

USE OF LEISURE TIME BY
LIBERAL, KANSAS, HIGH SCHOOL STUDENTS

A THESIS

SUBMITTED TO THE DEPARTMENT OF
EDUCATION AND THE GRADUATE COUNCIL OF THE KANSAS
STATE TEACHERS COLLEGE OF EMPORIA IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF SCIENCE

By

Roy T. Baker

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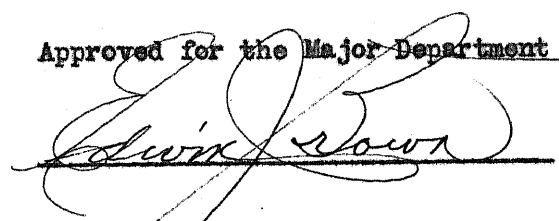
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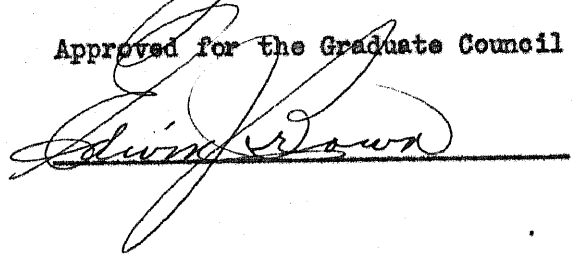
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The writer desires to
by Mrs. J. Brown, of the
Teachers College of
with the assistance of
writing also wishes to
of Central High School,
of the material used

Approved for the Major Department



Approved for the Graduate Council



1. INTRODUCTION

Nature of the study

Previous studies

ACKNOWLEDGMENT

The writer wishes to express his sincere appreciation to Dr. Edwin J. Brown, Director of the Graduate Division, Kansas State Teachers College of Emporia, who suggested this study and who rendered valuable assistance by helpful suggestions and critical comments. The writer also wishes to express appreciation to the students and faculty of Liberal High School whose cooperation made possible the collection of the material used in this survey.

R.T.B.

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CHAPTER I

INTRODUCTION

The Nature of the Study

Much has been written and said concerning the use of leisure time by the citizens of our nation. This is a worth-while subject due to the enforced hours of extra leisure time that are a result of our transformation to a machine-dominated period of production. The increased hours of leisure have brought the entire nation, as a social unit, face to face with the problem of the use of these leisure hours.

A large portion of the study on this question has dealt with leisure time activities of the adult. However, habits formed by the youth of our schools become the actions of the adult. "Pupils are citizens with rights, duties, privileges and responsibilities here and now and the way to develop future citizens is to develop present citizens."¹ Therefore it seems important that more attention should be given the natural tendencies of the present day high school student, and it is largely the place of the school to deal with the problem, for as Fretwell says: "education is based on pupil wants and needs and it is the business of the school to improve these wants and to improve the pupil's ability to satisfy these wants."²

¹ Elbert K. Fretwell, "The Place of Extra-curricular Activities in Education." School and Society, 21:634, May 30, 1925.

² Elbert K. Fretwell, "The Adviser of Girls and the Extra-curricular Activities of the High School." Educational Administration and Supervision, 10:74, Feb., 1924.

It was, then, with the purpose of making a study of the present leisure-time activities of the students of a particular high school, that this survey was undertaken. This survey deals with the leisure-time activities of approximately four hundred students composing the four upper years of the Liberal, Kansas, Junior-Senior High School. This high school is located in a town of six thousand population, which is the trade center for an immense agricultural area. The student body is similar to that in most of our mid-western towns. Some come from homes that have felt the pinch of poverty as a result of dust and crop failure. Others are from well-to-do families. The great majority represent the average American home. There are practically no foreign-born or colored students included in the student body.

There is no implication that the findings of this survey would serve as criteria for determining the use of leisure time by high school students throughout Kansas or any other state. This is a survey of the activities of the youth in this particular community and should be taken for exactly what it is.

Previous Studies

The writer has been unable to find a technique comparable to the one used in this study. The nearest approach to this method which he was able to find was an article by Harold H. Punke.⁵ This study dealt with

⁵ Harold H. Punke, "Leisure Time Attitudes and Activities of High School Students." School and Society, 43:884-88, June 27, 1936.

leisure-time attitudes and activities of students in eleven Illinois and eleven Georgia high schools, ranging in size from ninety to six hundred and fifty students and distributed widely over the two states. Neither school enrolled colored students.

Punke's study found that among Georgia students, 85.7 per cent preferred to spend their leisure time with others, and among Illinois students 79.9 per cent showed a like preference. In both states there was a slightly larger per cent of boys taking part in athletics than was the case with the girls. Freshmen boys in neither state ranked athletics first, but by the time they were sophomores, boys in both states consistently gave athletics first rank.

In both states and for both sexes, frequency of church attendance increased from the freshman to the senior year. Girls showed greater interest than boys in all forms of music. Little consistent difference in radio interest appeared as students moved from grade to grade. No important sex difference appeared in the attendance of movies in either state. In both states and each grade a larger percentage of girls than of boys reported dancing.

Edward L. Thorndike⁴ made a study of the use of time by adults, with relation to the purpose for which it was used. Mr. Thorndike makes the following summary showing the per cent of time used to satisfy the various desires.

⁴ Edward L. Thorndike, "How We Spend Our Time and What We Spend It For." Scientific Monthly, 43:467, May, 1937.

To the desire for physical and also sensory, intellectual, sex, and social entertainment . . .	76 per cent
To the desire for companionship	10 per cent
To the desire for approval	6 per cent
To other wants	8 per cent

Other studies considered in the review of literature dealt more specifically with general or special extra-curricular activities of high school students and were not directly pertinent to this survey.

Scope of the Study

The survey under discussion undertook the analysis of questionnaires filled out by students of the Liberal, Kansas, Junior-Senior High School pertaining to their leisure-time activities. This study dealt with a comparison of the activities of male and female students, rural and urban students, and the four high school classes. The purpose was to determine the amount of activities engaged in, the amount of time spent, and the per cent of total leisure time spent by the groups mentioned in the various leisure-time activities.

Source of Data

The data summarized in the tables and figures were gathered for the study from questionnaires filled out for each day of the week for one week by approximately four hundred students of the Liberal, Kansas, Junior-Senior High School. The term approximately is used because on some days there were fewer than four hundred and some days there were more than this number due to the natural daily fluctuation in attendance. This gave a

total of approximately twenty-eight hundred questionnaires which were analyzed.

Method of Procedure

The study was made in an attempt to determine how the students of Liberal High School actually spend their leisure time. In order that this study might have the full cooperation of the teachers and students of the school, it was first carefully explained to the Liberal High School faculty and then explained to the student body through the various home-rooms. It is no more than fitting to say that the response and cooperation of both the faculty and student body was excellent.

The questionnaires were submitted to the students each day for one week during the home-room period. Each day students filled in the blanks relative to their leisure-time activities for the previous day. That is, on Tuesday they filled out the blanks concerning Monday's activities, etc. On Monday they filled out blanks for Friday, Saturday, and Sunday. The blanks were collected at the end of each home-room period. The students were impressed with the fact that there was no possible way of checking up on the answers of any particular student as they were not to sign their names to the blanks, and they were emphatically urged to give the actual facts. Many indications point to the reliability of the data secured. For example, one freshman boy reported that he had a fight on Monday evening that lasted five minutes. The correlation that exists with regard to the participation in various related activities also lends strong support

to the claim of authenticity of the information secured from these blanks.

The questionnaires were first grouped according to sex and days of the week. Three studies were made from this grouping as follows: (1) the number of boys and girls participating in the various activities on each day of the week; (2) the average amount of time spent by boys and girls in each of the various activities for each day of the week; (3) the average per cent of total leisure time spent by boys and girls engaging in the various activities over a period of one week. These data are presented in tabular form.

The next grouping of the questionnaires was according to classes. Under this grouping was shown (1) the average amount of time spent per day by these participating in the various activities according to classes; (2) the average per cent of total leisure time used by participants in the various activities according to classes.

The final grouping of the questionnaires was by rural and urban students. The same study was made of this group as of the second group.

Figures were made comparing the average time spent by boys and girls in the various activities over a period of one week, and comparing the average time spent by rural and urban students in the various activities over a period of one week. Figures were also made for the six major activities comparing the average time spent each day of the week by boys and girls participating in these activities.

Types of Data Collected

The following types of data were obtained from the twenty-eight hundred questionnaires returned:

1. Sex of the student filling out the blank.
2. Age of the student.
3. Place of residence; town or country.
4. Day of week to which information applied.
5. School classification of student.
6. List of leisure-time activities in which the student participated.
7. Amount of time expressed in minutes that the student participated in each activity.
8. Total number of students participating in each activity for each day of the week.

Definition of Terms

The term, leisure-time-activities, was used to refer to activities in which the pupil engaged because of his own desire to do so, and for which he received no remuneration. Students were not to count time spent in doing tasks around the home which they were required to do, nor time spent in work for which they received pay.

In some instances several activities might be carried on at the same time, as, for example, dating, car riding, and radioing; or dating and dancing. Under such conditions the student was told to put down the

entire time for each activity if the same amount of time was spent in each activity.

Hikes did not include walking to town or school, as those actions were definite parts of some other activity.

Loafing included time spent in confectionaries, smoking, and staying around the building after school for no particular purpose, as well as loafing at home or down town. This activity was very closely connected with visiting.

Photography included having pictures taken, kodaking, and developing negatives.

Reading included fiction, newspapers and magazine articles, but was counted aside from studying.

Sleeping applied only to that time during the day spent in naps. It did not apply to the time spent after retirement for the night.

Studying did not count time spent at school.

Window-shopping also included the actual purchase of articles.

Gardening included flowers, shrubbery, and vegetable gardens.

Presentation of Data

The plan of study has been to present the data collected on this subject by classification into statistical tables. An analysis accompanies each table. This portion of the study will appear in the second chapter. From the study and comparisons the writer has drawn certain conclusions and given recommendations. These appear in the third chapter of this survey.

CHAPTER II

PRESENTATION OF DATA

Each grouping, as explained in the first chapter, was studied as a separate unit. This was done in order that the findings concerning the various groups would not become confusing.

Group I

Table I shows the number of boys who participated in the various leisure-time activities for each day of the week. Several significant facts stand out in this table. As is to be expected, most of the activities show a decided increase in the number of participants during the week-end.

Car-riding, loafing, reading, radioing, athletics, visiting, and shows are the activities that have the largest number of participants. Track ranks highest in the field of athletics. This is probably due to several facts. The survey was made during track season; weather conditions at Liberal in the spring are unfavorable to both tennis and baseball; and the tennis courts in Liberal are in very poor shape. These facts probably tended to influence the majority of the boys to work on track.

Shows rank high on Wednesday, Thursday, Saturday, Sunday, and Monday. The shows at Liberal have what is called Merchant's Night, on

TABLE I
AMOUNT OF PARTICIPATION BY BOYS IN EACH ACTIVITY BY DAYS OF THE WEEK

Activity	Monday		Tuesday		Wednesday		Thursday		Friday		Saturday		Sunday	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Car Riding	75	118	48	143	46	154	50	155	38	168	83	120	140	63
Loafing	70	123	59	132	54	146	54	151	67	139	71	132	91	112
Reading	85	108	60	131	43	157	50	155	36	170	46	157	65	138
Radioing	50	143	37	154	24	176	40	165	22	184	40	163	54	149
Visiting	47	146	34	157	20	180	40	165	17	189	37	166	37	166
Studying	43	150	40	151	35	165	22	183	8	198	2	201	20	183
Dancing	28	165	6	185	6	194	8	197	3	203	21	182	11	192
Practicing Music	23	170	7	184	6	194	10	195	7	199	8	195	6	197
Shows	25	168	3	188	37	163	36	169	7	199	47	156	63	140
Pets	27	166	15	176	9	191	11	194	10	196	11	192	14	189
Writing Letters	22	171	14	177	9	191	10	195	2	204	3	200	5	198
Window Shopping	21	172	11	180	5	195	8	197	10	196	27	176	10	193
Pool	21	172	16	175	14	186	12	193	9	197	25	178	1	202
Cycling	20	173	14	177	14	186	21	184	20	186	25	178	1	194
Track	20	173	15	176	15	185	12	203	10	196	12	191	6	197
Hikes	18	175	11	180	9	191	14	191	16	190	35	168	24	179
Gardening	17	176	14	177	13	187	13	192	10	196	15	188	8	195
Playing Cards	15	178	8	183	11	189	10	195	7	199	17	186	9	194
Drawing - Painting	14	179	4	187	5	195	6	199	5	201	0	203	0	203
Dating	10	183	12	179	5	195	6	199	6	200	25	178	38	165
Sleeping	10	183	9	182	11	189	10	195	10	196	31	172	32	171
Hunting	11	182	4	187	10	190	7	198	7	199	22	181	13	190
Tennis	6	187	9	182	8	192	5	200	6	200	4	199	20	183
Baseball	5	188	4	187	2	198	3	202	4	202	5	198	6	197
Boxing	1	192	0	191	0	200	1	204	1	206	0	203	0	203
Basketball	1	192	1	190	0	200	1	204	1	205	0	203	0	203
Photography	3	190	1	190	0	200	1	204	1	205	11	192	3	200
Making Candy	2	191	0	191	0	200	2	203	1	205	2	201	0	203
Carpentry	4	189	3	188	3	197	0	205	2	204	0	203	1	202
Stamp Collection	7	186	1	190	3	197	0	205	0	206	4	199	2	201
Horseback Riding	5	188	5	186	5	195	5	200	7	199	15	188	28	175
Skating	3	190	0	191	0	200	2	203	1	205	0	203	0	203
Scout Meeting	3	190	1	190	0	200	5	200	0	206	0	203	0	203
Fishing	2	191	0	191	1	199	0	205	0	206	2	201	5	198
Arrowhead Collection	2	191	1	190	2	198	1	204	1	205	2	201	3	200
Sewing	1	192	0	191	0	200	0	205	0	206	0	203	0	203
Play Practice	3	190	3	188	2	198	2	203	0	206	0	203	0	203
Taxidermy	1	192	0	191	0	200	0	205	0	206	0	203	0	203
Chemistry	1	192	1	190	0	200	0	205	1	205	1	202	1	202
Crossword Puzzle	1	192	1	190	1	199	0	205	0	206	0	203	0	203
Fighting	1	192	0	191	0	200	0	205	0	206	0	203	0	203
Cooking	0	193	1	190	1	199	1	204	0	205	1	202	0	203
Collecting Insects	0	193	1	190	1	199	0	205	1	205	0	203	0	203
Gym Work - Tumbling	0	193	0	191	1	199	2	203	5	201	1	202	1	202
Golf	0	193	0	191	0	200	1	204	0	206	0	203	1	202
Swimming	0	193	0	191	0	200	0	205	1	205	4	199	0	203
Camping	0	193	0	191	0	200	0	205	1	205	3	200	0	203
Making Ice Cream	0	193	0	191	0	200	0	205	0	206	1	202	0	203
Wrestling	0	193	0	191	0	200	0	205	0	206	1	202	0	203
Church and Sunday School	0	193	0	191	0	200	0	205	0	206	0	203	56	147
Total Number	193		191		200		205		208		203		203	

Read Table thus: 75 boys participated in car riding on Monday; 118 did not. 48 participated in car riding on Tuesday, and 143 did not; etc. Read in like manner for other activities.

Wednesday and Thursday. On these nights "trade tickets" given by the merchants count as half the price of admission. As a result, a large number of students attend the show on these nights. Saturday always offers the western show, and this attracts a large number, especially among the younger boys. The best shows usually appear on Sunday, Monday, and Tuesday. Most of the students go on Sunday and Monday, thus accounting for the small attendance on Tuesday.

Starting with Monday, there is a definite decrease each day of the week in the number of boys who spent time outside of school in studying. Scout work, which is quite active in Liberal, probably accounts for the number who engaged in hikes and cycling, especially over the week-end.

Table II shows the number of girls who participated in the various leisure-time activities for each day of the week. The following activities are those in which the largest number of girls took part: reading, car-riding, studying, radioing, visiting, loafing, window-shopping, practicing music, and shows.

There is not the noticeable fluctuation in this table over the week's period that was seen in Table I.¹ This is probably due to the fact that a large number of the boys worked after school and on Saturday, and were forced to regulate their leisure-time activity accordingly. Girls far outnumber the boys in leisure-time reading, studying, visiting, practicing music, and window-shopping, and hold a slight margin in dating, dancing, and car-riding. The latter conditions are explained by the fact that more

¹ Table I, p. 10.

TABLE II

AMOUNT OF PARTICIPATION BY GIRLS IN EACH ACTIVITY BY DAYS OF THE WEEK

Activity	Monday		Tuesday		Wednesday		Thursday		Friday		Saturday		Sunday	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Reading	101	98	78	117	81	120	80	120	84	120	61	141	175	30
Studying	71	128	59	136	63	133	57	143	14	190	11	191	19	186
Car Riding	69	130	51	144	61	140	53	147	59	145	98	104	152	53
Radioing	65	134	46	149	53	148	43	157	37	167	40	162	51	154
Visiting	62	137	52	143	52	149	48	152	49	155	70	132	87	118
Loafing	50	149	34	161	48	153	50	150	44	160	52	150	48	160
Window Shopping	45	154	26	169	33	168	26	174	29	175	90	112	4	201
Practicing Music	38	161	21	174	26	175	24	176	30	174	28	174	25	180
Writing Letters	29	170	31	164	20	181	19	181	19	185	8	194	9	196
Dancing	24	175	6	189	12	189	9	191	11	193	52	150	5	200
Pets	23	176	16	180	20	181	16	184	19	185	13	189	11	194
Dating	22	177	15	180	17	184	10	190	17	187	41	161	65	140
Hikes	18	181	12	183	14	187	15	185	25	179	20	182	25	180
Making Candy	18	181	20	175	17	184	15	185	7	197	4	198	17	188
Sewing	18	181	18	177	16	185	13	187	14	190	16	186	2	203
Shows	17	182	8	187	23	178	60	140	4	200	28	174	63	142
Tennis	8	191	4	191	11	190	8	192	7	197	15	187	20	185
Drawing - Painting	7	192	8	187	10	191	5	195	4	200	3	199	2	203
Playing Cards	7	192	5	190	4	197	6	194	8	196	8	194	7	198
Skating	7	192	3	192	3	198	4	196	3	201	2	200	0	205
Scrap Book	6	193	1	194	2	199	0	200	2	202	1	201	0	205
Photography	4	195	1	194	3	198	0	200	5	199	2	200	13	192
Gardening	4	195	7	188	11	190	12	188	7	197	6	196	1	204
Cycling	5	194	5	190	6	195	9	191	2	202	4	198	1	204
Horseback Riding	2	197	1	194	1	200	2	198	3	201	6	196	16	189
Pool	2	197	0	195	2	199	1	199	0	204	0	202	1	204
Sleeping	3	196	10	185	7	194	12	188	4	200	22	180	21	184
Play Practice	3	196	5	190	3	198	3	197	0	204	0	202	0	205
Hunting	2	197	0	195	2	199	4	196	9	195	12	190	2	203
Golf	1	198	0	195	0	201	0	200	0	204	0	202	1	204
Autographs	1	198	0	195	0	201	0	200	0	204	0	202	0	205
Personality Study	1	198	0	195	1	200	0	200	0	204	0	202	0	205
Knitting	1	198	0	195	0	201	0	200	0	204	0	202	0	205
Softball	0	199	2	193	0	201	0	200	3	201	2	200	0	205
Church and Sunday School	0	199	3	192	1	200	0	200	0	204	0	202	51	154
Collecting Leaves	0	199	1	194	0	201	0	200	0	204	0	202	0	205
Tea	0	199	1	194	0	201	0	200	0	204	0	202	9	196
Party	0	199	1	194	1	200	0	200	0	204	0	202	0	205
Wrestling	0	199	1	194	0	201	0	200	0	204	0	202	0	205
Eating Ice Cream	0	199	1	194	0	201	1	199	0	204	0	202	0	205
Beauty Parlor	0	199	1	194	1	200	0	200	1	203	1	201	0	205
Banquet	0	199	0	195	1	200	0	200	5	199	0	202	0	205
Decorating for Banquet	0	199	0	195	0	201	5	195	0	204	0	202	0	205
Picnicking	0	199	0	195	0	201	1	199	0	204	0	202	0	205
Cooking	0	199	0	195	0	201	5	195	1	205	0	202	0	205
Fishing	0	199	0	195	0	201	0	200	0	204	0	202	1	204
Total Number	199		195		201		200		204		202		205	

Read Table thus: On Monday 101 girls participated in car riding and 98 did not. On Tuesday 78 girls participated and 117 did not. Read in like manner for other activities.

girls than boys date members of the opposite sex who are out of school.

Boys outnumber the girls in athletics, shows, and horse-back riding. Tennis is the chief form of athletics for the girls. More boys than girls attended the shows without dates. The fact that many of the boys earn their own money probably enters in here.

The results of this comparison correspond quite favorably with the study made by H. H. Punke,² which was discussed in the first chapter.

Table III gives a comparison of the average time in minutes, spent by boys and girls in each of the major activities for each day of the week.³ Table IV shows the same comparison for those activities in which from two to five took part.

Several significant points stand out in this comparison--points which coincide with the results⁴ of the comparison of Tables I and II. On Saturday the girls⁵ spent much more time than the boys in car-riding. This is doubtless due to the fact that many of the boys work in stores on Saturday. Most of the car-riding is done during the week-end.

Both sexes show a steady increase in the amount of time spent in loafing as the week progressed. On every day except Saturday the boys spent more time than did the girls in loafing. The reason for this difference on Saturday has already been pointed out.

² Harold H. Punke, "Leisure Time Attitudes and Activities of High School Students." School and Society, 43:884-888, June 27, 1936.

³ Table IV, p. 16.

⁴ Table I, p. 10.

⁵ Table II, p. 12.

TABLE III

COMPARISON OF AVERAGE TIME SPENT BY BOYS AND GIRLS
IN EACH ACTIVITY BY DAYS OF THE WEEK
(MAJOR ACTIVITIES)

Activity	Monday		Tuesday		Wednesday		Thursday		Friday		Saturday		Sunday	
	Boys	G'ls	Boys	G'ls	Boys	G'ls	Boys	G'ls	Boys	G'ls	Boys	G'ls	Boys	G'ls
Car Riding	67	85	66	30	75	76	54	43	65	104	81	126	174	160
Loafing	90	61	99	60	97	84	112	55	162	101	138	175	162	150
Reading	88	58	59	76	57	74	49	87	78	111	120	98	139	62
Radioing	55	80	39	102	24	96	52	60	45	126	62	117	55	72
Visiting	45	62	63	69	45	45	73	46	55	68	32	96	94	156
Studying	46	58	52	60	56	85	67	60	30	35	20	62	82	27
Dancing	192	137	80	19	120	52	70	183	120	70	112	186	36	45
Practicing														
Music	90	104	40	65	47	66	25	39	55	96	30	32	30	45
Shows	155	135	150	150	155	120	180	150	135	120	150	180	160	180
Pets	28	33	20	32	65	38	49	23	60	17	25	45	25	27
Writing														
Letters	38	31	27	53	36	40	30	47	18	64	50	40	45	30
Window														
Shopping	34	25	45	43	20	34	36	27	60	27	50	76	23	15
Pool	62	0	60	0	21	30	39	0	60	0	105	0	0	0
Cycling	39	15	85	45	35	35	54	45	31	60	21	40	0	0
Track	90	0	150	0	150	0	85	0	90	0	210	0	20	0
Hikes	96	63	100	63	97	65	64	62	111	93	317	174	110	30
Gardening	28	20	37	59	71	30	79	20	81	31	90	48	110	0
Playing														
Cards	92	52	80	75	93	60	50	50	90	35	75	51	90	65
Drawing -														
Painting	27	105	33	55	37	34	70	90	56	90	0	97	0	45
Dating	180	196	121	130	210	195	180	127	120	140	277	210	200	222
Sleeping	45	37	50	93	85	52	40	35	45	60	61	106	70	80
Hunting	82	47	73	0	85	60	74	30	50	120	37	109	140	150
Tennis	80	54	125	150	90	180	95	49	104	90	75	96	90	60
Baseball	60	0	95	30	90	0	60	0	50	61	60	30	150	0
Horseback														
Riding	35	35	45	0	60	0	165	150	90	160	160	120	45	57

Read Table thus: On Monday boys averaged 67 minutes and girls 85 minutes in car-riding. On Tuesday boys averaged 66 minutes and girls 30 minutes, etc. Read in like manner for other activities.

The girls not only outnumbered the boys in reading and radioing, but they also spent more average time in these activities. While a smaller number of boys than girls studied during leisure time, the average time spent by each was about the same. The same condition holds true of dating and dancing. The average time for the boys in this activity was increased, due to the fact that the boys counted the time spent going after their dates and going home.

The boys spent more time in shows, because they attended more by themselves.

As would be expected, the girls spent very little time playing pool. However, there were two families with tables at home, and in these families the girls spent thirty minutes out of the week in playing pool. The boys who played pool averaged fifty-eight minutes a day in this activity.

Boys and girls gave about an equal amount of time to cycling. The girls far surpassed the boys in skating. The same thing is true of sleeping during the day.

A very interesting point comes out concerning hunting. During the early part of the week the boys used more time than the girls in hunting, but during the week-end the girls hunted much more than did the boys. Many of the girls combined hiking and hunting, and others drove out in the country and hunted jack-rabbits from the car. The thought should be kept in mind that these are Western girls.

None of the girls collected stamps, arrowheads, etc., but they did

TABLE IV
 COMPARISON OF AVERAGE TIME SPENT BY BOYS AND GIRLS
 IN EACH ACTIVITY BY DAYS OF THE WEEK
 (MINOR ACTIVITIES)
 (TWO TO FIVE TAKING PART)

Activity	Monday		Tuesday		Wednesday		Thursday		Friday		Saturday		Sunday	
	Boys	G'ls	Boys	G'ls	Boys	G'ls	Boys	G'ls	Boys	G'ls	Boys	G'ls	Boys	G'ls
Photography	15	25	0	0	0	20	0	0	0	55	32	24	40	45
Making Candy	15	30	0	45	0	55	15	33	0	67	30	60	0	23
Carpentry	45	0	30	0	60	0	0	0	50	0	0	0	0	0
Stamp Col- lections	15	0	0	0	15	0	0	0	0	0	30	0	0	0
Arrowhead Collect'ns	30	0	0	0	20	0	0	0	0	0	48	0	40	0
Skating	25	17	0	30	0	30	35	43	0	60	0	20	0	0
Scout Meeting	150	0	0	0	0	0	90	0	0	0	0	0	0	0
Fishing	97	0	0	0	0	0	0	0	0	0	90	0	115	0
Sewing	0	25	0	55	0	35	0	50	0	65	0	160	0	10
Play Practice	150	120	120	135	120	120	82	120	0	0	0	0	0	0
Gym Work-- Tumbling	0	0	0	0	0	0	45	0	35	0	0	0	0	0
Swimming	0	0	0	0	0	0	0	0	0	0	105	0	0	0
Camping	0	0	0	0	0	0	0	0	0	0	180	0	0	0
Scrap-Books	0	23	0	0	0	30	0	0	0	30	0	0	0	0
Golf	0	60	0	0	0	0	60	0	0	0	0	0	120	90
Teas	0	0	0	0	0	0	0	0	0	0	0	0	0	40
Banquets	0	0	0	0	0	0	0	0	0	150	0	0	0	0
Decorating for banq'ts	0	0	0	0	0	0	0	180	0	0	0	0	0	0
Cooking	0	0	0	0	0	0	0	60	0	0	0	0	0	0
Church - S.School	0	0	0	65	0	0	0	0	0	0	0	0	90	90

Read Table thus: On Monday boys averaged 15 minutes in photography and girls averaged 25 minutes. On Tuesday neither sex participated in photography, etc. Read in like manner for other activities. Time shown in minutes.

lead in the time spent on scrap-books.

Figure 1 makes a little clearer the material presented in Tables III⁶ and IV.⁷ It shows in graphical form the average time spent in the various activities, by boys and girls, over a period of one week.

Figures 2, 3, 4, 5, 6, and 7⁸ deal with the six major leisure-time activities of the students. Each figure deals with one activity, and compares the time spent each day of the week by boys and girls engaged in this particular field.

Figure 2 compares the average time spent in car-riding. It shows a definite trend upward for the end of the week. It also shows that on those days which are "date-nights"⁹ for girls, the amount of time spent by the girls in car-riding increased; and likewise, on Tuesday and Thursday, days that rank lowest in number of dates,¹⁰ the amount of time spent in car-riding is correspondingly small. This comparison can easily be seen by comparing Figures 2 and 3.¹¹

The correlation between the lines representing the boys and girls on this graph, and between Figures 2 and 3, is an indication that car-riding and dating are closely related activities in the leisure-time program of Liberal High School students.

⁶ Cf. ante., p. 14.

⁷ Cf. ante., p. 16.

⁸ Figures 2, 3, 4, 5, 6, and 7 on pp. 20, 22, 24, 26, 28, and 30, respectively.

⁹ Table II, p. 12.

¹⁰ Ibid.

¹¹ Figure 3, p. 22.

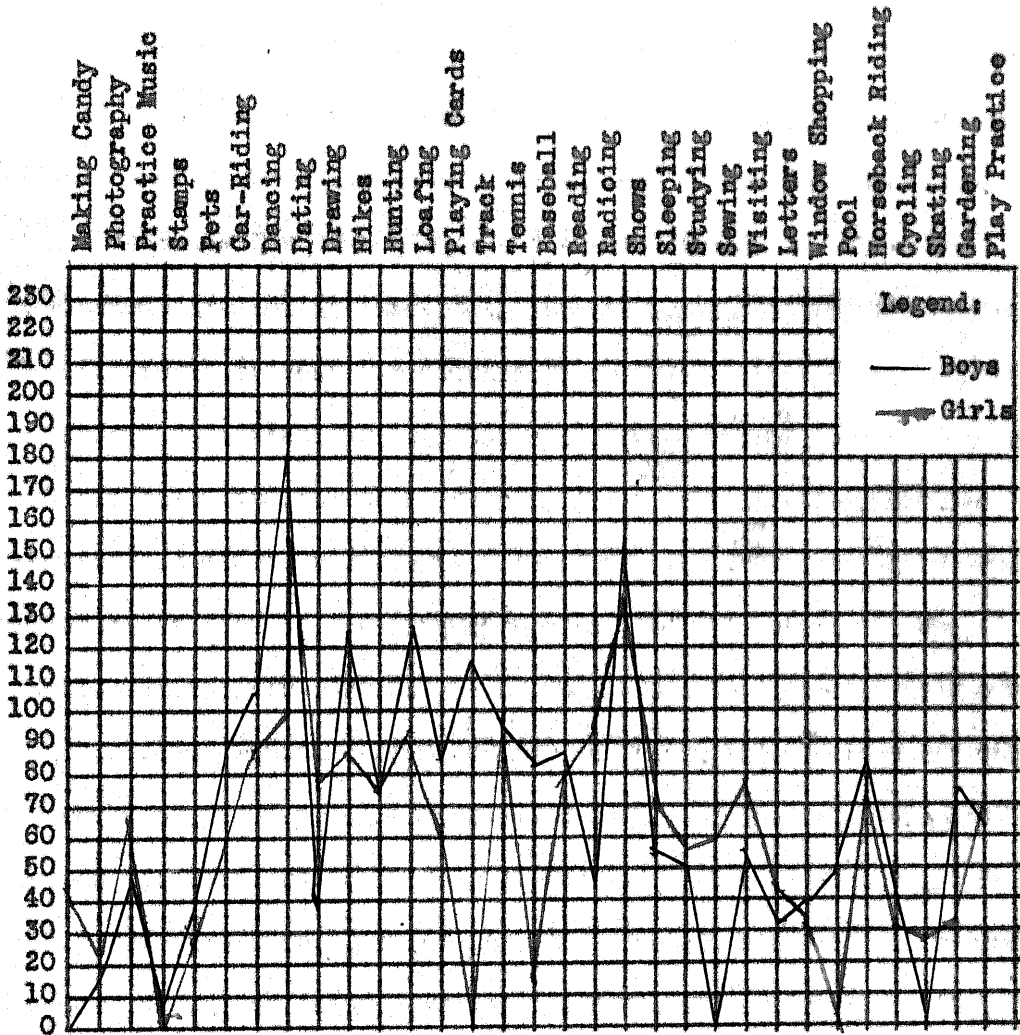


FIGURE 1

COMPARISON OF AVERAGE TIME SPENT IN VARIOUS ACTIVITIES BY BOYS AND GIRLS. FIGURES AT LEFT DENOTE MINUTES.

Read Figure thus: Boys who made candy spent an average of 7 minutes in this activity. Girls who made candy spent an average of 45 minutes in this activity. Read in like manner for other activities.

Figure 3, showing a comparison¹² of the average time spent each day of the week by boys and girls in dating, has already been discussed.

Figure 4 shows a comparison¹³ of the average time spent each day of the week by boys and girls, in dancing. This graph shows that there was a tendency for days of dancing and non-dancing to alternate. It also shows greater extremes in this activity for girls than for boys. The figure shows that the average for girls was highest on Thursday and Saturday, days when the boys did not dance as much, and when the girls did not spend as much time dating. This is explained by the fact that many of the girls danced with each other. This is especially true in the homes of the girls, and in a room set aside for dancing in one of the confectionaries. This explains the seeming inconsistency of this graph.

Figure 5 shows a comparison¹⁴ of the average time spent each day of the week by boys and girls, in loafing. As is to be expected, there is not the correlation in the participation of the boys and girls in this field that was found¹⁵ in Figures 2 and 3. This is due to the fact that loafing is usually engaged in independently of the opposite sex.

The amount of time spent by the boys in loafing steadily increased throughout the week until Saturday, when many of the boys work, thus bringing down the average time for the group. The girls' highest point of loaf-

¹² Ibid.

¹³ Figure 4, p. 24.

¹⁴ Cf. post., p. 26.

¹⁵ Cf. ante, p. 20.

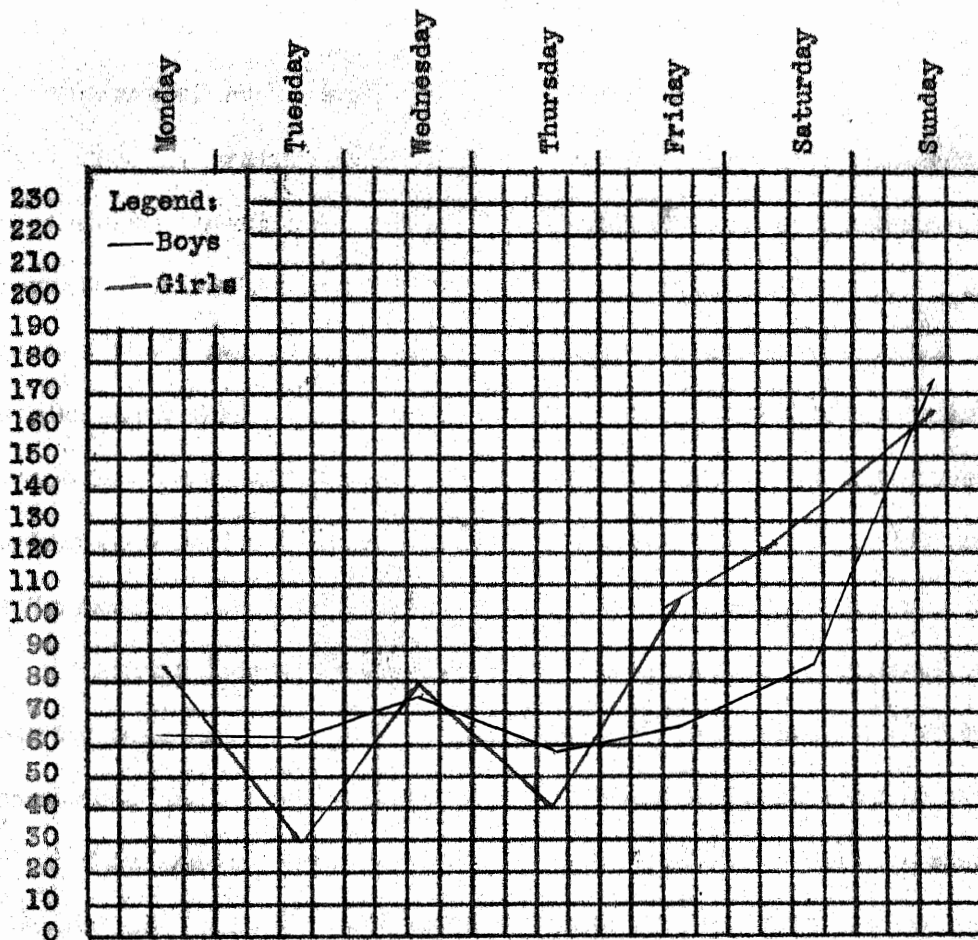


FIGURE 2

COMPARISON OF AVERAGE TIME
 SPENT BY BOYS AND GIRLS IN CAR-RIDING,
 OVER A WEEK'S TIME. FIGURES ON LEFT
 INDICATE MINUTES.

Read Figure thus: Boys spent an average of 65 minutes in car-riding on Monday and girls spent an average of 85 minutes in car-riding on Monday. Read in like manner for other days of the week.

ing was reached on Saturday, the lowest point on Thursday.

Figure 6 shows a comparison¹⁶ of the average time spent each day of the week by boys and girls, in reading. Here, again, there is no similarity between the actions of the two groups, as their actions were independent of each other in this activity.

Reading reached its peak in the boys' program on Sunday, the same day that it ranked near the bottom in the girls' weekly schedule. Boys averaged the least amount of time for reading on Thursday. Girls did most of their reading on Friday. The girls were more uniform in the amount of time they read, ranging from an average of fifty-seven minutes on Monday to one hour and fifty-one minutes on Friday. The average for male students varies from forty-nine minutes on Thursday, to two hours and twenty minutes on Sunday.

Figure 7 shows a comparison¹⁷ of average time spent each day of the week by boys and girls, in studying. Both sexes showed a tendency to increase the time spent in studying until the middle of the week, from which point they made a rapid decline for the latter part of the school week. Saturday was the lowest point for the boys, many of whom worked on this day. The boys did most of their studying on Sunday, in preparation for the coming week. The girls did their studying for the next week on Saturday, and did their least studying on Sunday.

The sudden rise in studying in the middle of the week was probably due to the fact that in this particular school a majority of the faculty

¹⁶ Cf. post, p. 28.

¹⁷ Cf. post, p. 30.

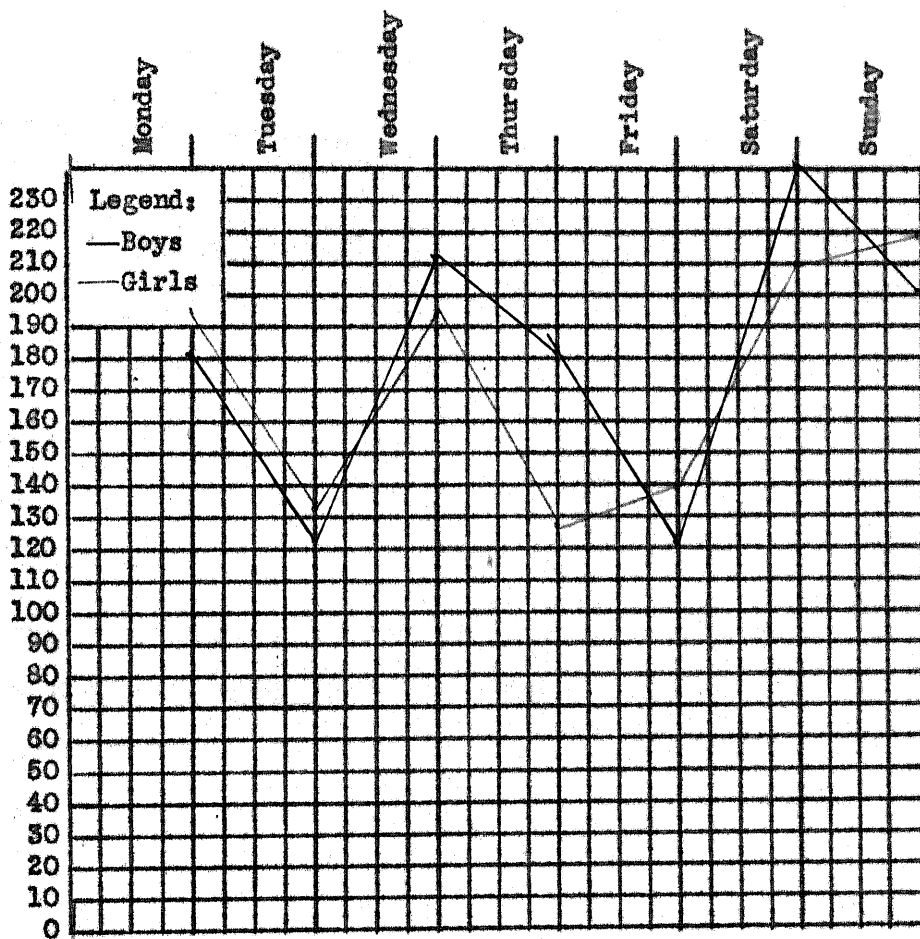


FIGURE 3

COMPARISON OF AVERAGE TIME
 SPENT BY BOYS AND GIRLS IN DATING,
 OVER A WEEK'S TIME. FIGURES
 ON LEFT INDICATE MINUTES.

Read Figure thus: On Monday boys spent an average of 180 minutes in dating. On Monday girls spent an average of 195 minutes in dating. Read in like manner for other days of the week.

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members give tests at the end of each week. This seems a logical reason for the increased studying on Wednesday and Thursday.

Table V is the most significant¹⁸ of all those dealing with Group I. This table shows the average per cent of total leisure time used in each activity by the boys and girls engaged in that activity.

Dating, shows, hikes, loafing, and track rank as the first five activities among the boys, based upon percentage of total leisure time used. For the girls the ranking is as follows: dating, shows, dancing, loafing, and tennis.

The girls spent a greater percentage of their leisure time than did the boys in dating, shows, dancing, tennis, reading, car-riding, hunting, sleeping, visiting, studying, radioing, practicing music, window-shopping, writing letters, drawing, making candy, and sewing. The boys surpassed the girls in percentage of total leisure time used in the following activities: hikes, loafing, track, horseback-riding, church attendance, playing cards, baseball, gardening, pool, pets, and cycling.

The observance that a greater per cent of the girls' time was spent in dating, again bears out the fact that the girls dated the out-of-school individual to a greater extent than did the male students. This same fact applies to dancing and car-riding.

Older high school girls played tennis, whereas most of the boys who played were under-graduates, or boys who were not interested in track. This partially accounts for the dominance of the girls over the boys in this

¹⁸ Cf. post, p. 32.

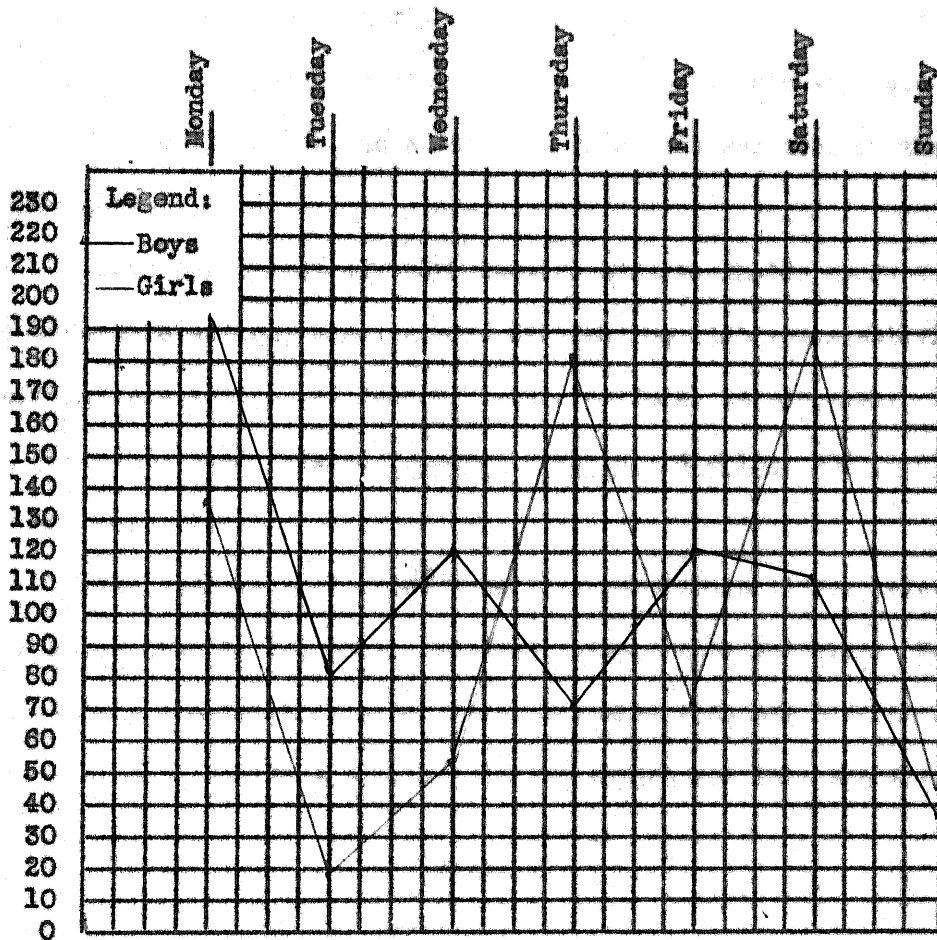


FIGURE 4

COMPARISON OF AVERAGE TIME
 SPENT BY BOYS AND GIRLS IN DANCING,
 OVER A WEEK'S TIME. FIGURES ON LEFT
 INDICATE MINUTES.

Read Figure thus: On Monday boys spent an average of 195 minutes in dancing. On Monday girls spent an average of 135 minutes in dancing. Read in like manner for other days of the week.

field.

The fact that boys spent a larger per cent of time in church attendance than did the girls is contrary to the general supposition on this point. One possible reason is that school-girls who date older men (not in school) do not, as a rule, go to church services on their Sunday night dates.

Boys spent most of their leisure time in fields where there was considerable action, placing well down on the list those activities requiring less action and tending toward cultural development. The girls, on the other hand, placed reading, radioing, drawing, and painting well up on their list.

The average girl spent a smaller percentage of her leisure time in gardening than in any other recorded leisure-time activity. Sewing secured only one-tenth of a per cent more time from the average Liberal High School girl. She does not work in the garden nor does she sew.

Group II

Table VI shows by classes¹⁹ the average time spent per day by those participating in the various activities. Some of these results are what would be expected. Others show unexpected conditions.

The amount of time spent in car-riding increased steadily from fifty-six minutes for the freshmen to one hour and fifty-four minutes a day for

¹⁹ Cf. post, p. 34.

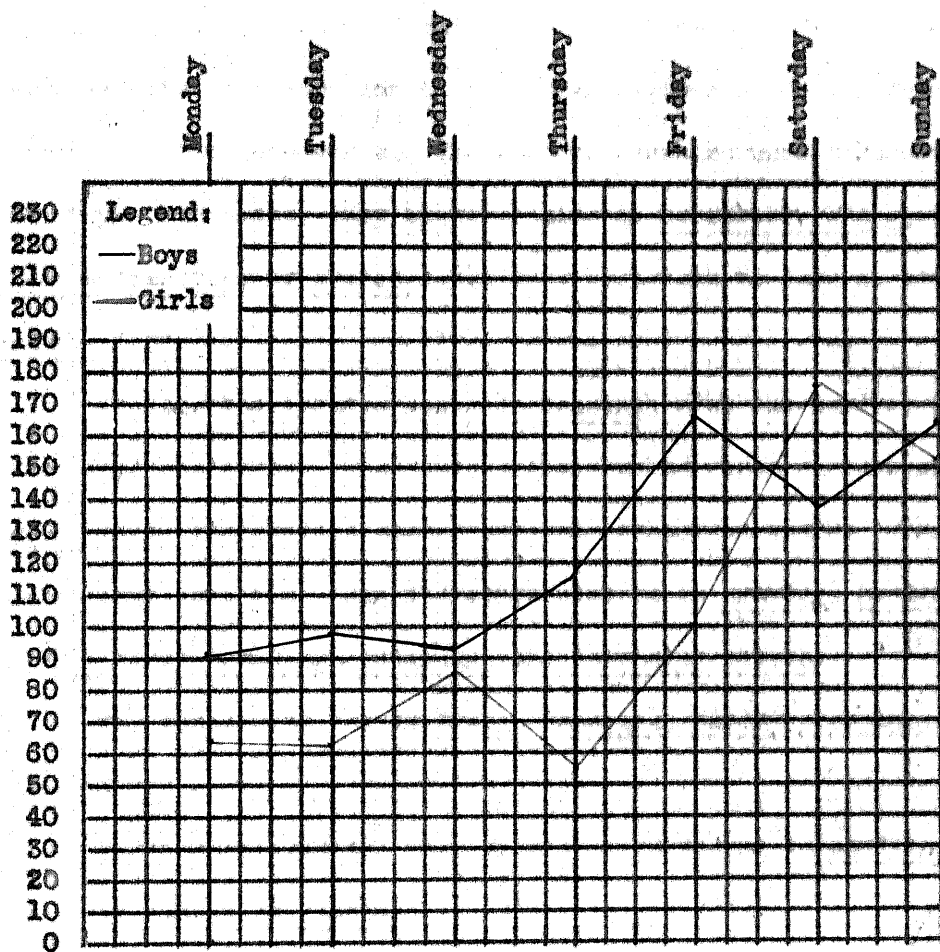


FIGURE 5

COMPARISON OF AVERAGE TIME
 SPENT BY BOYS AND GIRLS IN LOAFING,
 OVER A WEEK'S TIME. FIGURES ON LEFT
 INDICATE MINUTES.

Read Figure thus: On Monday boys spent an average of 90 minutes in loafing. On Monday girls spent an average of 65 minutes in loafing. Read in like manner for other days of the week.

the senior class average. Seniors were far ahead in time spent in hikes, and also used more of their leisure-time in sleeping than any other class. The seniors also spent slightly more time on music than any other class. This class averaged only forty-six minutes a day in studying as compared with sixty-two for the juniors, sixty-six for the freshmen, and seventy for the sophomores. The seniors averaged more time playing pool than any other class; they spent no time in horseback-riding, track work, stamp collecting, or skating; and they were next to last in attendance at church.

Juniors led in time spent in dancing, with the seniors last, an unexpected condition. The juniors also ranked first in time spent in dating, with the seniors second and the sophomores third. The third year class spent more time than the other classes in drawing, hunting, loafing, playing cards, reading, radioing, and attending church.

The sophomores led in track, studying, window-shopping, and horseback-riding.

Freshmen played the most tennis, were second in studying, and did the least amount of reading.

Table VII shows the average²⁰ per cent of total leisure time used by participants in the various leisure-time activities, by classes. Because this table gives the per cent of total leisure time used, it gives more valuable information than Table VI. This table²¹ shows that in no two

²⁰ Cf. post, p. 36.

²¹ Cf. post, p. 34.

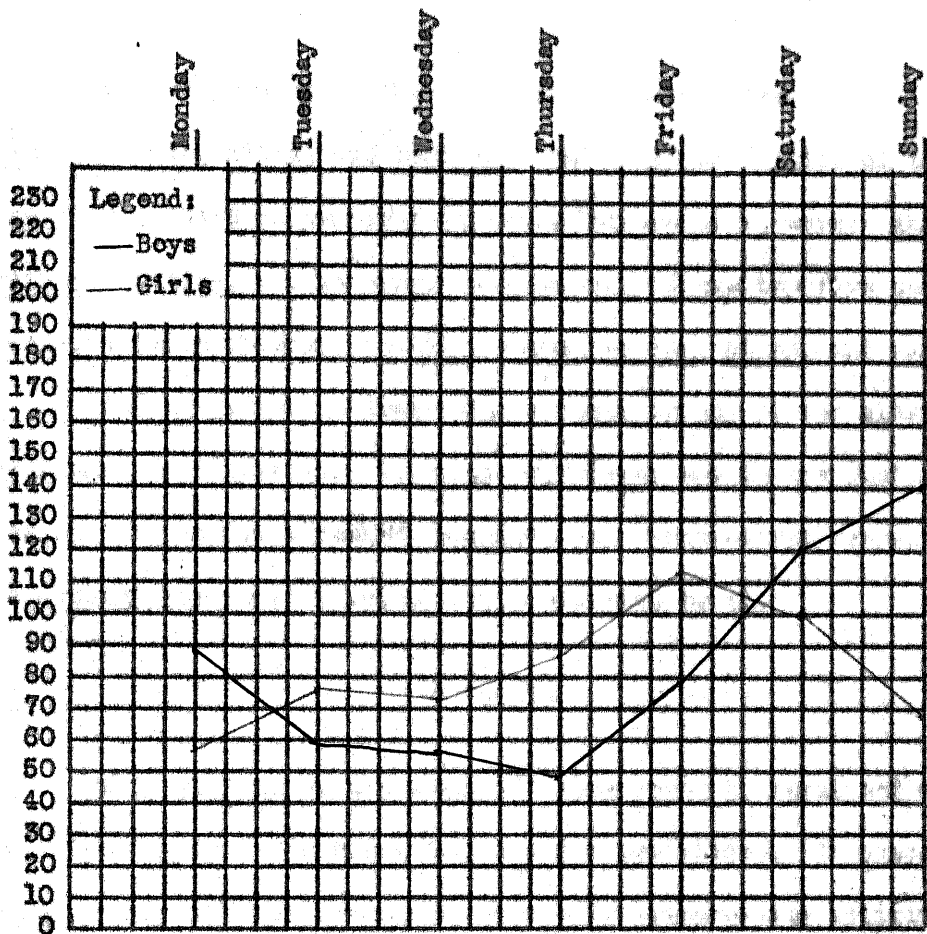


FIGURE 6

COMPARISON OF AVERAGE TIME
 SPENT BY BOYS AND GIRLS IN READING,
 OVER A WEEK'S TIME. FIGURES ON LEFT
 INDICATE MINUTES

Read Figure thus: On Monday boys spent an average of 90 minutes in reading. On Monday girls spent an average of 58 minutes in reading. Read in like manner for other days of the week.

classes did the same activities rank as the first five. This is evidence of the constant change in interest that exists as the student grows older and passes from one class to another.

The freshmen spent the majority of their leisure time in shows, dating, tennis, hikes, and hunting. The chief activities of the sophomore class, based on per cent of total leisure time, were: dating, shows, loafing, hunting, and dancing. The ranking of the top five senior leisure-time activities follows: dating, shows, sewing, hikes, and car-riding.

Loafing ranked no lower than seventh in any of the classes. Studying ranked no higher than tenth in any class; and in the junior and senior classes this activity ranked twentieth and twenty-first respectively, in the average per cent of leisure time allotted to it.

Group III

Table VIII shows the average²² time spent by rural and city students participating in the various leisure-time activities. In comparing these two groups it must be remembered that only leisure-time activities were counted. The boy or girl who drove to town to go to school did not count that time as leisure-time, as that drive was a part of the act of attending school. The same thing applies to going after the cows on horseback. If an activity was part of a task it was not counted in this survey.

The rural student spent more time at dances than the city student. Several factors entered in to cause this. Country dances start earlier

²² Cf. post, p. 38.

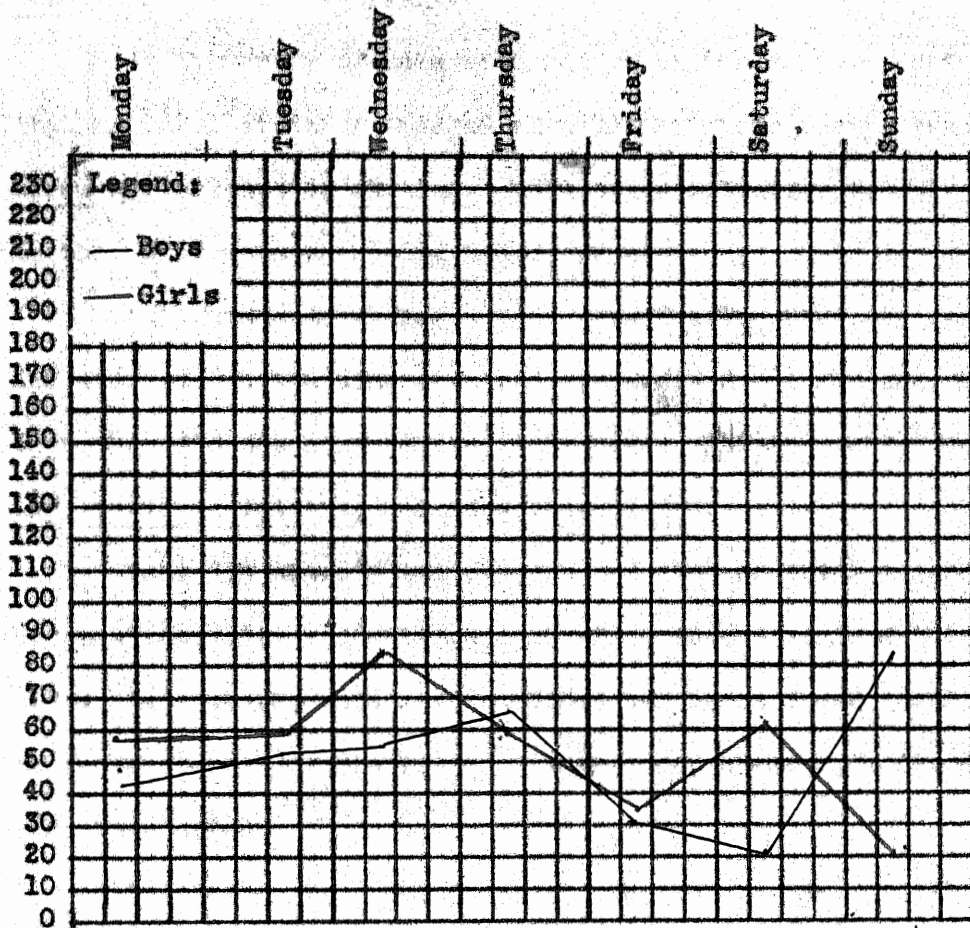


FIGURE 7

COMPARISON OF AVERAGE TIME
 SPENT BY BOYS AND GIRLS IN STUDYING,
 OVER A WEEK'S TIME. FIGURES ON LEFT
 INDICATE MINUTES.

Read Figure thus: Boys spent an average of 45 minutes in studying on Monday and girls spent an average of 58 minutes in studying on Monday. Read in like manner for other days of the week.

and usually last longer than town dances. If the student attended a dance in town the traveling took additional time. This second factor also enters into the fact that the rural student spent more time on a date than the city resident.

It is worthy of note with regard to the difference in interests that no rural students engaged in drawing, photography, tennis, stamp and arrow collecting, or skating. Lack of opportunity probably played a part in the failure to engage in tennis or skating.

City students averaged more time loafing than did rural students, and also led in the time spent in reading. Rural students spent more time than did the city residents in hikes, playing cards, baseball, studying, sewing, visiting, and horseback-riding.

Table IX shows²⁵ the average per cent of total leisure-time used by rural and city students participating in the various leisure-time activities. As a whole, this comparison of per cents shows results very similar to those shown by Table VIII.²⁴ There are, however, a few changes which have been noted.

City students spent a larger per cent of their total leisure time in hunting than did rural students. Rural students spent nearly twice as large a per cent of their leisure time in visiting as did the city students. Rural students doubled the per cent of horseback-riding. The city student used a larger percentage of his time in reading and radioing.

²⁵ Cf. post, p. 39.

²⁴ Cf. post, p. 37.

TABLE V

COMPARISON OF AVERAGE PER CENT OF TOTAL LEISURE TIME SPENT BY BOYS AND GIRLS ENGAGING IN THE VARIOUS ACTIVITIES FOR ONE WEEK. FIGURES SHOW PER CENT OF TOTAL LEISURE TIME.

Activity	Rank	Boys	Rank	Girls
Dating	1	9.44	1	10.30
Shows	2	7.81	2	8.74
Hikes	3	6.56	10	4.60
Loafing	4	6.30	4	5.80
Dancing	6	5.35	3	5.84
Track	5	5.92		0
Tennis	7	4.83	5	5.73
Horseback Riding	8	4.40	13	4.32
Reading	9	4.33	8	4.79
Church	10	4.25	14	4.19
Playing Cards	11	4.18	17	3.28
Baseball	12	4.14	26	1.00
Car Riding	13	4.12	7	5.27
Hunting	14	3.65	12	4.35
Gardening	15	3.64	24	1.75
Sleeping	16	2.90	15	3.91
Visiting	17	2.84	11	4.58
Studying	18	2.59	18	3.26
Pool	19	2.54		0
Radioing	20	2.43	6	5.51
Practicing Music	21	2.32	16	3.77
Pets	22	1.99	23	1.81
Window Shopping	23	1.96	21	2.08
Cycling	24	1.94	25	1.69
Writing Letters	25	1.77	20	2.58
Drawing - Painting	26	1.64	9	4.66
Making Candy	27	.44	19	2.65
Sewing	28	0	22	1.86

Read Table thus: Boys spent 9.44 per cent of their total leisure time in dating, which ranked first among their activities. Girls spent 10.30 per cent of their total leisure time in dating, which ranked first for them. Read in like manner for other activities.

Figure 8 shows more clearly the facts presented²⁵ in Tables VIII²⁶ and IX.²⁷ This graph shows the average time spent in the various activities by rural and city students. In spite of the general opinion that rural students have less leisure time than city students, this graph shows that in nearly every instance, rural students studied in this survey spent more time in the various activities listed, than did city students.

Car Riding

Dating

Fishing

Golfing

Reading

Walking

Photography

Playing Cards

Practising Sports

Swimming

Tennis

Baseball

Football

Radio

Shows

Sleeping

Studying

Working

Writing Letters

Working on Hobbies

Working on Projects

Working on Reports

Working on Term Papers

Working on Theses

Working on Topics

Working on Treatises

Working on

Working on

Working on

Working on

²⁵ Cf. post, p.

²⁶ Cf. post, p.

²⁷ Cf. post, p.

TABLE VI

COMPARISON OF AVERAGE TIME SPENT PER DAY BY THOSE PARTICIPATING IN THE VARIOUS ACTIVITIES, BY CLASSES (CHART SHOWS AVERAGE TIME WHERE THREE, OR MORE, MEMBERS OF CLASS PARTICIPATED)

Activity	Freshman	Sophomore	Junior	Senior
Car Riding	56	95	87	114
Dancing	74	114	140	51
Dating	118	168	211	190
Drawing - Painting	38	69	71	60
Hikes	69	87	75	120
Hunting	69	114	140	109
Loafing	89	139	150	111
Making Candy	40	27	33	40
Photography	18	25	25	26
Playing Cards	54	55	82	57
Practicing Music	43	41	37	56
Tennis	117	60	102	71
Track	0	84	67	0
Baseball	30	0	90	60
Reading	34	65	101	92
Radio	54	44	121	63
Shows	143	150	160	155
Sleeping	54	52	64	86
Studying	66	70	62	46
Sewing	23	37	61	126
Visiting	67	74	83	65
Writing Letters	30	46	36	35
Stamp Collections	10	32	0	0
Window Shopping	31	66	34	26
Pool	54	44	55	56
Horseback Riding	48	132	100	0
Cycling	52	73	55	19
Skating	27	0	0	0
Pets	30	21	38	28
Gardening	29	72	82	71
Church	90	90	105	87
Play Practice	0	0	0	120

Read Table thus: Members of the Freshman class average 56 minutes in car riding; the sophomores averaged 95 minutes in car riding, the juniors 87 minutes, and the seniors 114 minutes. Read in like manner for other activities. Time shown in minutes.

TABLE VII

COMPARISON OF AVERAGE PER CENT OF TOTAL LEISURE TIME
USED BY PARTICIPANTS IN VARIOUS ACTIVITIES, BY CLASSES

Activity	Rank	Freshmen	Rank	Sophomore	Rank	Junior	Rank	Senior
Shows	1	8.63	22	6.99	2	6.48	2	7.18
Dating	2	7.12	1	7.83	1	8.55	1	8.80
Tennis	3	7.06	18	2.79	8	4.13	12	3.29
Hikes	4	6.41	9	4.05	16	3.04	4	5.56
Hunting	4	6.41	5	5.31	4	5.67	7	5.05
Church	6	5.43	8	4.19	7	4.25	9	4.03
Loafing	7	5.37	3	6.48	3	6.08	6	5.14
Dancing	8	4.46	5	5.31	4	5.67	20	2.36
Visiting	9	4.04	11	3.45	13	3.36	10	3.94
Studying	10	3.99	14	3.26	20	2.51	21	2.13
Car Riding	11	3.38	7	4.43	12	3.52	5	5.28
Radioing	12	3.26	23	2.05	6	4.90	14	2.92
Playing cards	12	3.26	19	2.56	14	3.32	17	2.64
Sleeping	12	3.26	20	2.42	19	2.59	10	3.94
Pool	12	3.26	22	2.05	22	2.23	18	2.59
Cycling	16	3.14	12	3.40	22	2.23	28	.88
Horseback Riding	17	2.89	4	6.15	10	4.05		0
Practicing Music	18	2.59	24	1.91	25	1.50	18	2.59
Making Candy	19	2.41	27	1.25	28	1.34	22	1.85
Drawing - Painting	20	2.29	15	3.21	17	2.88	15	2.78
Reading	21	2.05	17	3.03	9	4.09	8	4.26
Window Shopping	22	1.87	16	3.07	27	1.38	26	1.20
Pets	23	1.81	29	.98	29	1.54	25	1.30
Baseball	23	1.81	30	0	11	3.65	15	2.78
Writing Letters	23	1.81	21	2.14	26	1.45	24	1.62
Gardening	26	1.75	13	3.35	14	3.32	12	3.29
Skating	27	1.62	30	0	0	0		0
Sewing	28	1.39	25	1.72	21	2.47	3	5.84
Stamps	29	.60	26	1.50		0		0
Track	30	0	10	3.91	18	2.71		0
Play Practice	31	0		0		0	22	1.85

Read Table thus: Freshmen spent 8.63 per cent of their total leisure time in shows, which they ranked first. Sophomores spent 6.99 of their total leisure time in shows, which they ranked second, etc. Read in like manner for other activities.

CHAPTER III

LEISURE-TIME ACTIVITIES AND THE SCHOOL

The data presented in Chapter II show the wide range of activity of Liberal High School students. This diversity of interests brings up these questions: "What, if any, is the duty of the school in this matter?" "How can the school control or direct the leisure-time activity of its students?"

The important part played by the leisure-time and extra-curricular activities in the development of a well-rounded high-school education, has been recognized for some time. In 1925 Fretwell said: "It is what the individual does that educates him. Possibly the most favorable opportunity to educate the student in the qualities of the good citizen is in the field of the school's extra-curricular activities."¹

As far back as 1915, V. K. Froula expressed the following thoughts:

Extra-curricular activities serve a need which the curriculum fails almost entirely to provide for--the adolescent's craving for sociability. This is his most marked characteristic, and to fail to provide for it is to do violence to his nature.²

Well developed notions of the significant social side of school work are only beginning to make themselves felt. It is dawning upon the teacher that by entering more into the play-life of the red-blooded youth, and by giving them the benefit of his experience,

¹ Elbert K. Fretwell, "The Place of Extra-curricular Activities in Education." School and Society, 21:639, May 30, 1925.

² V. K. Froula, "Extra-curricular Activities: Their Relation to the Curricular Work of the School." National Education Association Proceedings, 53:739, 1915.

TABLE VIII

COMPARISON OF AVERAGE TIME SPENT BY RURAL AND
CITY STUDENTS PARTICIPATING IN THE VARIOUS
ACTIVITIES

(CHART SHOWS WHERE THREE OR MORE PARTICIPATE)

Activity	Rural	City
Car Riding	95	96
Dancing	186	89
Dating	220	150
Drawing - Painting	0	44
Hikes	185	69
Hunting	100	99
Loafing	86	118
Making Candy	36	63
Photography	0	48
Playing Cards	80	52
Practicing Music	38	40
Track	96	60
Tennis	0	73
Baseball	90	62
Reading	87	117
Radioling	98	95
Shows	154	165
Sleeping	77	54
Studying	77	59
Sewing	64	31
Visiting	135	77
Writing Letters	35	35
Stamp Collection	0	18
Arrowhead Collection	0	18
Window Shopping	46	57
Pool	35	58
Horseback Riding	132	69
Cycling	57	57
Skating	0	40
Pets	39	24
Gardening	78	52
Play Practice	0	120
Church	110	127
Banquet	150	150

Read Table thus: Rural students averaged 95 minutes each time they went car riding. City students averaged 96 minutes. Read in like manner for other activities. Time shown in minutes.

he may direct their social cravings into useful channels.³

More and more, the ability to handle extra-curricular activities, as well as conduct class work, is being considered in the hiring of teachers. "It is the business of teachers to teach the pupil to do better the desirable things he will do anyway; to reveal higher types of activity; to make these desired, and to an extent possible."⁴ Thus, the duty of the school in this field is clear. The remainder of this chapter will deal with the specific problems concerning the leisure time of Liberal High School students, as brought out in this survey.

The graph, Figure 5, on page 26, shows a steady increase throughout the week in the amount of time spent in loafing. Corresponding with this is a marked decline in the time spent on several worthwhile activities, such as reading, studying, and practicing music. These conditions give the impression that the students needed additional stimulus toward the end of the school week. This can best be given by an enthusiastic instructor who can and will transfer a portion of his enthusiasm for the worth-while things, to his students.

The lagging of interest in studying near the end of the week is to be expected to a certain extent, but it is possible that this condition was hastened by a lack of creative interest. That is, there may have been too much abstract "teaching from the text" without relating the subject to

³ Ibid., p. 737.

⁴ T. H. Briggs, "Extra-curricular Activities in Junior High Schools." Education Administration and Supervision, 8:1, January, 1922.

TABLE IX

COMPARISON OF AVERAGE PER CENT OF TOTAL LEISURE TIME USED
BY RURAL AND CITY PARTICIPANTS IN THE VARIOUS ACTIVITIES

Activity	Rank	Rural	Rank	City
Dating	1	8.50	3	6.07
Dancing	2	7.19	11	3.60
Hikes	3	7.15	14	2.79
Shows	4	5.95	1	6.68
Banquet	5	5.80	2	6.08
Visiting	6	5.22	12	3.12
Horseback Riding	7	5.10	14	2.79
Church	8	4.25	4	5.14
Hunting	9	3.86	8	4.01
Radioing	10	3.79	10	3.85
Track	11	3.71	18	2.43
Car Riding	12	3.67	9	3.89
Baseball	13	3.48	17	2.51
Reading	14	3.36	7	4.74
Loafing	15	3.32	6	7.78
Playing Cards	16	3.09	23	2.10
Gardening	17	3.02	23	2.10
Studying	18	2.97	19	2.39
Sleeping	18	2.97	22	2.19
Sewing	20	2.47	31	1.25
Cycling	21	2.20	29	1.50
Window-Shopping	22	1.78	21	2.31
Pets	23	1.51	32	.97
Practicing Music	24	1.47	25	2.01
Making Candy	25	1.39	15	2.55
Writing Letters	26	1.35	30	1.42
Pool	26	1.35	20	2.35
Play Practice			5	4.86
Tennis			13	2.96
Photography			26	1.94
Drawing - Painting			27	1.78
Skating			28	1.62
Arrowheads			33	.81
Stamps			34	.75

Read Table thus: Dating ranked first among rural students who spent 8.50 of their total leisure time in this activity. It ranked third with city students who used 6.07 per cent of their total leisure time in dating. Read in like manner for other activities.

the everyday life of the student.

Table V on page 32 shows that the girls spent a very small per cent of their total leisure time in home-making activities. However, this is probably partially accounted for by the fact that many household duties were included in the required tasks which the girls did not list in this survey.

On page 12, Table II shows the large number of girls who spent time in window-shopping. This indicates an interest in current styles which can be used to good advantage in the domestic-science department. The small number of male students, who spend time in this activity, indicates a possible field of interest for development by a boys club or some other unit of the school.

The summary of Table VI, given on pages 27 and 29, is not, as a whole, advantageous to the seniors. They spend more time sleeping and playing pool than any other class, and less time studying. This condition can be partially explained by the fact that there exists among high-school students the feeling that when they become seniors they are sure of passing. They feel that they do not need to spend much time studying, because the mere fact that they are seniors insures their passing. Possibly the high school faculties throughout the land are guilty of encouraging this belief by their annual actions on this matter.

Tables VIII and IX, on pages 37 and 39 respectively, show that rural students spent much of their spare time on activities connected with their daily work. These interests which are usually considered a part of one's

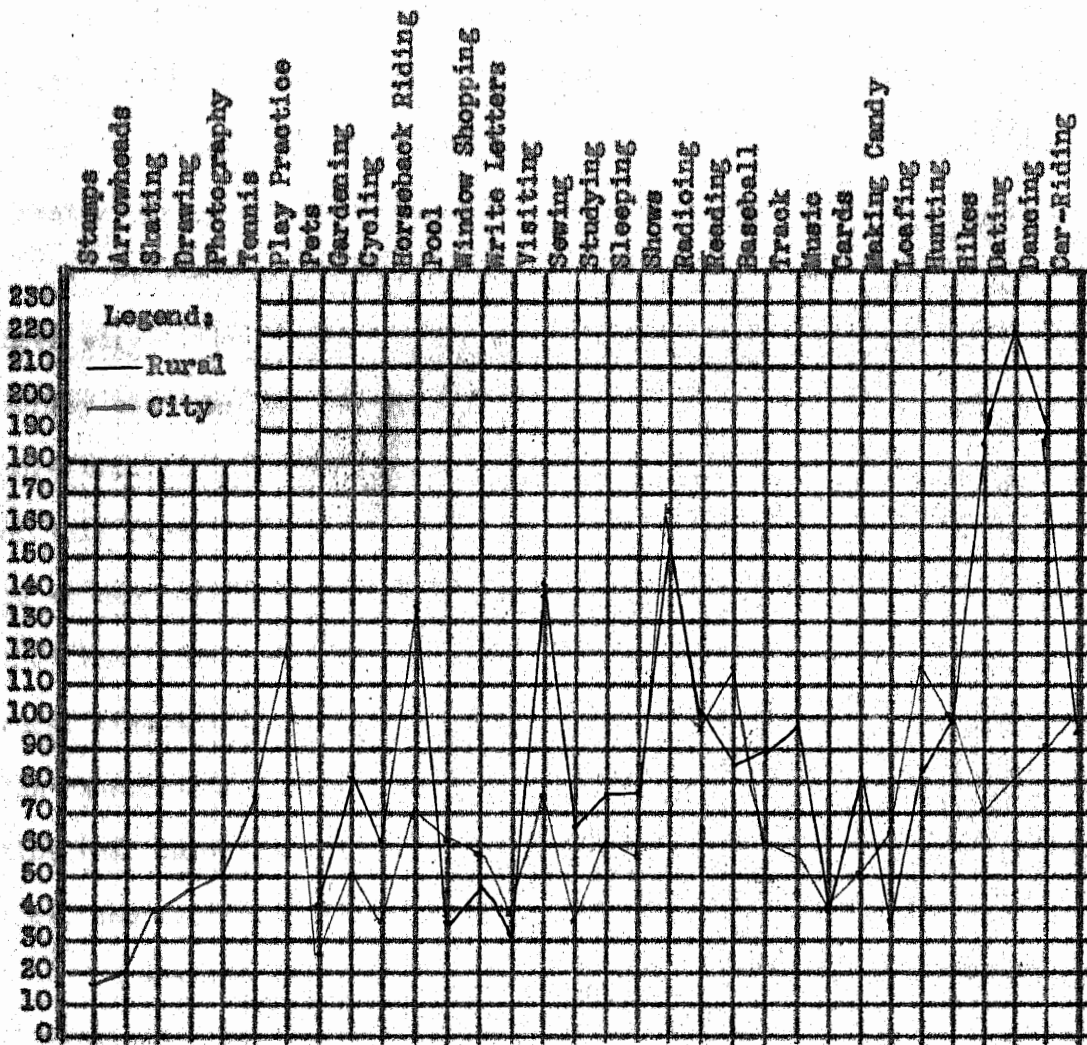


FIGURE 8

COMPARISON OF AVERAGE TIME SPENT IN VARIOUS
ACTIVITIES BY RURAL AND CITY STUDENTS.
FIGURES ON LEFT DENOTE MINUTES.

Read Figure thus: Rural students spent an average of 40 minutes a day with pets. City students spent an average of 18 minutes a day on stamp collections, an activity in which rural students did not participate. Read in like manner for other activities.

cultural development did not play an important part in the leisure-time activity of these rural students. Therefore, some action should be taken to broaden the interests of the rural students, and develop a greater appreciation of activities such as reading, drawing, and music.

Furthermore, while the general opinion is that rural students have very little leisure time, the actual facts as brought out in this survey show that of the two groups studied, the rural residents spent more time in leisure-time activities than did city residents. In view of this fact, and the fact that the rural students were not interested in as many different activities as were the city students, it is evident that the Liberal High School should carefully consider the needs of the rural students in making out the program of extra-curricular activities. "Extra-curricular activities are educative only when they develop qualities that make for a complete citizenship; notably, leadership, initiative, cooperation, and intelligent obedience to authority."⁵

A wide range of activities is engaged in by the students of Liberal High School. However, the number that engage in the various activities is, in some instances, very small. More should be encouraged to participate in many of these activities. Very few of the students have any special hobby. There are many advantages to be derived from worth-while hobbies, and any effort to arouse interest along this line, by the local boy or girl organizations, would be commendable. The results of this sur-

⁵ Charles R. Foster, Extra-Curricular Activities in the High School. Richmond: Johnson Publishing Company, 1925. p. 5.

vey show the possibilities for organized effort in the fields of hiking, horseback-riding, gardening, cycling, and other activities that lend themselves readily to club organization.

This survey bears out the importance of the "worthy use of leisure time," one of the Seven Cardinal Aims of Education. All who come in contact with the students of Liberal High School will help in developing better citizens by lending their aid and encouragement to those legitimate activities not provided for in the curriculum of the school.

Summary

This investigation has, as its main objective, the study of the use of leisure time by the students of the Liberal, Kansas, High School. The purpose is:

1. To compare the time used by boys and girls in the various activities;
2. To compare the time used by members of the four classes in the various activities;
3. To compare the time used by rural and city students.

The material for this study was secured from questionnaires filled out by the students. The results are shown in tables and figures.

Conclusions

1. The seniors made the poorest showing. This is evidenced by the fact that they spent the least amount of time studying, and more time sleeping, playing pool, and car-riding. (Table VI, page 34.)

2. Those activities which we usually consider as belonging to the cultural side of life do not play an important enough part in the program of the rural student. (Table VIII, page 37.)

3. City students spend much more time loafing than do rural students, and at the same time rural students spend a greater total time in leisure-time activities. (Table VIII, page 37, Table IX, page 39.)

4. Too small a per cent of time is used in learning the game of tennis, a game that is worth knowing because of all our games it best serves the need of the individual in later life. (Table VII, page 35.)

5. Considering the size of the school, too small a number of boys take part in athletic activities. (Table VI, page 34, and Table VII, page 35.)

6. The students are slow in starting intensive outside reading. (Table VI, page 34, and Table VII, page 35.)

7. A large number of girls tend to date boys who are not in school. (Table I, page 10, and Table II, page 12.)

8. Loafing ranks too high in the list of activities. (Table III, page 14, and Table V, page 32.)

Recommendations

The following recommendations seem advisable:

1. Effort should be made to have the seniors show improvement rather than retrogression. A closer check upon all their school activities should help in this.

2. More attention should be given to the development of the rural students extra-curricular and leisure-time program.

3. The amount of time spent in loafing should be reduced, through the development of interest in the worth-while activities. This may be encouraged through the home-room program.

4. The excessive dating of men out of school by the high school girls should at least be considered as an important problem and investigated as to causes, results, and remedies if necessary.

5. More interest in reading should be developed in the lower classes.

6. More and better facilities for tennis should be provided. This recommendation is not out of place in view of the important part this type of recreation should play in the life of these students after they are through school.

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