literature as The Magnificent Obsession and The Razor's Edge.

Boys exhibited certain interests not shown by the girls' reading habits. Boys are interested in books of action and rugged adventure such as The Captain from Castile and The Three Musketeers; they are interested in accounts of war such as Guadalcanal Diary, Here is Your War, and Brave Men; in western stories such as Chip of the Flying U, Hopalong Cassidy, and Western Union; they are interested in fiction and non-fiction concerning sports such as Lucky to be a Yankee and O'Reilly of Notre Dame; and they are interested in mystery tales of the Fu Manchu variety.

English departments would do well to realize these six differences in reader-interest and use this knowledge in planning for taking care of the individual differences that exist in the classrooms.

Boys more than girls of like ages seem to appreciate certain light classics of action such as Ivanhoe.

Although the boys listed The Bible as a favorite book it appeared much further down on their list of favorites; it was twenty-fifth as compared with the fifteenth position in which girl interest placed it. It would seem from this evidence that the religious leaders have a less firm grasp upon the attention of the boys than they do with respect to the interest shown by girls. It might be well for the religious leaders to take the indication that boys are more interested in action scenes than are girls and adapt it to Bible instruction for boys through stressing the parts of The Bible that do have dramatic impact.

That boys and girls agreed on eleven books as favorite reading material is indicative of the fact that youth reading interest is not too varied on the basis of sex difference to be incapable of practical solution of the problem of book supply.

Table XXII shows evidence of the fact that boys at fifteen and sixteen are much more interested in stories of animals than are girls of like ages. Boys listed such favorites as Stallion Road, My Friend Flicka, The Call of the Wild, and Smoky.

Table XXIII is a composite list of ranking book favorites of boys and girls and serves to emphasize and validate the findings of Tables XXI and XXII.

TABLE XXIII

FAVORITE BOOKS OF 591 REAGAN SENIOR HIGH SCHOOL BOYS AND
GIRLS, 1948

Title of book		Frequency of choice
1		2
1	<u>Forever Amber</u>	38
2	<u>The Captain from Castile</u>	35
3	<u>The Border Lord</u>	33
4	<u>Green Dolphin Street</u>	31
5	<u>The Black Rose</u>	30
6	<u>Kitty</u>	20
7	<u>Junior Miss</u>	20
8	<u>Gone with the Wind</u>	17
9	<u>Sue Barton</u>	17
10	<u>The Bible</u>	15
11	<u>My Friend Flicka</u>	15
12	<u>The Three Musketeers</u>	15
13	<u>Judy Bolton</u>	13
14	<u>Lady Ann</u>	13
15	<u>The Call of the Wild</u>	13
16	<u>Brave Men</u>	13
17	<u>Stallion Road</u>	13
18	<u>How Green Was My Valley</u>	12
19	<u>Jane Eyre</u>	11
20	<u>A Tree Grows in Brooklyn</u>	11
21	<u>The Razor's Edge</u>	11
22	<u>Smoky</u>	10
23	<u>Here is Your War</u>	10
24	<u>Seventeen</u>	9
25	<u>The Green Light</u>	9
26	<u>Lucky to be a Yankee</u>	8
27	<u>The Magnificent Obsession</u>	7
28	<u>Leave Her to Heaven</u>	7
29	<u>Ivanhoe</u>	7
30	<u>Guadalcanal Diary</u>	7
31	<u>Tarzan series of books</u>	7
32	<u>Little Women</u>	6
33	<u>The Foxes of Harrow</u>	6
34	<u>God's Little Acre</u>	6
35	<u>The Iron Duke</u>	6
36	<u>The Great John L.</u>	6
37	<u>O'Reilly of Notre Dame</u>	6
38	<u>Chip of the Flying U</u>	6

TABLE XXIII (Continued)

Title of book	Frequency of choice
1	2
39 <u>Tom Paine</u>	6
40 <u>Hopalong Cassidy</u>	6
41 <u>Union Pacific</u>	6
42 <u>Moby Dick</u>	5
43 <u>Fu Manchu</u> series of books	5
44 <u>Captains Courageous</u>	5
45 <u>Riders of the Night</u>	5
46 <u>Microbe Hunters</u>	5

When the reading interests of boys and girls are considered together evidence is found for the conclusion that there is a serious lack of balance between fiction and non-fictional material read and that there is an over-interest in the modern sex-novel.

Librarians would be wise to use a list of this type as a basis for selecting new books for youth's use. A wise use of such a survey would include the interpretation of types of material read by boys and girls and then the purchase of books that contain the same appeal but whose literary values are on a higher plane and calculated to increase the cultural standing of the reader. Libraries need to include more of the type of book represented by The Robe, Magnificent Obsession, The Green Light, and Microbe Hunters.

Evidence in Tables XXI, XXII and XXIII makes it possible to draw certain valid conclusions:

The modern high school girl and boy of fifteen and sixteen years of age is too strongly attracted to the present day sex-novel of the Forever Amber or Kitty ilk.

Both girls and boys are in a searching, exploratory, fluid interest period with respect to their reading desires. They are still interested in the traditionally juvenile books but are developing a strong interest in the adult, modern, sophisticated novel. The girls indicate this state to a greater degree than do the boys.

This adolescent age of fifteen and sixteen is where English teachers could exercise the greatest influence over the reading habits of boys and girls, but the traditional approach to teaching appreciation for reading and for literature will need to be improved since there is adequate evidence that techniques now in use are failing of this objective.

It is doubtful if the average boy and girl of fifteen and sixteen will become interested in the "heavy" classics but there is evidence pointing to the fact that this is the period in which the school should lead them to an interest in the "light" classics such as Ivanhoe containing action and dramatic impact. Good modern novels such as The Robe might well be used in certain literature classes on the secondary level as transitional material toward an interest in the heavier classical type of book now forced upon youth from which appreciation is expected.

Youth is still vitally interested in religious reading but boys of the adolescent age need to be taught from religious history that material which best stresses action and drama, for it is this sort of material that is of primary interest to him at this age period.

Girls, more than males of this study, lack a balanced interest between fiction and non-fiction material.

Boys do not read as wide a variety of material nor do they read as intensely as girls do.

Non-fiction is of more interest to the boy of fifteen and sixteen than it is to the girl of the same ages.

Boys exhibit certain reading interests such as those in action adventure stories, war stories, western plots, sports books and novels based on mystery not shown by girls.

In order to base a more intelligent and practical program for raising the cultural reading level of adolescent youth, English teachers need to become aware of sex differences with respect to reading interests.

There is a moderate amount of mutual interest on the part of boys and girls respecting the type of books liked. Out of forty-nine different choices, boys and girls agree on eleven favorite books.

10. Favorite Radio Programs of Modern Boys and Girls

Of the 413 girls used in the study 381 of them expressed a preference for a radio program. Fifty-one different programs were listed as favorites. Of these, twenty-eight had five or more votes. Table XXIV was constructed on a basis of agreement on the part of five or more girls for each program.

TABLE XXIV

FAVORITE RADIO PROGRAMS OF 381 REAGAN SENIOR HIGH
SCHOOL GIRLS, 1948

Name of program	Frequency	Per cent
1	2	3
1 Lux Radio Theater	25	6.56
2 Teen Canteen	23	6.29
3 Curtain Time	19	4.98
4 Bob Hope Show	18	4.72
5 Bing Crosby Show	18	4.72
6 Take It Or Leave It	17	4.46
7 Cavalcade of America	16	4.19
8 Hit Parade	15	3.93
9 Tex Beneke	13	3.41
10 Contented Hour	13	3.41
11 A Date With Judy	13	3.41
12 Edgar Bergen-Charlie McCarthy	11	2.88
13 Waltz Time	11	2.88
14 Red Skelton Show	11	2.88
15 Kay Kyser Show	10	2.62
16 Fred Allen	9	2.36
17 James Melton	9	2.36
18 People Are Funny	9	2.36
19 Walter Winchell	9	2.36
20 It Pays To Be Ignorant	6	1.57
21 Blondie	6	1.57
22 Jack Benny	5	1.31
23 Town Meeting	5	1.31
24 American Album of Familiar Music	5	1.31
25 Fitch Band Wagon	5	1.31
26 Abbott and Costello	5	1.31
27 Drew Pearson	5	1.31
28 Lone Ranger	5	1.31

From the results of this investigation it would seem that girls select a rather serious type radio program for their listening leisure. Their first choice was the Lux Theater Program. Curtain Time, another serious type entertainment feature, was third on their list of favorites. However, musical and comedy program, along with the variety feature, composed the balance of their first ten favorites.

Girls of fifteen and sixteen do not seem to care much for the serials, such as the Lone Ranger, One Man's Family and the Aldrich Family. The Lone Ranger, last on their list of interesting programs, is the only serial they seem to follow in any great number.

The only locally originated entertainment via the radio the girls followed with an appreciable amount of favor was Teen Canteen, a program featuring request recordings and "chatter" dialogue built around the adolescent. This program rated second on their list of favored programs.

Unlike the boys of similar ages, the girls did not care for the detective crime radio program. No program of this type is listed among their twenty-eight favorites.

Comedy and comics are universally popular, with the Bob Hope Show and the Bing Crosby program listed as their favorite fare of this type. Although they are somewhat interested in the "slap-stick" variety of comedy represented by the Abbott-Costello combination, this type of program rated far below the Hope show in popularity.

The girls indicated an interest in good, slow music such as used by the Carnation Contented Hour, Waltz Time and the James Melton Show, but such interest is to a lesser degree than their pre-occupation with fast jazz of the type featured by Teen Canteen and the Tex Beneke program.

Too little interest seems indicated in programs that might be classed as educational; only Town Meeting of the Air was representative on the girls' list. Their interest in commentaries runs to the sensational material featured by Winchell and Pearson. They like to listen to action rather than unemotional talk and when they do listen to commentators they chose the ones who display fire and dramatics in their delivery and in the material used on the broadcast.

The girls of this study revealed an adult level interest in quiz programs. Take It Or Leave It and It Pays To Be Ignorant are sample quiz shows that hold listening attraction for them.

It would seem from Table XXIV that there is nothing seriously wrong with the listening habits of girls when the type of program offered radio listeners is taken into consideration. The girls' interests show variety, but lack of balance as in the case of the adults, when it comes to listening to educational material or classical music. The variety of their listening habits indicates a rather open

mindedness on the subject of improvement and this seems a fertile field for school leadership toward improving their radio listening hours.

The trend in adolescent female listening time is toward the better type of program. In radio's infancy the lurid action serial held youth's interest; today such programs of this type that remain on the air seem to be only a passing listening "whim" of the adolescent girl. Their steady radio diet is more of the type program in which the adult shows sincere interest.

Table XXV is the companion table to XXIV and shows the popular programs of boys of this investigation.

TABLE XXV

FAVORITE RADIO PROGRAMS OF 497 REAGAN SENIOR HIGH
SCHOOL BOYS, 1948

Name of program	Frequency	Per cent
1	2	3
1 Sam Spade	26	5.23
2 Red Skelton Show	23	4.62
3 Tex Beneke	19	3.82
4 Arthur Godfrey Show	19	3.82
5 The Inner Sanctum	18	3.62
6 Gang Busters	18	3.62
7 Bing Crosby Show	16	3.42
8 Bob Hope Show	15	3.01
9 Mr. District Attorney	14	2.81
10 Abbott and Costello Show	14	2.81
11 Kay Kyser Program	12	2.41
12 Fred Allen Show	12	2.41
13 Lux Radio Theater	11	2.21
14 Information Please	9	1.81
15 Jack Benny	9	1.81
16 Hit Parade	9	1.81
17 Waltz Time	9	1.81
18 The Lone Ranger	8	1.60
19 The Green Hornet	7	1.40
20 Take It Or Leave It	7	1.40
21 People Are Funny	7	1.40
22 Teen Canteen	7	1.40
23 A Date With Judy	7	1.40
24 The Fat Man	7	1.40
25 Fibber McGee and Molly	5	1.00
26 The Great Gildersleeve	5	1.00
27 American Album of Familiar Music	5	1.00
28 Sammy Kaye	5	1.00
29 Nick Carter	5	1.00
30 Walter Winchell	5	1.00
31 Meet The Press	5	1.00
32 Drew Pearson	5	1.00
33 Inside of Sports with Bill Stern	5	1.00
34 Elondie	5	1.00

Of the 569 boys contacted in this study, 479 were able to indicate a favorite radio program while the balance stated that they were interested in a number of radio programs and could not honestly pick out a favorite. In all, the 479 fifteen and sixteen year old boys listed a total of seventy-eight programs. Table XXV makes use of radio programs showing a frequency of five or more choices only.

Oshel⁹ in a study of the listening habits of youth of the University Preparatory High School, Tonkawa, Oklahoma, made in 1939 found that the girls sought more variety in their programs than did the boys. The findings of this Houston study with respect to this point were just the reverse. Aside from a strongly indicated interest in crime and detective programs, the interest of boys in radio programs ran a wider band of variety than did the girls of the present survey.

Boys seem more interested in the radio comedian's programs and in variety shows than are girls of comparable ages. The male adolescent of fifteen and sixteen is more interested, too, in the broad "slap-stick" variety of humor, such as the Abbott and Costello show produces, than is his female contemporary.

⁹ Ervin K. Oshel, op. cit., p. 43.

According to their list of favorites, the boys show the same intensity of attention to the musical programs that go out over the air waves. They like the Bing Crosby show, Waltz Time, the Tex Beneke Orchestra and the American Album of Familiar Music. Boys, as do the girls, reveal an interest in jazz music but very little attention is given to classical music. They run parallel with the girls in an equal liking for the quiz programs so popular currently with the adult listener.

Such action serials as The Lone Ranger and The Green Hornet rank higher in listener interest with boys than with girls; both sexes display the same indifference toward educational type entertainment that is infrequently placed on the air.

With respect to news commentators, boys again follow youth's party line as laid down by the girls. They are interested only in the sensational reporting of the Winchell-Pearson type, yet even then the boys rank such listening toward the very bottom of their list of popular radio program favorites.

Despite the peculiarities in listening habits of boys, the writer feels that evidence collected by this survey shows that there is nothing seriously wrong with the listening habits of the modern boy. It shows that the boy is casting around, seeking permanent listening fare. Evidence points to the fact that he is, perhaps, too much

interested in crime and detective material; this is a minor fault that the schools, mustering a functional effort, could do much toward correcting and the turning of some of youth's leisure time radio listening into a more mature consideration of the educational program.

It seems probable that if there is anything seriously wrong with American youth's radio listening habits a good share of the blame resides with the radio people, with the home, with the community and with the school. Youth gives every indication of keeping an open mind on the subject of radio entertainment as he goes searching around the dial for new material that will challenge and hold his interest.

Table XXVI is a composite table showing the radio listening habits of the girls and boys of Reagan Senior High School in the fifteen-sixteen age bracket, with respect to their favorite radio programs.

TABLE XXVI

FAVORITE RADIO PROGRAMS OF 878 REAGAN SENIOR HIGH SCHOOL BOYS AND GIRLS, 1948

Program	Number of choices	Type of program - frequency							
		Variety- Comedy	Music	Crime mystery	Drama	Quiz	Commen- tators	Forums	Sports
1	2	3	4	5	6	7	8	9	10
1 Lux Radio Theater	36				36				
2 Bing Crosby	34	34							
3 Red Skelton	34	34							
4 Bob Hope	33	33							
5 Tex Beneke	32	32							
6 Teen Canteen	30		30						
7 Sam Spade	26			26					
8 Take It Or Leave It	24					24			
9 Hit Parade	24		24						
10 Kay Kyser Show	22	22							
11 Fred Allen	21	21							
12 A Date With Judy	20	20							
13 Waltz Time	20		20						
14 Curtain Time	19				19				
15 Abbott-Costello	19	19							
16 Arthur Godfrey	19	19							
17 Inner Sanctum	18			18					
18 Gang Busters	18			18					
19 Cavalcade of America	16				16				
20 People Are Funny	16					16			
21 Walter Winchell	14						14		
22 Jack Benny	14	14							
23 Mr. District Attorney	14			14					

TABLE XXVI (Continued)

Program	Number of choices	Type of program - frequency							
		Variety- Comedy	Music	Crime mystery	Drama	Quiz	Commen- tators	Forums	Sports
1	2	3	4	5	6	7	8	9	10
24 Contented Hour	13		13						
25 Lone Ranger	13				13				
26 Charlie McCarthy	11	11							
27 Blondie	11	11							
28 American Album of Familiar Music	10		10						
29 Drew Pearson	10						10		
30 James Melton	9		9						
31 Information Please	9					9			
32 Green Hornet	7			7					
33 The Fat Man	7			7					
34 It Pays to be Ignorant	6	6							
35 Town Meeting of Air	5							5	
36 Fitch Band Wagon	5	5							
37 Fibber McGee-Molly	5	5							
38 Great Gildersleeve	5	5							
39 Sammy Kaye Show	5	5							
40 Nick Carter	5			5					
41 Meet the Press	5							5	
42 Inside of Sports with Bill Stern	5								5
Total	669	264	138	95	84	49	24	10	5
Per cent		39.46	20.62	14.20	12.55	7.47	3.58	1.49	.74

Results listed in the above table seem to indicate that the boys and girls of this study are interested in a wide variety of radio entertainment; that the variety and comedy type program possesses superior appeal of all the type programs now listened to; that musical programs rank next to variety-comic programs and that in third place in listener interest is the crime and mystery program.

While youth has a basic interest in the quiz type radio program, its appeal is not very strong. Youth needs to have interest stimulated in the forum educational style program, in good current event commentary and current straight news material that is sent out over the air.

A surprising result was the recorded lack of interest in sports programs. Youth seems to prefer to watch sports, or, failing in that, to read accounts of sports in newspapers at leisure rather than to listen to such accounts over the radio.

There also appears to be a need for balancing youth's rather torrid interest in jazz music with a more sincere interest in classical music. It may be that the school music department is devoting too much time to performance and to training for skill in performance and not enough time to the appreciation of music for the greater mass of those youth who do not have the talent, voice or desire to perform.

On the basis of Tables XXIV, XXV and XXVI it seems possible to draw the following conservative conclusions:

Girls of fifteen and sixteen years of age select a more serious type radio program than do boys for their leisure time listening pleasure.

Boys of the same age group go in for the crime and mystery style radio program while girls indicate little interest in crime and mystery.

The girls, seemingly, have developed a more quiet, subtle sense of humor while their male contemporaries are still attracted by the broad, "slap-stick" type of humor exemplified by the Abbott-Costello show.

Very little interest is displayed by adolescents of either sex in the educational program.

Although youth's taste in radio fare seems to lack balance in a number of ways, this lack of balance is not serious and there is nothing so radically wrong with youth's radio listening habits that a planned, educational attack could not rectify.

If the findings of an investigation made by Oshel¹⁰ into the radio listening habits of certain high school youth in Oklahoma in 1939 can be considered reliable, a new trend in radio listening habits of boys and girls exists. Oshel found that adolescent girls tended to seek a greater variety of types of radio programs than did

¹⁰ Ibid., p. 43.

boys. The writer's Houston investigation gave the directly opposite result.

Both girls and boys display similar interest in variety programs of the Bing Crosby and Bob Hope types.

Boys are more attracted to raw adventure and fast action drama than are girls and a greater number of boys follow such serials as The Lone Ranger and The Green Hornet than do girls.

Youth is not much interested in listening to a report on sports as it comes over the air. They appear to prefer to read newspaper accounts at leisure rather than to give intense attention to the radio's one-shot, hear-it-or-miss-it accounts of sports and sports results.

The music departments of schools need to give serious thought toward the lack of interest in good, classical music on the part of adolescent youth. Appreciation rather than performance needs to be stressed in secondary school music classes.

11. Favorite Radio Artists of the Boys and Girls

In order to show a pattern of favorites, Table XXVII was compiled on the basis of the first fifteen most popular performers as picked by 371 boys and 307 girls who were able to name a favorite star.

TABLE XXVII

FIFTEEN FAVORITE RADIO ARTISTS PICKED BY 371 BOYS AND 307 GIRLS OF THE REAGAN SENIOR
HIGH SCHOOL, HOUSTON, TEXAS, 1948

Girls	Frequency of choice	Boys	Frequency of choice	Girls and boys	Frequency of choice
1	2	3	4	5	6
1 Bob Hope	37	Red Skelton	46	Red Skelton	63
2 Bing Crosby	31	Sam Spade	31	Bob Hope	58
3 Peggy Lee	29	Abbott-Costello	29	Bing Crosby	49
4 Louella Parsons	23	Jimmy Durante	26	Peggy Lee	39
5 Harry James	21	Kay Kyser	21	Harry James	32
6 Dick Haymes	21	Bob Hope	21	Sam Spade	31
7 Tex Beneke	20	Jack Benny	19	Abbott-Costello	29
8 Fred Allen	17	Lone Ranger	19	Jimmy Durante	26
9 Red Skelton	17	Bing Crosby	18	Louella Parsons	23
10 Charlie McCarthy	15	J. Scott Smart (The Fat Man)	18	Dick Haymes	21
11 Jo Stafford	14	Arthur Godfrey	16	Kay Kyser	21
12 Joan Davis	14	Dinah Shore	12	Tex Beneke	20
Garry Moore					
13 (Take It Or Leave It)	12	Henry Morgan	11	Jack Benny	19
14 Nelson Eddy	11	Harry James	11	Lone Ranger	19
15 Vaughn Monroe	11	Peggy Lee	10	The Fat Man (J. Scott Smart)	18

The questionnaire used in the study (Appendix of this study) asked the youth to list their two favorite radio stars. Some stated that they did not favor any particular performer; some could list only one favorite. The 307 girls replying to this section of the questionnaire listed 587 choices while the 371 boys listed 603 choices. The girls named ninety-six different artists as favorites while the boys gave the names of ninety-nine different radio personages.

Table XXVII reflects the fact that both boys and girls pick radio performers without too much regard for favorite programs. Peggy Lee, a girl singer, and Louella Parsons, a movie star gossip columnist, were listed as favorite artists yet neither of the programs with which they are connected was named by the youth as a favorite program. With the boys the same evidence is noted with respect to Dinah Shore, a girl singer, and with Jimmy Durante, a noted comic of some years standing.

Girls and boys reflect their interest in variety program radio stars and singing stars with nine such representatives on the girls' list of fifteen favorites while the boys registered ten out of fifteen.

The rather intense interest of the girls in the movies and in motion picture stars is shown again in the fact that they included the popular Hollywood gossip dispenser, Louella Parsons, on their list of favorite radio performers.

While there is evidence to show that girls are interested in radio programs dealing with the movie industry, no evidence was found that girls were much interested in a motion picture about radio or radio performers.

That the girls are a little more interested in the better level musical composition than are the boys is reflected by their choice of Nelson Eddy as a favorite radio artist. Eddy usually picks good music for his broadcasts. Singing favorites listed by the boys of the study included only the variety who select and sing the popular songs.

Boys' interest in crime, mystery and rugged action adventure is reflected by the appearance on their list of favorite radio performers such as Sam Spade, the Lone Ranger and The Fat Man who have assumed the names of the characters they portray.

The choice of popular stars such as Abbott and Costello, Jimmy Durante and Red Skelton made by the boys of the study is but additional evidence that their sense of humor has not developed toward the adult level already achieved by the girls of the study.

Neither boys nor girls made a choice of a favorite artist who might be identified with an educational type program frankly designed to increase the appreciation level of the radio listener. This evidence serves to support that already found with respect to favorite radio programs

and points up the fact that the radio people are failing to put sufficient sparkle and listener interest into the scripts of such occasional educational programs as are offered to attract and to hold any degree of permanent interest of youth.

12. Youth and the Motion Picture

That a very high percentage of youth attend movies has long been realized by the educational leaders of the nation. Numbers of studies have been made proving that the influence of the motion picture upon the formation of attitudes on the part of youth is considerable.

Only a very few youth of this study stated that they did not attend the movies and religious conflict was given in each such case as the reason for non-attendance. Failure to attend was not due to lack of interest or even a lack of desire to attend.

Since youth will attend the motion pictures often, despite objections from any quarter, community and educational leaders should become aware of the type of picture youth favors and of the type of motion picture star they made their ideal. The fifteen and sixteen year old adolescent is well known as a hero-worshiper; his indication of favorite stars should provide some small clue as to his mental attitudes and developments.

It was the writer's thought in seeking such information that it could be used as a point of departure for a planned attack by the community and by the school upon the problem of raising the interest and cultural level of youth.

Table XXVIII lists the favorite motion pictures of boys and girls.

TABLE XXVIII

FAVORITE MOTION PICTURES OF 357 GIRLS AND 491 BOYS OF THE REAGAN SENIOR HIGH SCHOOL,
HOUSTON, TEXAS, 1948

Girls	Fre- quency	Boys	Fre- quency	Boys and girls	Fre- quency
1	2	3	4	5	6
1 Gone With the Wind	29	Killer McCoy	37	Gone With the Wind	57
2 Green Dolphin Street	17	The Jolson Story	35	The Jolson Story	51
3 The Jolson Story	16	Gone With the Wind	28	Killer McCoy	37
4 The Green Years	16	Forever Amber	22	Forever Amber	35
5 The Yearling	14	Road to Rio	20	Road to Rio	30
6 Blondie Series	13	The Swordsman	20	Green Dolphin Street	28
7 Forever Amber	13	Albuquerque	19	Gentlemen's Agreement	22
8 Gentlemen's Agree- ment	12	Miracle on 34th Street	17	Best Years of Our Lives	21
9 Crossfire	11	Best Years of Our Lives	16	The Swordsman	20
10 Foxes of Harrow	11	Bob, Son of Battle	16	Albuquerque	19
11 Road to Rio	10	The Red Stallion	15	Miracle on 34th Street	17
12 The Bride Goes Wild	9	Tycoon	15	Bob, Son of Battle	16
13 The Bishop's Wife	9	Fabulous Texan	13	The Hucksters	16
14 Magic Town	8	Robinhood	13	The Green Years	16
15 The Hucksters	7	Green Dolphin Street	11	Tycoon	15
16 The Razor's Edge	6	Gentlemen's Agreement	10	The Red Stallion	15
17 Cass Timberlane	6	Welcome Stranger	9	The Yearling	14
18 Dear Ruth	5	The Hucksters	9	Fabulous Texan	13
19 Fiesta	5	Merton of the Movies	8	Robinhood	13
20 Best Years of Our Lives	5	The Razor's Edge	6	Blondie Series	13

In collecting these data the student was asked to name the best pictures seen during the year. Of the 413 girls, 357 indicated a favorite while the balance were either unable to pick a favorite picture or stated that religious belief prevented their attendance at the motion picture.

The occurrence of such old pictures as "Gone With the Wind" on the list is due to the fact that they had been re-released during the year.

Girls indicated favorite interest in a total of sixty-one different motion pictures. Only the first twenty were included in the above table in order to depict better the pattern of motion picture interest.

Of the 569 boys of the study, 491 listed a choice of a favorite motion picture. Again, inability to fix upon a certain picture as a favorite and the fact of religious conflict account for the balance not replying. The boys named sixty-eight different pictures as favorites.

From the evidence in Table XXVIII it would seem that girls are much more interested in the popular love story type motion picture than are boys. They are not, however, as interested in physical action movies as are the boys. Such pictures as "The Swordsman," "Tycoon," and "Killer McCoy" appear to hold considerable appeal for the boy of fifteen or sixteen.

Whether or not they are aware of the fact, girls are more interested in such sociological problems as discrimination against races or minorities and they give evidence of the fact through including on their list of pictures worth remembering, "Gentlemen's Agreement" and "Crossfire," both powerful stories using discrimination as a plot core. Although the picture "Gentlemen's Agreement" did appear on the list of boys' favorite pictures, it was much lower in rank order than it was for the girls; "Crossfire" does not show among the boys' favorites at all, while it ranked as the tenth favored picture with the female adolescent.

Girls appear to like light comedy as it is represented by such pictures as "The Bride Goes Wild," the "Blondie" series, and "The Bishop's Wife." This type story does not appeal to the male adolescent of fifteen and sixteen years of age and is not represented among their favorite motion pictures.

Neither boys nor girls seem much interested in the musical variety style of picture. Only one such show, "Fiesta," is represented and it ranks low on the girls' list of favorites.

Boys display a marked preference for western pictures such as "Albuquerque" and "The Fabulous Texan"; for animal pictures such as "Bob, Son of Battle" and "The Red Stallion"; for sports pictures such as "Killer McCoy" and for "slapstick" humor such as "Merton of the Movies." Girls appear to have little interest in such motion pictures.

When the motion picture interests of boys and girls are considered together as is shown by columns "5" and "6" of Table XXVIII, certain encouraging facts may be noted. In general, youth's favorite motion pictures follow adult favorites where the adult favorites may be judged by the box-office success for a given picture. Such motion pictures favored by adult attendance as "The Jolson Story," "Forever Amber," "Green Dolphin Street" and "Gone With the Wind" also show a high frequency on youth's list of favorite motion pictures.

Another encouraging indication is the fact that three Academy Award pictures, "Gone With the Wind," "Gentlemen's Agreement" and "The Best Years of Our Lives" rank first, seventh and eighth respectively on the list shown in Table XXVIII.

That youth's taste is improving is a trend demonstrated by the fact that, despite the general adult idea that youth goes in for Roy Rogers and Gene Autry, the type of picture usually turned out by the two western stars named did not appear on youth's list of favorites. It is true that they like western action stories but their taste runs to the better "A" type western put out for adult consumption such as "Albuquerque" and "The Fabulous Texan."

If it is true that the popular adult misconception regarding the movie tastes of this adolescent group of youth has extended into and colored the judgment of school

leaders, then it seems a logical conclusion that any instruction given by the school toward the goal of uplifting youth's taste has been pitched at a level below the point where the average youth already stood and was, therefore, largely wasted.

Table XXIX lists the favorite motion picture stars as selected by the girls of this study; the favorites for the boys are also shown.

TABLE XXIX

FAVORITE MOTION PICTURE STARS OF 503 BOYS AND 366 GIRLS OF THE REAGAN SENIOR HIGH
SCHOOL, HOUSTON, TEXAS, 1948

Girls	Frequency	Boys	Frequency	Girls and boys	Frequency
1	2	3	4	5	6
1 Larry Parks	76	Bing Crosby	83	Larry Parks	152
2 Maureen O'Hara	69	Larry Parks	76	Ingrid Bergman	111
3 Peter Lawford	66	Betty Grable	74	Bing Crosby	103
4 Jeannie Craine	65	Alan Ladd	71	June Allyson	103
5 Ingrid Bergman	58	June Haver	71	Alan Ladd	92
6 Cornell Wilde	42	June Allyson	66	Gregory Peck	84
7 Tom Drake	40	Esther Williams	63	Betty Grable	74
8 Tyrone Power	39	Red Skelton	57	June Haver	71
9 June Allyson	37	Gregory Peck	55	Maureen O'Hara	69
10 Greer Garson	36	Ingrid Bergman	53	Peter Lawford	66
11 Claudette Colbert	32	Clark Gable	46	Jeannie Craine	65
12 Gregory Peck	29	Bob Hope	43	Esther Williams	63
13 Lana Turner	24	Lana Turner	38	Lana Turner	62
14 Alan Ladd	21	Abbott-Costello	31	Red Skelton	57
15 Bing Crosby	20	Dale Evans	24	Clark Gable	46

Of the 413 girls, 366 replied to the request for them to name their two favorite female and two favorite male motion picture actors. They listed 719 choices of female artists and 727 male stars.

The 503 boys who replied to the same question indicated 941 choices of female stars and 928 male movie actors. Only the first fifteen most popular picture stars were listed in the table.

Interpretation of the table seems to indicate that the girls' taste in motion picture stars runs rather parallel with the type of radio artists they selected as favorites. They give evidence of liking adult level, light comedy, and rather serious drama. There is further evidence to show that their tastes are very similar to the tastes of adults. As an example, these adolescent girls listed Ingrid Bergman and Greer Garson high on their popularity list. These two female stars are identified in the adult mind with rather serious dramatic types of pictures.

Further evidence seems to indicate that the girls of fifteen and sixteen are growing out of the "bobby-sox" stage since such "bobby-sox" favorites as Van Johnson, Peter Lawford and Bob Stack do not bulk large on their popularity list. It is true that Lawford does appear on the list of the girls' favorites but the fact that only one such "bobby-sox" current rage is listed is evidence that fifteen and sixteen year old girls are coming out of the period of heavy hero-worship.

Boys' choices of favorite motion picture performers indicate that they are interested in adventure since such is the type picture acted in by a number of their favorites; Larry Parks in "The Swordsman" and Alan Ladd who consistently appears in adventure plots are such examples. The male adolescent again gives evidence of his broad, frank sense of humor since he lists such stars as Red Skelton and Abbott and Costello with his other favorites. These actors, Skelton, Abbot and Costello, appear in pictures of comedy situational nature that draw humor from the very absurdity of it. This appeals to the adolescent boy.

Boys listed one western picture star, Dale Evans, while none of the girls' first fifteen favorites was a western picture type. This again is evidence that the boy is still slightly interested in this more juvenile form of entertainment while the girls of fifteen and sixteen have outgrown such taste.

Interest is rather evenly divided between male and female stars with seven males and eight females appearing on the list of boys' and girls' favorite motion picture stars.

Apparently, on the basis of their choice of favorite performers, youth's taste is on a higher plane with respect to movie fare than had been generally supposed by the adult world. It would seem then that the school and the community and the home would do well to raise the level of their

efforts and to make a serious attempt to lift the entertainment tastes of youth above the level of general adult interests and thereby assist in the desirable goal of raising the nation's cultural level of appreciation.

On the basis of evidence located and defined in this section of the investigation it would seem safe to conclude that:

There is evidently stronger youth interest in the motion picture than in the radio as a medium for entertainment and for leisure time satisfaction.

Boys and girls show evidence of appreciation for a wide variety of types of motion pictures. This may indicate that youth is in a restless transitional stage with respect to a solidification of interests. It would seem to be a duty of the school and of the community to assist and to guide him in this stage of his development.

Religious convictions play a small part in deterring youth from motion picture attendance.

Girls are primarily interested in the light, romantic love story and in the more heavy type of drama while the boys of the same age group do not appear to care much for these types of pictures.

Boys are interested in the sociological type of picture that deals with problems of discrimination in a modern world but to a far lesser degree than are the girls of this study who ranked such type pictures high on their list of favorite screen stories seen.

Girls' taste in humor is more quiet than is that of the boys who seem to favor the broad, obvious "slap-stick" variety of comic situations.

Neither the boys nor the girls show much interest in the musical variety type picture. Although this is inconsistent with their interest in the musical variety radio program, evidence available does not indicate the reason for this seeming conflict of interest.

The level of motion picture taste of boys and girls is very close to the taste level of the mass of adults as indicated by box-office success of certain given releases.

There is indication that the level of youth's motion picture entertainment taste is improving.

School people have probably been underrating the taste level of the fifteen and sixteen year old youth with respect to motion picture interests and it seems indicated that any conscious teaching effort toward raising the level of youth's interest has been largely wasted through having been pitched too low.

Youth's interest in male and in female motion picture stars is in good balance; neither sex gives evidence of a disproportionate interest in the opposite sex in selecting their entertainment favorites.

13. Twelve Selected Improvement Activities Engaged in by the Boys and Girls

The writer was interested in finding out how often youth engages in improvement type activities during his leisure time. Improvement activities are those that might carry interest for youth but also teach him more about life and his environment and impart new levels of skill and new satisfaction in good living.

A list of twelve representative activities were selected and included in the questionnaire of this study. Tables XXX and XXXI show that boys and girls find reading for knowledge the most popular of the the twelve activities and this is by a decisive margin.

TABLE XXX

TWELVE SELECTED SELF-IMPROVEMENT ACTIVITIES IN WHICH 413 REAGAN SENIOR HIGH SCHOOL
GIRLS PARTICIPATED, 1948

Activity	Participation				Hours per week
	Often	Per cent	Occasionally	Per cent	
1	2	3	4	5	6
1 Reading for knowledge other than school assignments	263	63.68	107	23.48	2.63
2 Church activities	138	33.41	129	31.23	.74
3 Travel to places of interest	47	11.37	126	30.50	1.96
4 Music lessons	38	9.20	5	1.21	.74
5 YWCA activities	16	3.87	21	5.08	.59
6 Dancing lessons	11	2.66	13	3.14	.61
7 Scout activities	7	1.93	14	3.38	.47
8 Art lessons	6	1.45	2	.48	1.16
9 Dramatic activities other than at school	2	.48	3	.72	.57
10 Visit museums	1	.24	9	2.17	.14
11 Visit zoo	0	0.00	13	3.14	.12
12 YMCA activities	0	0.00	5	1.21	.37

TABLE XXXI

TWELVE SELECTED SELF-IMPROVEMENT ACTIVITIES IN WHICH 569 REAGAN SENIOR HIGH SCHOOL
BOYS PARTICIPATED, 1948

Activity	Participation				Hours per week
	Often	Per cent	Occasionally	Per cent	
1	2	3	4	5	6
1 Reading for knowledge other than school assignments	217	38.13	183	32.16	2.17
2 Church activities	206	36.20	32	5.62	.75
3 Travel to places of interest	72	12.65	201	35.32	1.77
4 Music lessons	23	4.21	7	1.23	.71
5 YMCA activities	18	3.16	39	6.85	.81
6 Scouting activities	3	.52	17	2.98	.32
7 Art lessons	2	.36	0	0.00	1.01
8 Visit museums	1	.17	6	1.05	.55
9 YWCA activities	0	0.00	3	.52	.41
10 Visit zoo	0	0.00	92	16.16	.09
11 Dramatic activities other than at school	0	0.00	3	.52	.61
12 Dancing lessons	0	0.00	2	.36	.35

Of the 413 girls of the study, 263 engaged in the reading activity often during their leisure time. Boys were attracted to the more physical type activity and do not read as much as do the girls, yet 217 out of the 569 boys of the study stated that reading was their favorite improvement activity of the twelve improvement activities listed.

Boys do not seem to read with the intensity of the girls; they average 2.17 hours per week while the girls run up a total of 2.63 hours.

Although church activities rank second in popularity for both boys and girls, it is evident that boys have far less interest since only 238 out of 569 boys engaged at all, while 267 of 413 girls devoted leisure time to church activities.

It is evident that youth of fifteen and sixteen years of age have little interest in Young Men's Christian Association, Young Women's Christian Association or Scout activities. Only fifty-seven boys of the 569 had any degree of contact with the YMCA while but thirty-seven girls of 413 were at all active with the YWCA. Three boys occasionally attended such YWCA entertainments as dances, while five of the girls occasionally attended YMCA social affairs. Part of the reason for these results is discussed further along in the report.

Boys and girls at fifteen and sixteen have largely outgrown Scouting activities on the face of the evidence discovered in this section of the report. Twenty-one girls of the 413 contacted for evidence still have some contact with Scouting but their lack of interest is reflected by the fact that they devote only .47 hours per week on the average to this form of leisure. The picture for the boys is even more discouraging for Scout officials; only twenty of the 569 boys maintain any contact with this type service organization and their lack of intensity of engagement is shown by the fact that they devote only .32 hours per week to this form of recreation.

Few boys are interested in acquiring dancing skill since only two have occasional contact with organized instruction in dancing. These two boys average .35 hours per week acquiring skill. The girls of the study show greater interest, with twenty-four of the 413 receiving some instruction in the skills of the dance. They devote .61 hours per week to this improvement technique.

Travel to points of interest around Texas seems to appeal to both boys and girls. Of the 413 girls of the study, 173 participated in this improvement activity and averaged 1.96 hours time per week. Boys presented a similar picture with 273 active in this form of leisure time recreational interest. The boys averaged 1.77 hours per

week in going to places of interest; this was usually by motor car.

Table XXXII combines the reaction of boys and girls toward improvement activities.

TABLE XXXII

TWELVE SELECTED SELF-IMPROVEMENT ACTIVITIES IN WHICH 413 GIRLS AND 569 BOYS OF THE
REAGAN SENIOR HIGH SCHOOL PARTICIPATED, 1948

Activity	Participation				Hours per week
	Often	Per cent	Occasionally	Per cent	
1	2	3	4	5	6
1 Reading for knowledge other than school assignments	480	48.87	440	44.80	2.40
2 Church activities	344	35.03	161	16.39	.74
3 Travel to places of interest	119	12.11	332	33.80	.86
4 Music lessons	61	6.31	12	1.22	.72
5 YMCA activities	18	1.83	44	4.43	.59
6 YWCA activities	16	1.62	24	2.44	.50
7 Dancing lessons	11	1.12	15	1.52	.38
8 Scouting activities	10	1.01	31	3.15	.39
9 Art lessons	8	.91	2	.20	1.08
10 Visit museums	2	.20	15	1.52	.34
11 Dramatic activities other than at school	2	.20	6	.61	.59
12 Visit zoo	0	0.00	105	10.61	.11

The above table shows that there is similarity in the patterns of interest toward improvement activities on the part of both boys and girls of this study. The first five activities ranking in popularity are agreed upon by the two sexes.

Table XXXII presents evidence that such organizations as the YMCA, YWCA and Boy and Girl Scouts have little appeal for youth of fifteen and sixteen, and that they are, likewise, little attracted to the visiting of museums and zoos or engaging in such leisure time activities as dramatics, taking dancing lessons or attaining skill in painting and other forms of art.

In an endeavor to find out why youth of this age group seem indifferent to such long established agencies as the "Y's" and Scouts, the questionnaire proposed four possible general reasons for non-participation. These questions were:

1. Meetings too far from home?
2. Not interested in these organization's activities?
3. Too expensive?
4. Do not have sufficient time?

In checking these reasons for non-participation, 350 girls gave answers based on these four suggested reasons. Twenty-nine, or 8.28 per cent, stated that the meetings were too far from home; 267, a percentage of 76.28, said that they were just not interested in the activities provided

by these organizations. Forty-seven of the girls maintained that activity in these organizations was too expensive; this was a percentage of 13.43. Seven girls, or 2.00 per cent, did not have sufficient time to engage in activities offered.

Of the boys, 432 gave answers based on the four suggested reasons for non-participation. Seventeen of the boys, or 3.93 per cent, said the meetings were too far away; 313, or 72.45 per cent, said they had no interest in the type of activity offered; ninety-seven, or 22.45 per cent, said these activities were too expensive while five, or 1.15 per cent, declared that they did not have sufficient time for engagement.

From answers secured from boys and girls with respect to reasons for non-participation in the activities offered by the YMCA, YWCA, the Scouts and other similar organizations three conclusions can be validly drawn:

1. Activities offered by these organizations are too sterile and unimaginative to appeal to this age group of adolescent youth.

2. The financial cost of engaging in these activities is at such a high level that youth offers resistance.

3. More branches of these organizations need to dot the community, thereby offering availability if they are to reach and interest numbers of youth in their activities.

On the basis of evidence presented in Tables XXX, XXXI and XXXII certain conclusions relative to improvement activities engaged in during leisure time by boys and girls of fifteen and sixteen year of age may be drawn:

The boys and girls of this study were primarily interested in reading for knowledge and they average more hours per week in this activity than in the other eleven listed.

Boys seem to be less interested in engaging in certain improvement activities during leisure time than are girls. When they do engage in such activities they do so for shorter time periods.

Such service organizations as the "Y's" and Scouts have lost much of their appeal for youth of this age group; a very small percentage of youth has any contact at all with these agencies.

Church activities appeal to the adolescent girl of fifteen and sixteen much more than they do to the boys of the same ages.

Girls seem much more interested in improving their skill in the arts and they devote more time to skill acquisition than do their male contemporaries.

Travel to places of interest has an appeal for youth that the community and the school would do well to encourage in some practical way. Group excursions under adult leadership would find a potential pool of youth

interest awaiting and such activity could have excellent educative implications.

14. General Leisure Time and Recreational Interests of Youth

The writer of this report was interested in finding out how much time away from school youth spent in working part-time for money and if such work seemed to interfere with study habits of boys and girls. An attempt was also made to find out how widespread the practice of parents granting monetary rewards to boys and girls for maintaining certain grade standards is and if such rewards increased study time.

Table XXXIII was constructed to reveal the evidence secured from answers given by the boys and girls concerning the points stated above.

TABLE XXXIII

WORK ACTIVITIES IN WHICH 413 GIRLS AND 569 BOYS OF REAGAN SENIOR HIGH SCHOOL ENGAGE
FOR MONETARY REWARDS, 1948

Question	413 Girls			569 Boys		
	Yes	No	Per cent yes	Yes	No	Per cent yes
1	2	3	4	5	6	7
1 Do you receive pay for doing odd jobs at home?	43	370	10.41	61	508	10.72
2 Do you receive pay for making good grades?	14	399	3.39	11	558	1.93
3 Do you study more if paid?	9	404	2.17	9	560	1.58
4 Do you work for pay outside the home?	92	321	22.27	113	456	19.85
5 Does this take your study time?	15	398	3.63	11	558	1.93
6 Do you do this work for spending money?	84	329	20.34	94	475	16.52
7 Do you do this work to help the family?	7	406	1.69	7	562	1.23
8 Do you do this work to remain in school?	1	412	.24	12	557	2.11

This table shows that the girls and the boys of the study received pay for doing odd jobs around the home in about the same proportion. Girls are more often paid for receiving good school marks than are the boys of similar age but the evidence strongly indicates that the practice of rewards for marks is not extensively engaged in by the total number of homes represented in this study. Only 3.39 per cent of the girls and 1.93 per cent of the boys are granted monetary rewards for exceptional grades.

Rewards for academic standing seems to represent little incentive toward harder study since only 2.17 per cent of the girls and 1.58 per cent of the boys stated that they studied harder in order to secure such money.

About one-fifth of the Reagan Senior High School students of this study use part of their leisure time for out-of-school work for pay; 22.27 per cent of the boys and 19.85 per cent of the girls are so employed.

There is evidence to support the conclusion that this work time would not have been used in study had work for pay not been engaged in.

The main reason students engage in part-time work for pay is for the purpose of acquiring spending money. Very few students work to help their families with their earnings or to stay in school; the more numerous cases of this type of employment commitments are among the boys of the study.

This investigator was also interested in finding out, on an average, how much money boys and girls spend each year on hobbies and on leisure time recreational interests. There was, of course, a wide variety of amounts spent by the individuals of the study.

The average girl expended only \$32.27 per year on hobbies while the average boy spent \$73.62 for the same purpose during the same period of time.

Girls spent an average of \$51.73 each year for personal entertainment while the boys were spending \$192.75 during the same period of time.

Two deductions seem possible when these facts are considered. Boys seem to engage in more expensive hobbies than do the girls of the study, and the greater cost to the boy for personal entertainment may be traced to the fact that he is at the social age for "dating" and is called upon to pay for two admissions when commercialized recreational establishments are attended.

This investigator determined how many of the youth engaged in religious activity on their own free will and how many were forced to engage because of parental pressure.

About one-half of the 982 students gave answers to this question; 197 girls declared their participation in religious activity was free will effort while twenty-four claimed some degree of force. With respect to the boys, 203 of them stated their participation was voluntary in

religious activity while twenty-six claimed that family pressure kept them active.

In an endeavor to gain some idea as to what boys and girls really wish to do with their spare time, they were asked to check one favorite selection from a list of four. These four general activities were: reading, loafing, playing some sort of a game, and working on a hobby. Table XXXIV gives the data secured.

TABLE XXXIV

FOUR SELECTED LEISURE TIME ACTIVITIES PREFERRED BY 413 GIRLS
AND 569 BOYS AT REAGAN SENIOR HIGH SCHOOL, 1948

Activity	Girls		Boys		Per cent
	Per cent		Per cent		boys and girls
1	2	3	4	5	6
1 Reading for pleasure	211	51.09	78	13.70	29.43
2 Playing some type of game	109	26.39	252	44.29	36.76
3 Loafing	81	19.61	208	36.55	29.43
4 Working on a hobby	12	2.90	31	5.45	4.37

Reading is the favorite selection of the four activities listed on the part of the girls of the study, with 51.09 per cent favoring this activity. Playing some form of game is the favored wished-for leisure time recreational interest of the boys, with 44.29 per cent expressing this desire.

From the table, evidence seems clear that boys desire physical activity in their leisure time engagement while the girls express preference for passive activity. It will be noticed that one of the four activities listed can be classed as active in nature while the remaining three are of the passive type. With respect to the girls, 304 selected the passive type activity and 109 the physical activity, a percentage of 73.12 in favor of quiet activity.

Of the boys of this study, 317 chose passive activity to 252 for active leisure time interests. The over-all percentage here is 55.71 favoring the passive interests but since the greater number of boys choosing one activity voted in favor of playing games, evidence seems to indicate that they are much more interested in physical activity for leisure time usage than are the girls of this study.

It seems apparent, then, that there is a lack of good balance between desired types of leisure time interests with respect to whether they are active items or whether they are items passive in nature. Girls show a more marked lack of this balance than do the boys of fifteen and sixteen years of age.

Table XXXIV also validates evidence found in another section of this study pointing to the fact that there is a paucity of hobby interests among youth of fifteen and sixteen.

Only twelve of 413 girls expressed the desire to spend much time working on a hobby during their spare time while only thirty-one of 569 boys expressed an interest in working seriously on a hobby during their leisure moments.

In an endeavor to find out what leisure time and recreational facilities and equipment youth is deeply interested in, the questionnaire used listed ten selected items for recreational and leisure time usage. Girls and boys were asked to indicate their first and second choices. Twenty-seven of the 413 girls were not able to decide on choices while eighteen of the 569 boys were likewise unable to make up their minds. Table XXXV was constructed on a basis of replies from 386 girls and 551 boys.

TABLE XXXV

TEN LEISURE TIME AND RECREATIONAL FACILITY CHOICES OF 386 GIRLS AND 551 BOYS OF REAGAN
SENIOR HIGH SCHOOL, 1948

Facility	Girls			Boys		
	First choice	Second choice	Total choices	First choice	Second choice	Total choices
1	2	3	4	5	6	7
1 Free outdoor summer motion pictures	108	68	176	177	102	179
2 Free or low cost swimming pools	106	209	215	109	217	326
3 Adult leadership for group games	76	17	93	36	19	55
4 Recreation center nearer home	43	19	62	231	100	331
5 Library	19	18	37	7	3	10
6 Volleyball and tennis courts	19	27	46	31	23	54
7 Large vacant lot near home	7	13	20	5	18	23
8 Free or low cost skating rink	5	11	16	7	43	50
9 Free or low cost gymnasium	3	2	5	19	24	43
10 Pool or billiard tables	0	2	2	29	7	36

Table XXXV depicts girls as primarily interested in outdoor movies of low cost. This result is quite in line with the interest girls of fifteen and sixteen exhibited in the motion picture and motion picture artists reviewed in another section of this report.

Boys are more interested in a central recreational building where they could engage in a variety of recreational activities. They show a definite interest in low cost movies, with this facility ranking second on their list of desired leisure time facilities and equipment.

This table indicates the need for the city and the community to provide more free entertainment features and to make accessible such recreational equipment as swimming pools, recreational buildings and adult leadership in its organization of activities.

The school would do well to give serious thought to the desirability of keeping its recreational facilities open throughout the summer and for a longer period of time after the school day is officially over during the school term.

The last section of information required of youth by the questionnaire was designed to discover whether youth's tendencies were social or anti-social in nature with direct respect to leisure time activities and recreational interests and habits.

The question asked of youth was:

Do you have a group of friends with whom you like to play or do you prefer to find amusement by yourself?

Of the 569 boys contacted, 562 said that they liked to play in groups while only seven of them were interested in seeking amusement by themselves. In other words, 98.77 per cent of the boys of this study were socially minded. If the accepted educational objective of secondary education is to build up attitudes of citizenship and socially mindedness, it would seem that, in this respect at least, the school is doing a good job of working toward its educational goal.

The social attitude pattern for girls was very similar to that of the boys. Of the 413 girls of the study, 402 stated that they were interested in group activity while eleven maintained that they had a better time in recreational and leisure time activity on their own; 97.33 per cent of the girls exhibited social tendencies while only 2.67 per cent were partially anti-socially minded with respect to leisure hours activity.

It seems safe to conclude on the basis of this evidence that boys and girls of fifteen and sixteen years of age are socially minded and seek companionship during their leisure moments and that girls are slightly less socially minded with reference to leisure time usage than are the boys but that the difference is so slight as to be considered as of little or no significance.

CHAPTER V

GENERAL SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

If the training of youth to use leisure time intelligently is to be accomplished in the community, the schools will need to accept a major share of the responsibility for leading youth to take advantage of an increasing amount of leisure time and to put it to efficient use.

The problem of leisure and recreation is important not only from the social aspect but from the economic, moral and religious aspects as well. If this problem is to be contained within the structure of a good society and if the problem is to be conditioned in such a way that the general level of culture of the nation will move toward improvement, education must furnish dynamic leadership.

1. Summary of Findings

1. Boys of ages fifteen and sixteen are demanding, and succeeding in obtaining from their parents, an increasing amount of responsibility for their own self-direction in leisure and recreation.

2. Adolescent girls of fifteen and sixteen have more home responsibilities than do boys and therefore enjoy less free time for play than their male contemporaries.

3. Girls of fifteen and sixteen have developed more hobby interests than have the boys of similar ages.

4. There is a strong and direct relationship between the availability of leisure time and recreational facilities and usage made of them by youth.

5. Girls of fifteen and sixteen are more interested in religious activities than are the boys of the same ages.

6. The majority of time used by youth in indoor recreational activities and leisure time interests is spent in such non-active, sedentary activities as card games rather than in such activities as dancing or other "doing" recreational items.

7. Youth of the Reagan Senior High School community is interested in a wide variety of indoor recreational activities but because of lack of equipment and adult leadership has little opportunity to try out adequately such interests.

8. Boys and girls of fifteen and sixteen years of age are restless in their engagement in and seeking for recreational activities. Boys exhibit this restless tendency to a greater degree than do the girls of this study.

9. There is a definite tendency for youth to engage in such semi-gambling activities as marble machine playing. Of the 982 youth studied, 142 or 14.46 per cent played marble machines often while 190 or 19.34 per cent engaged occasionally in this type of recreation.

10. Boys of fifteen and sixteen years of age have, generally, a "slap-stick" sense of humor. Girls of the same age group have developed a more mature, subtle sense of humor.

11. With respect to outdoor recreational activity, the trend for youth is in the direction of non-participation --the viewing of skilled performers playing games rather than direct personal participation in such games and activities.

12. "Going places" in the automobile has a great fascination and appeal for the adolescent youth of fifteen and sixteen years of age.

13. In the formation of attitudes of hero-worship, youth is influenced by publicity. He is more interested in the highly publicized motion picture star than he is in the radio artist who receives less publicity.

14. Boys and girls of fifteen and sixteen show interest in the reading of such adult type magazines as The Saturday Evening Post, Cosmopolitan, The Reader's Digest and Time. Boys and girls to the extent of 136 out of 982 read The Saturday Evening Post, fifty-four read Cosmopolitan regularly, 159 devote reading time to The Reader's Digest, and 170 read Time.

15. The girls and boys of this study are little interested in the reading of that type of fiction that makes use of the 'teen-age central character.

16. Boys are much more interested in the reading of scientific and mechanical material than are girls of like age.

17. Girls of fifteen and sixteen indicate interest in reading material related to homemaking; boys of the same age group remain passive to such reading.

18. The adolescent boy and girl are strongly attracted to and are rapidly becoming permanently interested in the modern, sex novel. Forever Amber ranked first on the list of their favorite books, The Border Lord ranked third and The Black Rose was fifth. Seven books of this type appeared on the list, their popularity being attested to by their high position rank among the forty-six books proclaimed by youth as favorites.

19. Boys do not read as wide a variety of books as do the girls of similar ages.

20. Girls of fifteen and sixteen are more prone to read and to be more interested in religious material than are the boys of the same ages.

21. Girls select a more serious type radio program for their listening pleasure than do the boys of the same ages.

22. Little interest is displayed by boys or by girls of fifteen and sixteen in the straight "educational" type radio program.

23. There is a widespread lack of balance on the part of both boys and girls of fifteen and sixteen with respect to their appreciation for the classical versus the "jazz" type of music. The balance of interest is heavily in favor of "jazz."

24. Youth demonstrates a more sincere interest in the motion picture than in the radio as an agency for leisure time amusement.

25. Adolescent girls of fifteen and sixteen are primarily interested in light, comedy romances for their favorite film fare, while boys of the same age groups show marked preference for adventure, action, sports and western type pictures.

26. Girls are slightly more interested in movies dealing with social problems than are boys of the similar age group.

27. Adolescent youth is little attracted to such public service organizations as the Young Men's Christian Association, the Young Women's Christian Association and the Scouts.

28. Girls of fifteen and sixteen participate more in "improvement" type leisure time activities than do boys of the same age group, and girls devote longer periods of time to participation when they do engage.

29. Church activities have stronger entertainment attraction for girls than for boys of the age group fifteen and sixteen.

30. Travel to places of interest is an improvement activity that contains strong appeal for both boys and girls. Of the 982 youth studied, 451 engaged in this form of leisure time activity.

31. Time boys and girls devoted to part-time commercial employment would not generally have been used for study. Evidence of this is demonstrated by the fact that of the 205 boys and girls employed after school hours, only twenty-six stated that they would have devoted part of this work time to study.

32. Boys of fifteen and sixteen years of age spend from two to two and one-half times more money for hobbies and for entertainment during the year than do girls of like ages.

33. There is a dearth of leisure time and recreational activity facilities in the community of this study.

34. Youth of fifteen and sixteen exhibit very little evidence of anti-social tendencies with respect to play activities. Of the 569 boys studied, 562 stated a preference for enjoying leisure time in company with their friends, while only seven stated that they would rather seek amusement by themselves. This social attitude pattern was the same in the case of girls of the study; 402 of 413 wanted companionship in leisure, while eleven stated that they had a better time in leisure time and recreational activity on their own.

2. Recommendations

Before a leisure time program of any kind can be set up in a community on an efficient basis, a survey of youth's leisure time interests and of the community facilities available for recreation must be made. Interests in leisure and recreational desires vary in direct proportion with physical facilities available in the neighborhood. Thus, a program that might well fit the needs and interests of one community might fail miserably to serve the needs of another.

One of the main recommendations to the community based on the findings of this study is that of the necessity for the community to organize its efforts toward educating youth for leisure. This community should set up some type of a planning board composed of one representative from each service organization and group in the community. Such organizations as the school, the YMCA, the YWCA, the Boy Scouts, the Girl Scouts and perhaps adult service organizations such as is exemplified by the Rotary Club should be represented.

Because of the "know-how" of the school organization, this plan should be initiated, encouraged and led by a core of school personnel. The purpose of such an organization would be to plan efficiently for the leisure time and recreational leadership of youth through such techniques as correlation of efforts to avoid wasteful duplication, the gathering of useful data relative to youth's needs and

recreational interests, and the raising of money with which to subsidize certain recreational and leisure time needs of youth that are too expensive for individual participation. Another function of such a planning board would be to exert pressure on governmental agencies for the purpose of obtaining for the community those facilities for leisure deserved by the community.

It is recommended that such organizations as the YMCA, YWCA and the Scouts re-examine their programs and endeavor to find out why their present offerings contact so few of the youth of the community; they then should revise their program offerings accordingly. Organizations of this type should lower the charges to youth for their services and they should give serious thought to spotting more branches throughout the community in such strategic locations as will give them attraction for youth through the very fact of their availability.

The school should offer in its curriculum and for elective credit a wide variety of recreational and leisure time activities for youth and it should work into the existing curriculum some well considered material to help youth sample a variety of leisure time interests and to impart certain levels of skills with respect to engagement in leisure and recreational activities.

This study pointed out that, with youth, the acquisition of skill in an activity is a strong self-motivating

force toward the goal of continued engagement in the activity. The physical education departments should concentrate on the teaching of skills in a selected list of games and sports and other similar activities as a normal part of its curriculum. The list should be selected through a survey of youth's interests and desires.

The homemaking department of the secondary school should give serious thought to offering certain basic, clothing and foods classes, home decoration and homemaking classes for boys. Thought should be given toward including material in the existing courses that would motivate girls and boys to read such homemaking magazines as Better Homes and Gardens during part of their leisure time. Incentive furnished through such reading and such interest on the part of youth might go far toward raising the decoration and maintenance standards of the average American home.

The industrial arts department of the secondary school, likewise, should give serious consideration to the idea of offering simple, basic courses in woodwork, design and simple household repair for the girls of the school. This department should include materials within its existing curriculum designed to encourage and to motivate leisure time reading about such topics as gardening, home planning and home construction.

The fine arts department of the secondary school should give due consideration to the evidence existing that points toward the need for building up in youth attitudes of

appreciation for the arts. Over-emphasis upon performance in the arts should be brought into better balance with instruction and teaching leadership toward the goal of more universal appreciation. Few youth have the talent for high level performance in music or in painting, yet in the world of living, such fine arts as music, decoration, paintings, dancing and drama will be contacted daily as the individual goes through life. Though few youth have the talent for performance, all of them have, to some degree, the capacity for appreciation. It is the role of public school education to build appreciation to new and higher levels.

The community, the city, and the school should furnish youth with skilled adult leadership for outdoor and indoor recreational games and leisure time activities.

The school should give much thought to the setting up of a well planned public relations program possessing a dual purpose--a program with goals community-wide and nation-wide in scope. The first purpose of such a program would be to acquaint the homes in the community with facts concerning the characteristics, sex differences and leisure and recreational interests and desires of their children. The second purpose of such a public relations program would be to use and to encourage professional organizations such as the National Education Association, already in existence

as a part of the professional being of American education to exert pressure wherever pressure might be needed to effect improvements in leisure time and recreational opportunities for youth.

On the basis of evidence found in this study it is recommended that the English departments of the secondary schools become acquainted with certain basic facts about youth's leisure and recreational tastes upon which to base a program of study that would better serve the needs of boys and girls of fifteen and sixteen years of age. There is a real need for an intermediate step in the teaching of appreciation for good literature; there is a need for an understanding of how boys and girls differ with respect to minimum fundamentals required. Evidence brought out in this investigation, for example, shows that boys require rather detailed instruction in precis writing while this need is not so acute for girls.

Since boys and girls demonstrate a vital interest in the automobile and since they will drive and ride in cars, the very safety of the community dictates that the school offer and require a course in the practical operation of vehicles. This course should be so designed as to build up good attitudes toward highway safety and the traffic rights of others. It is admitted that the cost in terms of dollars would be heavy. The need for such instruction of youth is so acute, however, that it must be given as a

civic service to the community, to society as a whole and for the sake of youth's well-being.

The school should initiate and conduct a series of well planned trips to places of interest. Youth indicates deep interest in this form of improvement, leisure time activity. The educative benefits are evident. It remains for the school to take leadership in offering such low cost, rather frequent, educational excursions to boys and girls of the secondary school and of the community.

The school needs to conduct in-service training for its teachers. One part of such a training program should be concerned with acquainting the teaching personnel with the fact that the level of youth's taste in reading, motion picture attendance, radio listening habits and certain other forms of entertainment is very near to that of the adult, and that the school has been rather consistently under-estimating the level of youth's appreciation to the point where much instruction designed to build attitudes of appreciation has been largely wasted in the past.

The cost for an adequate program of recreation for youth is great. It is recommended that the community and the school work together in an organized, well planned effort to secure federal subsidies for good, needed community leisure and recreational programs; that if and when such federal aid is granted that the community leaders and the educational leaders thankfully accept this monetary assistance

for youth; and that they show their appreciation in the form of constructing model recreational programs in the community for the good of youth.

3. Need for Further Research

As a result of working with this research problem, the writer is keenly aware of the need for further research within the area of leisure time and recreational interests of the nation's youth.

There is a need for each community in the nation to conduct periodically such an investigation as is represented by this report. The physical make-up of communities differs. Environment has been shown to be an extremely important factor in the formation of patterns of leisure time usage on the part of adolescent boys and girls. The need for such surveys upon which to build a practical and efficient program for youth can readily be perceived.

There is a need for large monetary grants to the larger cities of the nation for the purpose of conducting detailed research into the needs and interests of youth with respect to their leisure time usage. The Chicago Survey, using the questionnaire and field workers who conducted first-hand inquiry, in selected areas in Chicago is the type of research needed and recommended.

In the past, there has been research in the field of leisure time interests of youth designed to discover

recreational habits and interests; there is a great need for additional research to discover why youth are attracted, are neutral, or do not care for certain activities as a means of passing leisure hours.

Finally, it is recommended to other graduate students who are interested in the leisure problem of youth that they conduct well planned investigations into more narrow areas of youth's interests and that they investigate interests within restricted age group limits, just as the writer's study attempted to find out about youth of fifteen and sixteen years of age. It is a well known fact that the adolescent's attitudes vary widely within sharply limited chronological periods of time.

Such research, if well accomplished, might go far toward stimulating the nation's interest in youth and youth's problem of good leisure time usage.

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APPENDIX

A STUDY OF LEISURE TIME AND RECREATIONAL
INTERESTS OF 1,000 REAGAN (HOUSTON, TEXAS)
HIGH SCHOOL STUDENTS.

Dissertation Questionnaire

I

Name _____ Age _____ Date of Birth _____

Grade in School _____

Yes___ No___ Both parents living? Yes___ No___ Both dead?

Yes___ No___ Father living, mother dead?

Yes___ No___ Mother living, father dead?

How many sisters do you have? 0 1 2 3 4 5 more than 5

How many brothers do you have? 0 1 2 3 4 5 more than 5

In how many communities have you lived before coming to Houston?
1. 2. 3. 4. 5. 6. more than 6.

How many automobiles in your family group? 0 1 2 3 4 5

Yes___ No___ Do you own your own automobile?

State your hobby. (Example: stamp collecting, building models).

At what hour do you usually go to bed?

_____ During the school year. _____ During vacations.

At what hour do you usually get up?

_____ During the school year. _____ During vacations.

How far do you live from school? _____ Blocks or _____ Miles.

On the average how long does it take you to go and return
from school? _____.

Home equipment available for recreation. Check those in your
home.

_____ Radio	_____ Library
_____ Piano	_____ Garden
_____ Other musical instruments	_____ Pets
Other equipment _____	

II

Check the following items about your community facilities.

Facility	Distance from home.	Do you use it?	
		Yes	No.
1. Park			
2. Church (of your faith)			
3. Playground			
4. Gymnasium			
5. Tennis court			
6. Swimming pool			
7. Bowling alley			
8. Library			
9. Golf course			
10. Skating rink			
11. Aviation field			
12. Stables			
13. Community dance hall			

III

Recreational Activities
(Indoor)

Activity	Participation			Hours per week
	Often	Occasion-ally	Never	
1. Dancing				
2. Swimming				
3. Skating				
4. Handball				
5. Basketball				
6. Volley-ball				
7. Baseball				
8. Ping-pong				
9. Boxing				
10. Wrestling				
11. Pool or billiards				
12. Card games				
13. Playing marble machines				
14. Art, painting etc.				
15. Cooking				
16. Playing practical jokes				
17. Sewing				
18. Wood work				
19. Singing				
20. Listening to radio				
21. Writing letters				
22. Visiting friends				
23. Playing with pets				
24. Movies				

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25. Playing with children				
26. Night clubs				
27. Loafing				
-Others				
28.				
29.				
30.				

List some of the indoor activities you would like to participate in but do not.

Check the reason why you do not participate.

- ☐ 1. Do not know ☐ 4. Not physically able
☐ 2. Do not have equipment ☐ 5. Parents will not allow
☐ 3. Do not have the money
☐ 6. Other reasons _____

IV Recreational Activities (Outdoor)

Activity	Participation			Hours per week
	Often	Occasionally	Never	
1. Volley-ball				
2. Baseball				
3. Basketball				
4. Football				
5. Track				
6. Horseback riding				
7. Golf				
8. Hiking				
9. Flying				
10. Hunting				
11. Fishing				
12. Picnicking				
13. Camping				
14. Skating				
15. Swimming				
16. Bicycling				
17. Croquet				
18. Tennis				
19. Group games				
20. Photography				
21. Flying model airplanes				
22. Loafing				
23. Driving automobile				
24. Riding in automobile				
25. Watching games				
-other activities-				

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List some of the outdoor activities you would like to participate in but do not.

Check the reason you do not engage.

- | | |
|---|--|
| <input type="checkbox"/> 1. Do not know | <input type="checkbox"/> 4. Am not physically able |
| <input type="checkbox"/> 2. Do not have equipment | <input type="checkbox"/> 5. Parent will not allow |
| <input type="checkbox"/> 3. Do not have the money | |

Other reasons 6. _____

V.

Check the magazines available in your home and the ones you read regularly.

Name of Magazine	Available in Home	I Read Regularly
American		
Teen		
Calling All Girls		
Womens Home Companion		
McCalls		
Seventeen		
Junior Bazaar		
Ladies Home Journal		
Cosmopolitan		
Good Housekeeping		
Aviation Magazines		
Better Homes and Gardens		
Detective (True)		
Detective (Fiction)		
Star Magazines--Radio		
Star Magazines--Movies		
Coiliars		
Esquire		
Fortune		
Harpers Bazaar		
Outdoor Life		
Red Book		
Popular Mechanics		
Science Illustrated		
Time		
Life		
Newsweek		
Vogue		
Blue Book		
American Boy		
American Girl		
Boy's Life		
Camera		
Photography		
Coronet		
Readers Digest		
New Yorker		

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Name of Magazine	Available in Home	I Read Regularly
Saturday Evening Post		
Scientific American		
Comic Magazines		
Science Fiction		
Liberty		
Love Story Magazine		
True Confession Magazines		
Sport Magazines		
Western Story Magazines		
Action Magazines		
-Others-		

VI

1. _____ 2. _____ Name your
two favorite magazines.
1. _____ 2. _____ Name your
two favorite books.
- _____ What is
your favorite radio program?
1. _____ 2. _____ Name your
two favorite radio stars.
1. _____ 2. _____ Name your
two favorite male movie stars.
1. _____ 2. _____ Name your
two favorite female movie stars.
- _____ What was
the name of the best moving picture you saw during the past
year?

VII

Improvement Activities

Check the activities you engage in.

Activity	Participation		Hours per week
	Often	Occasionally	
1. Travel to places of interest			
2. Dancing lessons			
3. Reading for knowledge other than school work			

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Activity	Participation		Hours per week
	Often	Occasionally	
4. Music lessons			
5. Art lessons			
6. Church activities			
7. Visit zoo			
8. Visit museums			
9. YMCA activities			
10. YMCA activities			
11. Boy or Girl Scout activities			
12. Dramatic activities other than at school			
13. Other activities			
14.			
15.			

VIII

☐ Yes ☐ No Do you receive pay for doing odd jobs at home?
☐ Yes ☐ No Do you receive pay for making good school grades?
☐ Yes ☐ No If you receive a reward for good grades do you study more at home in order to make the better grades and earn the money?

☐ Free will ☐ Forced Do you spend your time in religious activities on your own free will or because you are forced or feel that you must?

If you are not a member of the YMCA, YMCA, Girl Scouts or Boy Scouts, check why you are not.

- ☐ 1. Meetings too far from home
- ☐ 2. Not interested in these organizations
- ☐ 3. Too expensive
- ☐ 4. Do not have enough time
- ☐ 5. Other reasons _____

-IX-

☐ Yes ☐ No Do you work for pay other than at home?
☐ Yes ☐ No Does this take time you would otherwise devote to study?

☐ Yes ☐ No Do you do this work to earn spending money?

☐ Yes ☐ No Do you work to help your family?

☐ Yes ☐ No Do you work in order to stay in school?

Any other reason _____
for this outside work?

\$ _____ If you have a hobby, approximately how much money does it cost you per year?

\$ _____ Approximately how much money do you spend a year on shows, dances, parties etc.?

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Which of these four activities do you enjoy most in your spare time? Check only one.

- ☐ Reading
- ☐ Loafing around the house or on the street.
- ☐ Playing some sort of a game
- ☐ Working on my hobby

If it were possible for you to have any 2 of these items listed below in your neighborhood, which 2 would you chose? List your first choice with a "1" and your second choice with a "2".

- ☐ Large vacant lot near your home.
- ☐ Free Gymnasium
- ☐ Free swimming pool
- ☐ Adult leader to organize and lead group games.
- ☐ Free roller skating rink
- ☐ Volley ball and tennis court
- ☐ Recreational center, free games, dances and parties for your neighborhood group only.
- ☐ Pool or billiard tables for your free use
- ☐ Library
- ☐ Free outdoor summer movies

If your first and second choices were not listed above you may list them on this line:

_____ 1. _____ 2.

Do you have a group of friends with whom you like to play or do you prefer to find amusement by yourself?

- ☐ With a group of friends
- ☐ By myself.

Dale H. Perkins
University of Houston

Under the supervision of
Dr. A. L. Kerbow
School of Education
University of Houston