

PRELIMINARY PLANS FOR A RECREATIONAL
PROGRAM FOR THE NEGRO YOUNG PEOPLE OF WATONGA, OKLAHOMA

By

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PRELIMINARY PLANS FOR A RECREATIONAL
PROGRAM FOR THE NEGRO YOUNG PEOPLE OF WATONGA, OKLAHOMA

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CHAPTER I
INTRODUCTION

Today, as never before, the people in the United States are growing more conscious of the treasures of home and family life which have always been more or less taken for granted. In light of the disturbed conditions of the world, a greater understanding of the richness and the meaning of daily living in a democratic country is needed, in order that new faith in our national ideals can be achieved. There is also a need for the courage to understand intelligently, to practice consistently, and to defend stoutly the values many people in this country have determined to cherish. The challenge of these times must be accepted, and conscious effort made to determine whether or not the over-arching purpose to which people wish to dedicate themselves in their communities can be found in democratic values.

Education for personal, family and community living has been recognized as a pertinent need in peace time, and an absolute necessity in the presence of such a national emergency as this country is facing today. Today, too, educators are accepting a new understanding of the obligation which the school owes the country which supports it. Otherwise, the task of educating for personal, home and family living is much the same kind of a task as it has been in the past. However, many believe it must be done better. In this connection, the Commissioner of Education of the United States has stated:

We know that democracy cannot survive in America no matter how well we guard our shores, unless the homes of America can continue to teach the children of American homes the democratic way of life There is no better way or more direct way of making America strong than by making family life stronger.¹

¹Earl James McGrath, "Education and the Productive Citizen," School Life 34 (November, 1951), 33.

We are living in a crucial period. The struggle that is now going on will determine whether we shall live in a slave or a free world. It is important that the American people understand the objectives for which we are striving in the cold war, that they know and cherish the ideals which represent the American way of life.

Quillen² says that there are five basic values and ideals which have developed, and have become a part of the American tradition.

1. Faith in moral law.
2. The ideal of the free individual.
3. The team method of solving group problems, and promoting common concerns.
4. Faith in reason.
5. Faith in the Mission of America.

Education for the American way of life seeks to build faith in American ideals and to develop the individual competence necessary to maintain and extend these ideals under present world conditions. Education for the American way of life includes an emphasis on seven factors amplified briefly below:

1. The development of moral values and good character. The Christian ethic is the moral foundation of the culture of the United States and the western world. In its conception of the dignity and brotherhood of man, of the infinite value of the individual, and of the need and value of love and cooperation, this ethic laid a foundation for the improvement of human relations, and for the development of the American way of life. A positive approach to ethical and moral values should be an integral part of education.
2. The development of understandings and the appreciations derived from historical knowledge. History shows how traditional values have been built. American history has been studied in its world setting to

²James Quillen, "The American Way of Life," Social Studies Notebook, 2 (February, 1952), 1-2.

show the development of the American way of life, the threats to it from abroad, and the international responsibilities of the United States.

3. The use of art and literature. Some of the finest expressions of the ideals we seek to achieve exist in poetry, paintings, music, and architecture. The classroom, the school, the playground, the neighborhood, the community should be pervaded with such expressions of high ideals.
4. Observation, study, and practice. In educating for American ideals, observation, emotional responses, knowledge, thought and action need to be blended harmoniously. Constant experiences in effective group living can be provided in classrooms. Student government can be a laboratory for good citizenship. The school newspaper, assemblies, athletic, and many other kinds of school activities can be used to develop ideals and individual competence.
5. The use of the scientific method and reflective thinking. Freedom involves choice: hence, in school, children and youth need to be presented with problem situations where choice is involved. Mathematics, science, civics, and other subjects, such as Home Economics, offer opportunity to develop effectiveness in reflective thinking.
6. The development of competence in the fundamental skills. Competence in the fundamental skills of reading, writing, speaking, listening, observing, and using numbers is basic to good citizenship. We need to give careful attention to the problem of scanning in reading, to the obtaining of accurate information by observing and listening, to quantitative thinking in mathematics, and clarity in writing and speaking.

7. Community participation and wholesome human relations. Children and youth in school need more opportunities for participating in community activities. Each student should learn, through experiences, that duties and responsibilities accompany rights and liberties.

Too many people find themselves living by the old farmer's dismal philosophy of life: "I eat to get the strength to work hard, to earn money, to have enough to eat." In many communities in the United States today, people are like cogs in giant assembly lines, finding it difficult to get complete satisfaction from their work. Twisting a bolt that goes into a door that goes onto a hinge that goes onto a frame that becomes a car, does not provide a worker with many creative opportunities. Bound by nuts and bolts or paper work, they must frequently turn to after-work activities for creative pleasure. But even these fortunate individuals who find their jobs challenging and exciting need a respite, a change from the daily routine.

Editor and publisher, C. L. Mast, Jr.³ of the Agricultural Leader's Digest notes that events of the past year have done much to focus attention on youth as individuals and youth as organizations. The breakdown in moral ethics on the part of those public servants who have betrayed their government's trust, and the failure thus far to do an effective "clean up" job has aroused the ire of the public generally. The West Point disclosures, the basketball scandals, the increased use of narcotics by youngsters, have brought shame and shock to the nation and a realization that something is basically wrong and that it is time to do something about it. Perhaps it takes happenings such as these to make people realize that youth need to be educated along ethical lines, and to crystallize sentiment in favor of such education. Such happenings help people realize, also, that there can be no compromise and no rationalizing when it comes to the application of the principles of honesty and integrity in the home, and in the school, such principles are expected to be evidenced in business and in government.

³C. L. Mast, Jr., "The Editor's Page," Agricultural Leader's Digest, 33 (February, 1952), 7.

The Basic Needs of People

Strong, well-adjusted families are made up of strong, well-adjusted people, people whose basic needs are being met adequately. Although each individual is a unique personality, different in many respects from every other personality, there appears to be certain basic needs common to all of us. The committee on Relation of Emotion to the Educative Process of the American Council on Education, Chairmanned by Daniel A. Prescott, has made an intensive study of these needs and the part they play in human development. Prescott⁴ writes:

The structure and dynamic processes of human organism imply the need for certain things, for certain conditions, and for certain activities of the body if physical, and mental health are to be maintained. The structure and functional relationships are as necessary to the individual if he is to be effective and adjusted. As he grows up, the experiences of life are sure to raise questions in the mind of each individual about his personal role and about the meaning of life; therefore each one needs to arrive at a satisfactory mental organization or assimilation of his experiences, contrive to give rise to a series of needs, of quasi-needs, and of operational concepts which must be met if wholesome personality development is to be achieved.

These needs have been expressed by different writers in different ways.

Some are physiological in nature. None of us can live without air, water, food, and rest. Others are of social, emotional and spiritual character.

Travis and Baruch⁵ place them in six categories: the need of affection, response, belonging, recognition, achievement, and sensory gratification.

Perhaps the over all basic need of people might be expressed as the need to achieve the "good life." Most people struggle to achieve the good life. This has been true in the past. It will probably continue in the future. The meaning of what is good life varies among culture groups, and within culture groups, at various stages of development. The concept of the

⁴Daniel A. Prescott, Emotion and the Educative Process (New York, 1948), 59

⁵E. Lee Travis and Dorothy Baruch, Personal Problems of Everyday Life (New York, 1947) 109-113.

good life among the conquering Romans at the height of the Roman Empire was in many respects quite different from the good life as conceived by Mussolini for his people in his dream of a new world empire. Americans hold that the good life must be good to, and good for, the individual at one and the same time as he lives it, in managing his everyday affairs. And, because few people are really happy unless the people about them are happy, too, it must bring the better life to every individual and to all groups of individuals with whom any person comes in contact. Achieving the good life by any one is not due to his efforts alone: but to the combined efforts of all who are struggling to achieve the same ends. Thus the attainment of the good life is a continuing social affair.

To achieve the good life the American people have wisely centered their attention upon the process of living. However, they realize that one way in which part of the good life of an individual can be achieved is through an organized recreational program. The organization of this program can be brought about through democratic co-operative action. T. L. Hopkins⁶ writes:

Democratic cooperative action has a number of aspects. Some of these are: (1) determining the purposes to be realized; (2) formulating plans for achieving them; (3) devising methods of putting the plans effectively into operation; (4) evaluating the results in improved living; and (5) selecting new and improved purposes for continued cooperative planning and action.

In this democratic procedure each individual has a responsibility: he voluntarily performs his part in carrying the accepted plan into action.

The education of youth is an inclusive, continuous process. It goes on all of the time, anywhere, and everywhere. It is affected to some extent by everything that is within the young person's psychological and physical field, therefore, if the goal is to improve the education of all children the co-operative planning of teachers, parents, and children of a community, or any-

⁶ T. L. Hopkins, Interaction: The Democratic Process (Washington, 1941), 7.

one else who may be concerned, is in order.

It is recognized that the first social group in which these needs are met, or not met, for most people, is the family. However, as children begin to participate in larger and different groups, these in turn influence the manner and extent to which their basic needs are met. Educators are concerned with helping students in the schools and the people in their communities meet these basic needs. There are many ways in which attempts are made to do this through teaching and counseling. More and more it is being realized that many of the needs of the individual can be met, in part, through recreation.

Perhaps the present-day educational interest in recreation is due to an increased recognition of the responsibility of education to equip youth with interest, attitudes, and skills useful in living, as contrasted with making a living. Concentration on so-called academic or vocational subjects for the sole purpose of preparing youth for more education seems to be slowly giving way to the demand that boys and girls be given a preparation for life, now and in the future. Increased thought given to this preparation will probably result in more definite planning for, and greater prominence of, recreational programs.

Definition of Recreation and What Recreational Activities Include

Recreation is broad in scope. What is recreative for one person may not be for another and vice versa. Therefore, recreative activities are many and varied. Because of this breadth of scope and variety of activities involved, recreation and recreational activities have been defined in many ways.

Among the many definitions of recreation which appear in the literature

is that of the Education Policies Commission⁷ which defines recreation as follows:

Recreation is that which we do voluntarily for our own enjoyment and satisfaction. For some, recreation will be active; for others, passive. For some, it will be an individual activity; for others, a group activity. Regardless of the type of activity or the manner of participation, the fundamental outcome of recreation is enjoyment.

Programs of physical education are programs of recreation, which like physical education, make a definite contribution to present and future health of youth.

Educators are concerned with recreation because they see in recreative activities opportunities for pupils to learn many things which, if properly directed, may aid materially in helping them to solve many of their social, health, and educational problems.

There are many ways of classifying leisure-time activities. Menninger classified them into seven categories: creative, collecting, educational, competitive sports and games, non-competitive sports and games, spectator, and social group work activities. Creative activities include the types of hobbies in which people make things. There are a thousand and one ways in which people create things, which are products of their own minds.

Evidences of How Recreational Activities Have Helped People

Scientific studies and findings relating to mental illness (neuroses and psychoses) and social illness (delinquency and other socially disapproved behavior of a serious nature) have helped to emphasize that problems in these areas may, in many instances, be related directly to the nature and type of one's recreational activities. Menninger⁸ believes that:

⁷ Educational Policies Commission, The Purpose of Education in American Democracy (New York, 1944), 67.

⁸ William C. Menninger, Enjoying Leisure Time (Chicago, 1950), 16.

Far below this conscious level in the deep layers of our personality make-up, all of us have unconscious but powerful psychological drives that seek expression. We sometimes refer to them as instincts. We are born with them and they serve as chief sources of our energy throughout our lives.

Whether we are actually born with them or whether they are acquired early in life, is a matter of debate, however they do serve as motivators for much of our behavior. Menninger⁹ says that:

One of these powerful forces is the drive to create. All of life throughout the animal and vegetable kingdom is a series of creations. It is not surprising then that man too should have this strong biological instinct. Much of the time this animal-like urge has to be satisfied by substitution, by designing, painting, inventing, composing, or writing. For many people this psychological need becomes something of a problem because their jobs permit them little or no creative outlet.

In our society very few of us can give the orders or make rules. By and large, in the school or on the job, we follow instructions and work within the limitations set by others. And strange enough, in many ways the more responsibility you gain the less freedom of movement you achieve. For this reason, many people find that leisure provides a satisfying opportunity for unhampered creativeness.

A leisure-time activity (hobby) helps people meet this need by permitting them to do exactly what they want to do, when they want to do it; limited only by other duties and responsibilities. Hobbies, unlike jobs, can be worked on as desired.

Experience, knowledge, training and skill are things which can be achieved through a hobby. These practical factors are important. Through them much can be learned that may pay large dividends in the future. Today's hobby could be tomorrow's trade.

Menninger¹⁰ cites the example of a little girl who started making pottery as a hobby while she was still in school. As she perfected her skill,

⁹Ibid., p. 20.

¹⁰Ibid., p. 34.

friends asked to buy her vases and bowls. Several years later, as the demands grew, she was able to devote all her time to her ceramic work, and did well financially too.

Another example cited by Henninger was that of a boy who was interested in a career as a chemist, even though he wasn't quite certain he would like the work once he tried it. He decided to start doing some chemical experiments as a hobby, and soon found himself intensely interested in this type of work. He also found that he could do very well at it; and gradually embarked on some very complex experiments. Needless, to say, he continued with his plans to become a chemist.

Hobbies are a good way to try out career interests. Even if one's hobby never leads to any thing like a career, the assurance and confidence which is picked up may stand one in good stead at a later time. Sometimes, hobbies help us learn to make decisions, and also teach resourcefulness.

Mrs. Freddie Mae Stephens, who teaches kindergarten at Carver's School, Oklahoma City, Oklahoma, has a very good doll business which was developed through a hobby. Mrs. Stephens makes dolls, repairs dolls, lends dolls, and exchanges dolls with people from other countries. She says that she became interested in dolls while working with her first group of kindergarten children. On one of her requisitions for equipment "Negro dolls" headed the list, but when they came they were so disguised that the children did not want to play with them. This was a problem and she had to find a satisfactory solution because one of her objectives was to help the children develop an appreciation of dolls which represented them accurately.

She decided to solve the problem by making negro dolls herself; and the next thing in order was to locate a company where doll material such as cry boxes, paint, etc., could be obtained.

During the first year very little was accomplished because it took a long time to get in contact with the various doll companies. However, during this time, the three dolls that were in her possession were repainted and dressed; and the children liked them very much. This was the birth of her hobby. From that day to this one, most of her leisure time is spent making and repairing dolls, not only negro dolls but any doll one might desire. However, she specializes in negro dolls.

Mrs. Stephens says that she makes from seven to eight dozen dolls a year, and that fourteen stores in Oklahoma City, Oklahoma, and one in Denver, Colorado sell her dolls. This hobby pays large dividends. Her goal has been achieved, and at the same time, it has been enjoyable.

Through it she has also been able to bring, a great deal of pleasure to others. The following excerpt described how she was stimulated to start a lending library for dolls. Sumner Blossom¹¹ writes:

About five years ago, some poor children in a class taught by Mrs. Freddie Mae Stephens, of Oklahoma City, Oklahoma, told her that whenever they got a gift it was food, clothing, or something useful. They never seemed to get anything to play with. Mrs. Stephens was not able to provide all of them with toys of their own; but she did the next best thing. She started a lending library for dolls and other playthings in her school and the practice has spread to other schools in the City. Mrs. Stephens obtained her first dolls by going to a department store and inquiring about any dolls left over from the Christmas rush, or slightly damaged, and in this way obtained a dozen dolls for one dollar each.

Creativeness, however is only one of the needs which recreation and recreational programs help people to meet and hobbies are only one form of recreational activity. People have other needs which, although less basic perhaps, are closely allied to their basic needs. For example, in order to meet the individual's basic need for belonging, he needs group experiences through which he can come to feel a sense of belonging. Folk games, square dancing, dramatics and other activities in which group parti-

¹¹Sumner Blossom, "Circulating Dolls", The American Magazine, CXLVII (April, 1949), 119.

icipation is involved meet this need. At present more emphasis is being placed on community services and cooperative activities wherein people are given the opportunity to work together for the good of all.

Recreation, and recreational programs can, and do, also provide activities, such as sports events and exhibitions of individual accomplishment through which young people can experience recognition, which is another generally accepted basic need.

The literature describes many examples of how recreational activities have enriched the lives of people. Katherine Randall¹² from Grant County, Northern Oklahoma writes that:

Mrs. H. E. Allen creates art objects which serve a useful purpose with old clothes, worn out blankets and a pot of dye. "Heirloom Rugs Are Her Hobby."

She knows how to combine lovely, soft rich shades which give her handmade rugs the faded, blended effects so much admired in the old rugs of this type.

In hooked rugs she further expresses her creative ability in leaf, flower and scroll designs with colors well chosen. She makes these on a frame, preferring an old fashioned hook to the shuttle needle.

Her rugs have been prize winners at state fairs. And people from New England to California have stopped in to see them. "I have at least one visitor a week," she said.

Mrs. Allen explains to her visitors her recently acquired interest in rug making. "My rose garden hobby led to this."

She was engaged in her favorite activity—digging in the rose beds when she was overcome by heat, which affected her heart. So she was forced to rest. "In bed five months and in the house two years," she smiled.

"One of the first things the doctor asked was whether I had another hobby. He said I must do something I wanted to do all of my life, but never had time for." So one hobby gave rise to two others.

She had always wanted to write a book and she wanted to make rugs. Immediately she set about doing both. "I was determined I was not going to put myself on the shelf."

The rug which has stirred the most interest is the 13 x 15 foot reversible wool braided one. This is the one she calls her "memory rug." It took one and one half years to make it.

Of course, she was also hooking a few small rugs and working on her book during this time.

Mrs. Allen explained that she didn't cut up any clothing for the rug, "if there was any wear in it." When friends brought wearable clothing, Mrs. Allen cleaned it and sent it to the Salvation Army.

¹²Katherine Randall, "Heirloom Rugs Are Her Hobby", The Farmer-Stockman, 55 (February, 1952), 46.

She bleached all rug materials "with baking soda" and dyed them to suit her color scheme. She cut strips and steamed pressed them before braiding, "using a brush to dampen the edges."

She allowed for varying weights of wollen materials by cutting strips of different widths to achieve equal bulk in braiding.

"For lighter weight dress woolens I made the strips wider and turned the edges in deeper."

The beauty of this reversible rug lies in the beautiful shading of subtle tone. It is truly a masterpiece in rug making and in the perfection of workmanship. Mrs. Allen said she "learned by doing," although she studied at Phillips University when young and has always been interested in reading books of art. She learned how to paint and touch up rugs if they faded and she has done some china painting.

One of Mrs. Allen's favorite hooked rugs is a 3 x 6 foot beauty with a cluster of roses in the center surrounded by a scattering of more roses in shades of blue, purple, and brown.

Now she is working on a room-size hooked rug. The idea started with the making of one 3 x 6 foot rug of block designs. She is making several more like it and sewing them together.

The many hooked and braided rugs in Mrs. Allen's home represent long hours of work. But Mrs. Allen claims she is used to work- "I've always been busy."

She firmly believes the secret of restoring health is losing one's self in a hobby. "I lost myself in two of them and the time flew."

Then she philosophized, "Our lives are like a tree. With knowledge and understanding we can put out our branches and widen like a big oak and people will come and stand in our shadow. Or we can be like a lean pole that people just passed by."

No people have passed by Mrs. Allen. Her life is as colorful as her rugs, as fascinating as her book.

Katherine Randall,¹³ Women Editor, of the Farmer-Stockman writes the following story from Kay County, Northern Oklahoma.

Mrs. Harold Layton, like artist Grandma Moses, "just sat down and started painting." Neither one had a lesson. But Mrs. Layton got an earlier start.

Grandma Moses began painting after she raised a family and had grandchildren. Mrs. Layton, fresh looking and vibrant as a school girl, has a daughter Peggy, just 3 months old. Larry is nearly 3 years old, Susan is 5 and Frankie is 7.

Most young mothers have a hard time keeping up with daily tasks, with no time for extras. Not so with Mrs. Layton. She smiles and explains, "I paint while the children nap or after they go to bed at night."

Then she modestly added, "I'm not good, but I like to do it. I've always been interested in painting, but never did anything about it until 3 years ago when I started dabbling in oils. Oh, yes, I made posters when I was in school. That's all."

¹³Ibid., p.47.

She prefers to do portraits, and next best, scenery. "But I don't like to do still-life," she smiled.

She frequently paints from photographs and colored film. Two of her favorites are studies of her children which she copied in oils from black and white photographs.

Her husband's favorite is a "cowboy bronc-bustin." Evidently others like it too, for it placed first at the fair.

During the past year, Mrs. Layton has finished 24 oil paintings and has done some textile paintings.

She hopes to take lessons later, "when the children are a little older."

However, it's not just the children who takes up her time. She has other interests. She makes all her own and Susan's clothes and some of the boys shirts. "And just for fun, I braid rugs."

Mrs. Layton is president of the Fun and Fundamentals Home Demonstration Club, "which is made up of 15 mothers and 34 children. We all go and take turns ridin' herd on the youngsters."

She explained the selection of the name of the club, "The Fun stands for our recreational part of the program. The Fundamentals represents the educational part. But they both mean the same to us because we have fun working."

Mrs. Layton is the kind of person who finds pleasure in whatever she does and inspires enthusiasm in others. She has interested her brother, Arthur, in painting and inspired interest in her family in other arts.

Mrs. Layton claims, "Beauty in the country around us should bring out the best from within us. Dabbling in oils is my outlet of appreciation."

The Responsibilities of Adults
For the Recreation of Youth in
A Community

Reappraising our present patterns of organization for education and recreation, we must state emphatically that, "within the freedoms allowed by our democratic society, no single agency carries the full responsibility for either the total education or recreation program for children, youth, and adults." Many organizations are channels for both education and recreation.

If these organizations are essential to the free association of people in our society, they must be recognized and utilized to strengthen the fibres of our society. John Dewey called attention to this fact when he stated, "Generally speaking, education signifies purposes are similar, if not identical, with those of all agencies working with children, youth, and adults."

Boys and girls acquire their values in many ways. Therefore the responsibility should not be left to any one organization. It is a partner or integral responsibility (the home, the school, and the church) to help develop the youth into worthy citizens.

The home is the greatest single factor in forming character. The family provides the child's first experiences in human relations, in cooperation, in solving problems thru reason and mutual consent, in placing group welfare before personal advantage, and in respect for individual worth. Parental standards are the ones children are likely to adopt.

More and more recognition is given the fact that people do live in families, and the family life is an important educational force. Realization of the need for joint responsibility on the part of the home and the church for the child's complete development brings opportunity for greater effectiveness in education than has ever before been achieved.

The home should be the center of affection and family ties, the place of child's development, the altar of religious ideals, and the haven of rest and recreation.

Recreational facilities should be provided in the community, to meet the needs of its people. In most communities, adequate recreational facilities will not be available to meet the needs of the youth unless the adults in the community take thoughtful steps toward providing them.

Churches play a major role in transmitting moral and spiritual values. Churches and other organized institutions of religion seek to understand and teach the relation of man to God. In recent years, there has been considerable increase in the amount of recreation work carried on by the church.

Community life can aid or hinder the schools. Many community forces are working to refine life of the community and to build moral and spiritual

values. But if civic officials misuse public funds, if provision of justice is jeopardized by partisan politics, if parents and other citizens practice or condone dishonesty, no effort by the school is likely to make a deep impression.

Educators can and do teach the moral and spiritual values which the American people wish to see in the character and conduct of their children. But they cannot do the job adequately by themselves.

In communities all over the nation forces are joining to improve school conditions. In the same way, they can work together to see that their community fosters moral growth. They can do this if they remember that no society can survive without moral values, and that moral and spiritual development of young people is a community responsibility.

Citizens everywhere face the money problem to support essential community recreational services. They are beginning to seek ways of expending the community dollars more efficiently.

It is estimated that the American people spend from \$10,165,857,000.00¹⁴ to \$21,045,000,000.00 yearly for recreation in all of its forms. This large expenditure is a challenge to the schools if "worthy use of leisure" is to be of the actual cardinal principles of education.

Recreation must receive major attention in planning for the conservation and the development of youth, and in the prevention and control of Juvenile Delinquency. Recreation cuts across many fields of organization, and involves the cultural, social, physical, and moral welfare of so many people that the basic provision for its promotion is unescapable.

The majority of our criminals are boys and young men. The average age of men who are inmates in prisons and reformatories is under 26. The problem is not Juvenile Delinquency, but adult indifference. The time to stop

¹⁴Jesse Frederick Steiner, Americans At Play (New York, 1933), 183.

delinquency is before the boy becomes delinquent at an age when most adults consider them too much bother. The best we can do to correct our mistakes is to aid the youngsters who have never had a chance in recapturing their rightful places and remove those forces which may contribute to their delinquency. The home, the church, and the school must be united in this common purpose. Our boys and girls are the foundation of America, to grow as their parents and their surroundings direct.

We must realize that homes must be restored to their rightful places as institutions of living and learning rather than for convenience and existence; the mothers and fathers of the land must recognize and measure up to their responsibilities as parents. Then, all community facilities must be expanded to meet the challenge of the times. Schools, churches, and other youth serving organizations must be given the facilities and means whereby they can give to the coming generation that which is rightfully theirs.

Girls and boys must be helped to understand and appreciate the freedoms we enjoy in democratic living. Freedom does not necessarily mean that one can always do as he pleases, but it does mean freedom to make his own decisions in the light of all the pertinent factual knowledge he can get and with due consideration of the effect of his decision on others as well as the possible consequences to himself.

We, in the United States of America, appreciate our freedom most when we realize all the joys and pleasures latent in our day-to-day living. It is not wasted time when at intervals we stop to take inventory of all the privileges which as Americans we sometimes take for granted. Nor can any school, home, or community experiences be more valuable than those that help the youth of this land to discover the treasures in their national

heritage. In the secondary school as elsewhere, guidance has come to refer to that aspect of the educational program which is concerned especially with helping the pupil to become adjusted to his present situation and to plan intelligently for his future in line with his interests, abilities, and social needs. On the subject of the guidance movement, Sturtevant quotes the old definition, "Guidance is an effort to see through Johnny and to see Johnny through," and suggests that the more recent statement, "guidance is the effort to help Johnny see through himself and to see himself through" is proof of developing insight through a sound underlying philosophy of guidance.¹⁵

In this light, the goal of guidance become not only that of curing and preventing maladjustment but also making it possible for every student to achieve for himself the most complete, satisfying life possible. Guidance thus becomes the essence of teaching or a means for helping boys and girls to grow and to develop in socially acceptable ways.

¹⁵Sarah M. Sturtevant, "Some Questions Regarding the Developing Guidance Movement." School Review, 45 (May, 1937), 346-59.

CHAPTER II

WHAT SOME COMMUNITIES AND SCHOOLS HAVE DONE TO IMPROVE THEIR RECREATIONAL PROGRAMS

Many schools and communities have experimented with recreational projects, and found them to be successful.

What Some Communities Have Done

In the Village of Ransom,¹ Kentucky, a community recreation program grew out of the discussion in a high school home economics class. The girls felt there was a need for recreation in the local community for themselves, their parents, and others, so they organized a recreation club.

Dues of 50 cents a year were charged so that games, books, and magazines might be purchased. The program continues throughout the year but is emphasized more during the summer months since the need is greater. At the regular meetings, groups play games, dance, talk and serve refreshments. Members of the P.T.A. chaperon and supervise the program.

The Holtville², Alabama, high school program offers a variety of recreational activities to its students and members of the community. Every Saturday night a full-length motion picture with a short subject and newsreel is shown in the school auditorium for 10 cents. On Wednesday evenings, farmers and their wives--and anyone else who is interested--come to the school and bowl, play ping-pong or volleyball, and participate in other recreational activities. The school also circulates magazines, and games such as backminton and checkers in the homes.

¹W. K. McCharen, "What the Schools Are Doing" The School Executive 71 (September, 1951), 66-67.

²Ibid., p. 51.

Students and faculty of the Kate Duncan Smith School in Grant³, Alabama became keenly aware of the need for a recreational program for teenagers, parents, and younger children. After a great deal of discussion, a plan was developed. A recreation board representing faculty and students was elected to supervise the program.

Recreation nights were held every other Saturday night during the school year. Activities consisted of sports, rhythms, square dancing, table games, story hour, baby-sitting and hand work.

The activity period was followed by a general assembly which has been used to interpret the school to the community. Skits, dramatizations, pageants, and fashion shows have been used. These have grown out of class-work and pupils have helped to present them.

Harold F. Clark⁴ writes that;

The citizens of Minneapolis, Minnesota say: "It Doesn't Take Folding Money." Three years ago we didn't have a dollar for a youth center and we still haven't. We don't live in the wealthy section of Minneapolis; where the families belong to country clubs.

We don't live in the industrial section either where the community supported and endowed settlement houses are located. We are the run-of-the-mill, white collar, middle class people. Dad's salary has to stretch even farther than usual to accomodate spiraling living costs.

Our teen-age boys and girls were demanding and needing a place where they could come and congregate, and our parents' Parent-Teacher Association aware of the need agreed to sponsor a youth center opened once a week, on Friday nights. School was out then, no pressing homework to do, and the youngsters wanted a place to go. A committee appointed to do preliminary investigating, canvassed the community and found no building suitable or possible within our very restricted budget, except our grade school. The Principal was enthusiastic and her support and assistance help make the club a success. Some said that after the children had been in school all day they wouldn't come back at night or if they did, they would feel too much restraint to have a good time. But one way to find out whether a plan is feasible is to try it out.

The School Board gave us permission to use the building on Friday nights, and they assumed the cost of the janitors services. The Park Board

³Ibid. , p. 54.

⁴Harold F. Clark, "It Doesn't Take Folding Money" National Recreation Association (New York, 1950), 124.

loaned us some ping-pong tables which they had stored away for the winter. All we had to pay was the truckage. A soft drink company loaned us an electric dispenser, and one of our wholesale candy companys said they would sell us good candy bars as long as they were to be had. The children donated hundreds of games. Friends gave us their old bridge tables which were beyond repair--so they thought. But one of our Dads was a wizard at making one good table out of two old ones. As word began to get around, about the project, parents called and offered their services, and soon we had an excellent advisor's board of twelve couples. We considered it wise to hire a skilled activities instructor and a good pianist for the dances and community singing.

The opening night came, everything was in readiness, but would the children come? The word had gone out to them that the gym would be opened from seven to nine, but the weather had turned against us with a below zero blizzard in full swing. Our fears were groundless for 176 youngsters registered on the first evening when our most optimistic parents had expected about 70. It doesn't take folding money, expensive equipment and special housing for a recreation program for the adolescent boys and girls.

Every school in our country could be made available if there were enough interested parents and other citizens to assume the responsibility.

Walter A. Gilbert, Jr.,⁵ a director of Athletic Bayland School says:

"Let's Organize a Summer Recreation Program." Only about 75 towns under 4,000 population in Michigan had a supervised summer recreation program in 1949. With modern machinery for the farmer, and shorter working days for the laborer, adults and youth in small towns as well as in cities have more leisure now.

The trend in other states seems definitely in the direction of more summer recreation in the rural community, to help make these leisure hours more beneficial.

Undoubtedly, many small communities that would like to set up summertime recreation but do not, know just how or where to begin. To learn what methods are used, a questionnaire was sent to 75 communities having summer recreation programs.

This survey was designed to find out how they organized their program, how they financed it, what activities they offered, and what activities they used.

In most of the communities a recreational council was set up to administer the program with members from all interested organizations in the town. Most communities began with a simple organization and program. From this small start, gradual growth occurred the following years as the needs of the town grew.

First it was found necessary to persuade the adults in the community to accept the idea. In most cases, acceptance was won by the director of the recreational council chairman by speaking to a variety of groups such as: The School Board, P.T.A., Junior Chamber of Commerce. The purpose was to present a definite, well-thought-out program that included activities for all ages and was applicable to that particular community's needs. However,

⁵Walter A. Gilbert, "Let's Organize a Summer Recreation Program," Michigan Education Journal, 27 (May, 1950), 487-8.

the most effective method of winning acceptance for program was to explain it at an assembly or in classrooms. Children then carried home their enthusiasm for the plan, and acquired the parental support for it.

The questionnaire showed that the program itself, in small communities, runs from five to ten weeks. Although some phases such as soft-ball might last longer.

In about one-fourth of the communities the program ran in the afternoon and evening, and in the other fourth surveyed, only until darkness.

In about half of the towns the director was hired to handle all of the program. In about one-fourth of the communities, the director had one assistant, in the remainder of the towns surveyed (one-fourth) had more than one paid assistant.

A wide range was to be seen in the size of the budgets in the communities surveyed. The following considerations entered into making the local budget: size of the town, length of the recreation day, length of the program in weeks, number of assistants needed, and the sources and the amount of the income. The budgets ranged from \$300.00 to \$2,000.00. The average budget was about \$600.00 per summer.

In more than half of the communities surveyed the school board, the Village council shared the cost equally. However, many other methods of financing were used, including aid from the township board, the community chest, and gifts from all other social organizations. In two communities a direct tax earmarked for recreation, was levied. This tax seemed the fairest to all concerned.

The Red Cross in many cases gave aid in instructing the life guards for the swimming beach. In many communities some phase of the program--such as soft ball was self-supporting by fee collections. A few towns charged swimming fees. In few communities all activities were free.

The salaries of the directors ranged from \$35.00 to \$75.00 per week, the amount depending on the length of the work day and the number of days per week in which they ran their program.

For children 13 to 16 years of age surveyed showed swimming, softball, handicrafts, and baseball were most often checked.

What Some Schools Have Done

Industrial arts programs in the public school in New Jersey receive state aid through what is known as the Manual Training Act. This legislation was passed in 1888, when manual training activities were in public education. The term "manual training" has since been replaced by "industrial arts." Robert A. Campbell⁶, New Jersey State Supervisor of Industrial Arts Education writes that:

Guidance functions are emphasized in many of the industrial arts departments, and special attention has been directed to matching interests and abilities in an effort to determine a vocational choice. Leisure-time interests are investigated and outlets for these interests are suggested. Many of the industrial art teachers have assisted boys in establishing home workshops that afford a healthy type of leisure-time activity not only for youth but for adult members of the family too. Some of these activities include boat building, wood turning wood, metalcraft, and photography. In one district, over two hundred home repair jobs were reported last year. Wise use of leisure depends on interest and intelligent guidance. School clubs, because of their variety and number, offer fine opportunities for exploring, developing and widening the interests of the pupils. Industrial arts instructors are co-operating with the various departments of the school in either assisting or assuming full responsibility as sponsors of a club.

Whenever it is possible to do so, industrial art students contribute to the development of school equipment and to emergency repairs in the school. Such activities involve the construction of stages, and scenery for dramatic clubs, storage racks, cafeteria tables, and athletic equipment. These are but a few of the practical types of projects which present an opportunity to develop useful skills and desirable work habits.

New Jersey was one of the pioneer states in recognizing the place of "manual training" in the public schools and providing state funds as an incentive for further developments. From a small state appropriation in 1888, the state appropriation for "manual training" now exceeds \$1,000,000 each year and the activities extend from grades 6 through 12.

One important segment of man's true wisdom is acquired thru recreation. However, people must be patiently shown how to enjoy fully wholesome recreation. Leisure-time and recreational facilities do not necessarily result in recreation for a boy or girl. Classroom teachers have the

⁶Robert A. Campbell. "Industrial Arts For Leisure" American Vocational Journal 27 (February 1952), 20.

opportunity to teach joyous, recreative living. They can do much to insure happier and more beneficial vacation days for pupils.

Darrell J. Smith⁷, coordinator of school of recreation, in San Diego, California, tells how the County Board of Education was of a great assistance in promoting recreation there. This brought joy to thousands of young people in the school districts in San Diego County. He writes:

After years of fruitless individual attempts by nonincorporated communities to establish recreation programs, an enlightened board of supervisors offered contracts to school districts whereby they would match district dollars if the districts would engage qualified recreational leaders. These school districts welcomed the aid, met contractual requirements, and developed plans.

The board of supervisors engaged a competent recreation director, and now the county has a development which is rapidly becoming a model. School busses transport hundreds of children to beaches, parks, the San Diego city zoo, accompanied by competent recreation leaders, who are often school physical education instructors. The cost is nominal and the reward is gratifying.

The above recreation plan is keyed to the needs of the youth. Among the recognized needs are: the total escape from reality while absorbed in games; the personal necessity for recognition by others; the importance of acceptance by the group and the security that comes from belonging; the need for sharing experiences with others; the experience of making friends and the resulting fellowship which ensue; the learning of new skills which give a sense of personal growth; and the ultimate enjoyment derived from creative living.

Educators with this newer concept of recreation have found their programs to be successful. For their students and for themselves, Shakespeare's line is true, "A merry heart goes, all the day".

Good relationship in the school and the community can be improved and

⁷Darrell J. Smith "Help Your Pupils Prepare For Wholesome Summer Recreation" The National Education Association Journal 40 (May, 1951), 344.

perpetuated by taking the school to the community and bringing the community to the school in every opportunity that may be presented.

Better understanding creates a better relationship. As more people understand the schools program, they may be more tolerant of the mistakes and more exuberant in the accomplishment. Within the community, personal acquaintance, and community contact is the most effective medium of establishing and regulating this medium of better understanding.

Peter Cardozo⁸ writes not only of how schools and communities are bringing about a better relationship, but of how nations are doing so. In three short articles, "History with Hammers", "The Hobby-Mobile", and "Good Will Ambassadors Junior Grade," he describes efforts in this direction:

History With Hammers:

Thousands of youngsters are now studying American History with screw drivers, hammers, scraps of wood and sand paper—a far cry from textbooks crammed with lots of dates and battles. To supplement the study of our country's heritage, teacher's are encouraging children to make models of conestoga wagons, river flatboats, butter churns, even hornbooks. Materials are inexpensive, tools are simple. Sixth and seven grader enjoy the manual training approach to history, often "study" (build models) at home with their fathers.

The Hobbymobile:

A children's recreation center on wheels. Long Beach, California, has one, and its equipped with a complete photographic darkroom. Supplied with rolls of film and box cameras (these can be borrowed), youngsters at a dozen city playgrounds eagerly wait for the Hobbymobile to roll down the street. Inside this unique school informal lessons in photography are given by an expert instructor. Afterward, the children pile out to become shutter-bugs and "watch the birdie" experts, then return to the darkroom to develop, print, and enlarge their pictures. The equipment is professional chemicals, sensitized paper, even an enlarger. The photographers are amateurs; but after an eight weeks course of instruction, exhibits are held and cherished blue ribbons are awarded. One local newspaper publisher gives Junior Press Photography cards to all youngsters who succeed in passing the Hobbymobile course.

Good-Will Ambassadors Junior Grade:

School children in the U. S. and twenty-three foreign countries are now "speaking" to one another by exchanging original drawings and paintings. The plan is to promote friendship and good will among youngsters

⁸Peter Cardozo "The World of Children", Good Housekeeping 50 (October) 1951), 175-76.

everywhere. Through the pictures (of their homes, schools, pets, backyards and playgrounds), the basic similarities of different cultures are emphasized and understood. Art for World Friendship, with headquarters in Media, Pennsylvania receives over six thousand pictures each year, re-distributes them to participating schools as far away as India. One Dutch boy sent in his drawing and wrote "I want to exchange my picture with the son of a Texas Cowboy." Using the international language of pencils and crayons (there are supplied where necessary) children correspond with one another, learn about life in other parts of the world and establish a foundation for friendship and peace.

CHAPTER III

DESCRIPTION OF THE PROBLEM

The incidence of crime and juvenile delinquency in the United States is to be deplored. J. Edgar Hoover,¹ Director of the Federal Bureau of Investigation reports that in 1949:

A major crime was committed every 18 seconds. In an average day 1,100 places were burglarized; 293 persons were feloniously killed or assaulted. There were 162 robberies; 2,800 other thefts and 440 cars stolen daily.

Hoover² also reports an increase in crime. He states that:

Crime in 1949 was 4.5 per cent above 1948. In rural areas there was an increase of 8.5 percent and in urban communities 4.2 percent.

Increases were noted in rural areas as follows: Burglaries, 17.5 percent; robberies, 12.7 percent; larcenies, 7.4 percent; aggravated assaults, 1.9 percent; rapes, 1.9 percent. The increase in urban areas were as follows: burglaries, 6.7 percent; robberies, 6.4 percent; larcenies, 4.6 percent; aggravated assaults, 2.1 percent; rapes, .3 percent.

Hoover³ goes on to state that:

Youth played a predominant part in crimes in 1949 against property. 27.4 percent of the persons charged with robbery, embezzlement, burglary, larceny, auto theft, fraud, forgery, counterfeiting, receiving stolen property and arson were less than 21 years old. The predominant age among persons arrested was 21.

Such figures give cause for serious concern on the part of educators. Why is there such a high incidence of crime? Why is it increasing? Why are so many young people engaging in it? The answer would seem to be that some people have not learned to satisfy their basic needs in a legitimate

¹J. Edgar Hoover, "High-Lights of Uniform Crime Reports For 1949," The World Almanac and Book of Facts, 1951, 446.

²Ibid., p. 44.

³Ibid., p. 45.

way, and turn to illegitimate ways of attempting to satisfy them.

The Youth Situation in Watonga, Oklahoma

A brief study was made to find out the number of cases, and causes of juvenile delinquency in Watonga, Oklahoma. Court records were examined for the years 1945 through 1951 and the results summarized in Table I.

From this table it can be seen that almost half of the cases involved Indian children, over one-third involved white children and over one-eighth involved Negro children. These figures become more meaningful when the proportions of the respective races in the total population are considered. For example, only 14 percent of the population is Indian, yet almost one-half of the delinquency cases come from that group. While one-fourth of the population is Negro, only about one-eighth of the delinquency cases come from the Negro group. This ratio is approximately the same for the white group; 63 percent of the population, and 37 percent of the cases of delinquency in proportion to the population were found among the Negro children than among those of other races.

The data reveals some interesting sex differences. There were over 50 percent more cases of delinquency among boys than among girls. This difference came about because of the higher delinquency rate among the Indians and white boys. The delinquency rate among the Negro youth was higher for girls. Dependency and neglect was the charge against over half of this group.

Although the total number of reported juvenile delinquency cases among Negroes in Watonga are relative few, there were many cases wherein youth were apprehended for wrong doing and dismissed without appearance in court. There

TABLE 1

NUMBER OF JUVENILE DELINQUENCY CASES IN WATONGA FROM 1945-1951

Years	All Races			Negro			Indian			Whites			Charge				
	No. Cases Total	M	F	No. Cases Total	M	F	% To- tal All Races	No. Cases Total	M	F	% To- tal All Races	No. Cases Total		M	F	% To- tal All Races	
1945				3	0	3		1	1	0	1	Depen- dent	2	1	1	2	Depen- dent
1945	9	4	5	1	0	1		0	0	0		Assault	2	2	0	2	Auto Theft
1946	2	2	0	1	1	0		0	0	0		Stealing	1	1	0	1	Steal- ing
1947				0	0	0		3	0	3	3	Depen- dent	4	1	3	4	Depen- dent
1947	9	3	6	0	0	0		0	0	0			2	2	0	2	Theft
1948	0	0	0	0	0	0		4	2	2	4	Depen- dent	0	0	0		
1948	10	8	2	0	0	0		3	3	0	3	Steal- ing	3	3	0	3	Steal- ing
1949				0	0	0		2	1	1	2	Depen- dent	1	1	0	1	Auto Theft
1949				0	0	0		4	4	0	4	Steal- ing	0	0	0		
1949	9	6	1	0	0	0		2	2	0	2	Break- ing	0	0	0		
1950	8	3	5	0	0	0		4	1	3	4	Depen- dent	4	2	2	4	Depen- dent
1951				1	1	0		1	1	0	1	Depen- dent	0	0	0		
1951	4	4	0	1	1	0		1	1	0	1	Sur- glary	0	0	0		
Total	51	32	19	7	3	4	13.73	25	16	9	49.02		19	13	6	37.25	

were also many cases of illegitimate pregnancies among the girls which did not come to the attention of the courts because the girls' parents accepted the situation and made no public complaints.

A large percentage of these delinquent or near delinquent young people came from families of low income, and many were illegitimate children themselves. Many of the adults responsible for them had neither the time, money nor human resources needed to provide the guidance, the activities, and the facilities necessary for enabling these young people to satisfy their basic needs in a manner which society could approve.

It is believed that many of the non-delinquent young people do not begin to achieve or become that which it is possible for them to achieve or become. Public schools that are operated exclusively for Negro youth usually suffer because of inadequate equipment, and money as well as insufficient teaching personnel. As a result, the schools have been unable to function effectively in helping the youth to achieve desirable leisure-time attitudes, interests, and behavior patterns. The community-school idea, however, seems to be gaining popularity and its implementation gives promise of rendering much needed service. Encouraging, also, is the fact that the public school is much more concerned with the development of attitudes and interests which relate to worthy use of leisure than it has formerly been.

Discrimination against the Negro in the form of segregation, inequalities in politics, law, and economics have far reaching influences upon Negro youth. Under such conditions Negro youth have little opportunity to be surrounded by stimulating influences which tend to encourage the full development of their capacities and potentialities. The feeling of hopelessness, of not "belonging" and of not being "wanted" are recognized early by

youth. The attitude of "nothing to be gained" and "nothing to be lost" which stems naturally from this state of affairs, is a prime factor in determining how youth arrive at values or how they spend off-duty time.

As stated in the previous chapter, the problem is not, primarily, one of juvenile delinquency but of adult inadequacy and indifference. The best that can be done to correct the mistakes made is to aid the youngsters, who have never had a chance, to recapture their rightful places; and to remove forces which may contribute to their delinquency.

One way in which adults can help youth to avoid delinquency and achieve a more satisfying life, is by promoting better recreational facilities and programs for them; a program which will provide the youth with something constructive to occupy his leisure time, as well as serve as a means to prevent him from becoming involved in some type of crime or delinquency. Professor Jesse Peiring William⁴ of Columbia University, states:

The causes of crime have been explained from different points of view, but many of the offenses of youth spring from a wholesome and natural desire for play, for adventure, for dramatization that are denied the child in a modern city. Play and recreation have been thoroughly commercialized, so that they grow into adulthood knowing nothing of play self-expression.

Because it is likely that many factors and combinations of factors cause young people to become delinquent, it cannot be said that improvement in recreational facilities will insure a decrease in delinquency; but much evidence can be cited that it has made a contribution to such a decrease in many situations.

Studies have shown that a majority of children brought into court have lacked adequate provision or direction of leisure time activities either at

⁴Jesse F. William, The Principles of Physical Education (New York, 1944), 58.

home or in the community. Dr. Sheldon T. Glueck and Dr. Eleanor Glueck,⁵ in their analysis of the lives of 500 delinquent women found that:

Only 9.7 percent of the women had had any constructive recreation at any time in their lives. Probation officers, police officials, and prison authorities in large numbers have testified from their experience that much delinquency and crime result from inadequate recreation opportunities. On the other hand, their testimony and juvenile court records offered conclusive evidence of the beneficial effects of wholesome recreation on children and young people.

A single instance shows how a group of boys who had started on criminal careers responded to a sympathetic interest in their play life. In a middle Western city of 100,000, eight boys who had done \$300,000 worth of damage and had committed 470 crimes were brought before the court. They were organized into Ranger's Athletic Club under a competent leader. In the course of the next three years only two of them came back to court. These two were reported by the club members themselves, and one proved to be a mental case.

Because recreation activities have a strong appeal for youth, delinquency and crime are less likely to flourish in communities where such opportunities are abundant and attractive than in cities or neighborhoods where adequate facilities are lacking. Children or young people engaged in recreation activities on the playground cannot at the same time be robbing a bank, or perpetrating some other crime. Dr. Henry M. Busch⁶ has said,

Don't expect recreation to stem or reverse the antisocial forces of an unplanned society, but look to it to illuminate personal and social life and to make the world a somewhat better place in which to live.

The Present Status of the Recreational
Facilities Available to Negro Youth in
Relation to existing Needs

The leisure and recreational activities engaged in by Negro youth range from good and wholesome pursuits to those which are very undesirable. Places in which these activities occur frequently range from the school and the Y. M. C. A., to neighborhood "dives". Instances of adequate programs of orga-

⁵Dr. Sheldon T. and Dr. Eleanor Glueck, "Five Hundred Delinquent Women", Recreation, 70 (November, 1949), 210-15.

⁶Dr. Henry M. Busch, "Contribution of Recreation to the Development of Wholesome Personality," Recreation, 28 (October, 1933), 311.

nized recreation for Negro youth are very rare and are available only to a small segment of the total Negro population because they are denied an opportunity to share in and enjoy many of the facilities and programs which are afforded for other citizens. Throughout the South the recreational and amusement facilities for the Negroes are woefully inadequate and, are, on nearly all occasions, inferior to those provided for other groups. Virgil A. Clift⁷ writes that:

The present policy of segregation and discrimination through the nation tends to make for mental and social illness on the part of Negro youth affected. The concomitant results are two-fold; first, it tends to delinquency and immorality; and second it keeps an important segment of the population from being able to rise to its full stature in its contribution to general welfare.

The Negro occupies a role of minority status. Certain social and economic forces which are more inoperative upon other groups in many respects which tend to complicate his problems of adjustment, unique and distinct in Negro life, are related to recreation and leisure-time. Some of the problems relate to economic conditions and to education.

The problem of making a living and problems associated with the economic security of the family determine in part the type and quality of leisure-time activities of the Negro.

Limited economic resources prohibit certain desirable recreational pursuits. In addition, the types of employment opportunities which are available to the group make it necessary for many individuals to spend longer hours at the more difficult, rigorous types of employment, with the result that, in many instances, these individuals are unable to engage in certain off-duty pursuits because of physical fatigue and the limitation of time and money.

⁷Virgil A. Clift, "Recreational and Leisure Time Problems and Needs of Negro Children and Youth," Journal of Negro Education, 19 (1950), 333-40.

The number of drop-outs from school is relatively high. This may be attributed in part to a lack of recreational program wide enough in scope to meet the interests and needs of those concerned.

Within the past year one youth lost his life while swimming in an un-sanitary farm pond, one died as a result of a car accident in which several others were hospitalized. These fatalities probably could have been avoided had the citizens of Watonga provided wholesome and constructive recreational activities for these boys.

The only organized recreation for the youth is carried on in the school. During the summer months the only recreation is baseball and soft ball. This is not enough, because many of the boys and girls are not interested in that form of recreation. As a result many of the youth spend their leisure-time loafing. The only commercial form of recreation for the youth is the theaters, and there is not enough space provided in them to accommodate the Negro youth. Cooperative action on the part of the citizens of Watonga can do much to improve these conditions. One of the duties of the citizens is to help youngsters direct their surplus energy into constructive channels.

Purpose of Study

The hypothesis which underlies the present study is that an enlarged and improved recreational program in Watonga, in which Negro youth may participate, would not only bring about a decrease in delinquency among Negro young people, but would also contribute toward increased happiness and well-being among non-delinquent youth; and that a recreational program can be planned which will meet the needs and interests of the young people which will be within the means of her citizens to provide.

With this hypothesis in mind the purposes set up for this study are threefold:

1. To find out what the Negro young people in Watonga now do for recreation, and what they would like to do.
2. To find out the extent to which they would be willing to participate in improving the recreational facilities now available to them.
3. Develop a preliminary plan for meeting the recreational needs, interests and wishes of the Negro young people of Watonga which can incorporate the thinking and planning of both young people and older citizens and can be implemented through their joint efforts.

Steps Taken in Carrying out Study

Six steps were taken in making the study. These included contacting key citizens in the community, and discussing recreational needs at a mass meeting; interviewing selected young people; surveying their opinions by means of a questionnaire; and developing a preliminary plan for meeting their recreational needs.

Step 1. Key Citizens of the Community Were Contacted: The recreational program was discussed with the principal of the separate school, the ministers of the various churches, the presidents of the civic organizations, and the local business men. This helped to make them aware of the existing need for a better recreational program for the youth of the community. Each thought that it was a worthy endeavor and pledged himself to help get the mass of adults together for a discussion of the problem. A tentative meeting was planned.

Step 2. A Mass Meeting Was Called at Which Time the Recreational Needs Were Discussed: Through this discussion the group became conscious of some of the recreational problems, and suggestions were made as to the proper approach. Not only did the citizens, approve the idea of a recreational program, but in addition gave valuable advice and help. A questionnaire for the purpose of finding out what young people thought of a

recreation program was considered and a committee was appointed to help administer such a questionnaire to the out-of-school youth.

Step 3. A Number of Boys and Girls Were Contacted to Ascertain What They Thought of the Possibility of a Recreational Program: A series of personal and group interviews were made in which it was found that the majority of them had already learned about it and that many were very enthusiastic about the matter.

Step 4. Questionnaires Were Devised to Attempt to Find the Young People's Interest: The check list used in this study was the one devised by Amy Sparks⁸ with certain revisions and adaptations deemed advisable for use with the young people studied. For example such items as skiing were omitted because this sport is not possible in the community in which these young people live. New Homemakers of America was substituted for Future Homemakers of America, and New Farmers of America for Future Farmers of America, and Y-teen for Girl Reserves.

Step 5. Questionnaires Were Administered to 117 Boys and Girls to Obtain the Following Information: Whether the boys and girls believed that additional recreational facilities were needed in the community; were they interested in helping plan and develop such a program; were they willing to help make needed equipment; and to find their recreational interest. Table II shows the sex and grade placement of the young people studied. The highschool instructors assisted in administering the questionnaires to the youth in school, and members of the Women's Club helped with the out-of-school youth.

Step 6. Summarize the questionnaires: The young people believed additional recreational facilities were needed in the community and they

⁸Amy Sparks, "Suggestions For Teaching Recreation Through the Home-making Program," (Unpublished Master's Thesis Oklahoma A. and M. College) 1951.

were interested in helping plan and develop a recreational program. Only one student was not willing to help make needed equipment. All young people were engaged in many of the recreational activities, and expressed a desire to participate in many other activities if they had an opportunity.

TABLE II
NUMBER OF YOUNG PEOPLE WHO TOOK THE TEST

Totals	Girls	Boys	G R A D E S				Out of School Youth
			7th-8th	9th	10th-11th	12th	
117	53	64	29	29	33	14	12

Step 7: A Preliminary Plan for a Recreational Program for Watonga Was Developed: After an analysis of the questionnaires was made the results were presented to the educational, religious, and civic leaders of the community. The findings were discussed at the meetings of these various organizations after which a mass meeting was called. At this meeting individuals were asked to present their recommendations as to the approach to be made in meeting the recreational needs of the community.

The plans and recommendations for a recreational program for Watonga are found in Chapter Five, and results in part from contributions offered by this group.

CHAPTER IV

FINDINGS

The purpose of the questionnaire checked by the young people was to determine the extent of their interest in a possible community recreational program, to find out the current recreational activities engaged in, those they would like to engage in, and those in which they had no interest. These findings are reported in Tables III, IV, and V.

Interest Shown by the Young People in the Possibility of Developing a Community Recreational Program

The extent of interest in a recreational program, expressed by the young people is reported in Table III. This table shows that all of the young people believed additional recreational facilities were needed in the community and were interested in helping plan and develop a recreational program. Only one twelfth grade student was not willing to help make the needed equipment.

Recreational Activities Now Participated in by the Young People

The recreational activities now participated in by the young people are indicated in Table IV. (See page 53). The activities are organized into seven categories; i.e., creative activities, educational activities, play, home recreation, handicrafts, collective activities and sports. It is recognized that there is some over-lapping between, and among, the categories. For example, some of the items listed under play might also be listed under sports and vice versa. This seemed to be unavoidable to some extent. However, the organization, though faulty, did make it easier to the

TABLE III

STUDENT INTEREST SHOWN BY POSITIVE ANSWERS TO QUESTIONS
REGARDING A COMMUNITY RECREATIONAL PROGRAM

Questions	All Students		Female		Male		7th & 8th Grade		9th Grade		10th & 11th Grade		12th Grade		Out of School Youth	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1. Do you think that additional recreational facilities are needed in our community?	117	100	53	100	64	100	29	100	29	100	33	100	14	100	12	100
2. Are you interested in planning and developing a recreational program?	117	100	53	100	64	100	29	100	29	100	33	100	14	100	12	100
3. Are you willing to help make equipment that can be made?	116	99	53	100	63	98	29	100	29	100	33	100	13	93	12	100

understanding of the recreational activities young people engaged in, and of what they would, and would not, like to do.

Creative Activities:

Dramatizing ranked highest as an activity engaged in by both boys and girls. They especially liked to act out poems, plays and Bible stories. This was particularly true of the ninth grade students, 97 percent of whom reported that they engaged in this activity. Ninety percent of the ninth grade students also enjoyed doing dramatic stunts, and 85 percent liked to act out Bible stories. The participation of these students in dramatic activities was consistently higher than was that of those on other grade levels, with the exception of taking part in amateur dramatics. Eighth grade girls exceeded them in this activity. The youth participated in these activities in groups more than individually. However, about one-fourth of them liked to act out Bible stories individually, and about one-sixth of them memorized poetry by themselves. Both sexes enjoyed reading plays aloud, with girls engaging in this activity more frequently than boys. Almost 70 percent of the girls reported taking part in amateur dramatics, while none of the boys did so. Staging a play or circus at home was a popular activity of ninth grade girls. Seventh, eighth, ninth, and twelfth grade girls enjoyed taking part in amateur dramatics at home. One wonders why the tenth and eleventh grade girls did not engage in this activity.

Ninety-four percent of the girls made accessories such as belts and scarves, the interest being greatest in the eighth and twelfth grades. About twice as many of these accessories were made in a group than were made individually, and over 50 percent of them were made at home. The boys did not participate in these activities to an appreciable extent.

Over two-thirds of the girls made garments for themselves, over 50

percent of which were made at home. However, none of the seventh and eighth grade girls did so. More garments were made by ninth grade girls than by any others; with senior girls ranking second.

Many of the girls and quite a few of the boys made an effort to make their homes more attractive and enjoyable. Gardening and landscaping ranked highest on the list for both girls and boys. Ninth grade students participated in most of these activities, with the eleventh and twelfth grade students next. Both sexes made decorative arrangements, but about twice as many girls did so as boys.

About three-fourths of the girls and one-fourth of the boys cooked. The percentages of seventh, eighth, tenth, and eleventh graders who cooked were higher than were those of the other two grades.

About one-half of the seventh, eighth and ninth graders constructed play equipment, most of which was made at home. Almost half of the seventh, eighth and ninth graders, mostly girls, painted and sketched both at home and at school; and some tenth and eleventh grade girls knitted and made slip-covers both at home and at school. Out-of-school youth participated less than any of the other groups. This was probably due to the amount of leisure time that they had, because most of the out-of-school youth had more responsibilities than the school youth.

All groups listened extensively to news casts and radio forums, ranging from 20 percent of the seventh and eighth grades to 100 percent of the senior and the out-of-school youth. Boys and girls were almost equally interested, approximately two-thirds of each. A majority of the students enjoyed listening to concerts. All grades listened to radio concerts, to news broadcasts and radio forums.

Discussing current events with family members was engaged in by over two-thirds of the girls and over one-fourth the boys. Two groups engaged in learning ancient myths. These were the seventh, eighth and ninth grades.

The twelfth grade showed more interest than the other grades in making a file for home improvements, and in home decoration ideas. They also exceeded the other groups in musical activities. Over 50 percent were engaged in this activity, and the twelfth grade was the only group to enjoy reading about other cultures.

Twenty-seven percent of the girls studied costume designing. The ninth grade showed the highest degree of interest in studying geography, making maps, making trips and singing geography songs. Fifty percent of the students engaged in these activities.

Students in the ninth and twelfth grades said they studied garden catalogues and languages. They also studied nature by caring for birds and animals than did the students in any of the other grades. Very few of the boys and girls engaged in bookkeeping and study courses. As a matter of fact the twelfth grade was the only group engaged in bookkeeping. All grades engaged in reading. The out-of-school youth ranked higher in this activity than the students in school.

Outside the Home:

Students in the ninth, tenth and eleventh grades engaged in more activities outside of the home than did the other students.

Play Activities:

The ninth grade students participated in indoor play activities, such as active games and darts, than did the students of any of the other classes. Each group enjoyed these activities at home and school.

Outdoor Games and Activities:

Both sexes and all grades enjoyed organized team games, with girls engaging in these activities more frequently. It was reported that the out-of-school youth engaged in auto riding for pleasure more than any of the other groups. Eighty-one percent of the girls and fifty-six percent of the boys reported participating in this activity. There was also an appreciable amount of interest shown in bicycling by both sexes, and grades, with the ninth grade scoring highest in this activity and it was enjoyed most at home.

Home Recreational Activities Shared With Family Members and Others:

All sexes and grades manifested engagement in Home Recreational Activities which were shared with the family and others. It was indicated that 100 percent of the seniors were engaged in conversation, enjoying music as singing, and listening. They also showed interest in loafing, over one-third of the class engaging in it.

Special Occasions:

Each class was engaged in the celebration of birthdays and anniversaries; eight of the twelfth, seven of the ninth, fourteen of the seventh and eighth, eighteen of the tenth and eleventh and three of the out-of-school youth. These activities were enjoyed most at home. Very little interest was expressed in family reunions.

Handicrafts:

Both boys and girls engaged in a few of the handicraft activities. There seems to be a need for a development of interests in this area of activities. All grades scored less than twenty-five percent in these activities except the ninth grade, in which eight engaged in finger painting, seven in hemstitching, seven in knitting, seven in ironing and seven in millinery, fifteen sewing, ten in skill craft, twelve in sketching,

eight in stitchery, ten in package wrapping. However, the seventh, eighth, tenth and eleventh exhibited a little interest in package wrapping.

Collective Activities:

Very little interest was shown by the girls in the collective activities while the boys expressed no interest. The twelfth grade showed the greatest interest. Nine of the twelfth grade students reported engaging in collecting recipes, twelve of the tenth and eleventh, and five of the out-of-school youth. The collection of pictures, autographs and photographs were the activities that ranked next highest in interest.

Club Work:

All groups expressed participation in club work such as N.H.A., N.F.A., Girl Scouts, and Y-teens. The girls expressed 100 percent participation in N.H.A. Forty-six boys reported membership in N.F.A., thirty of whom were in the tenth and eleventh grade. Those who reported membership in girl scouts, and Y-teens, were for the most part pupils in the seventh, eighth and ninth grades, with twenty-eight percent being in the latter grade.

Indoor Sports:

In sports both sexes enjoyed indoor and outdoor activities. Basketball ranked highest as the indoor activity of both sexes.

Outdoor Sports:

Basketball, baseball, softball and roller-skating are the outdoor sports in which most of the interest was shown. Twenty boys showed interest in baseball. Thirty-two boys and twenty-eight girls reported participation in basketball. All girls and boys expressed an almost equal interest in soft ball. Three classes showed interest in roller skating with out-of-school youth

ranking highest, and twelfth grade second. More interest was shown by the boys in swimming than by the girls. The ninth grade indicated the greatest amount of participation.

Recreational Activities in Which
Young People
Would Like to Participate and in Which They Have No
Interest

The activities in which the young people have indicated an interest are reported in Table V, (See page 72). The activities are also divided into seven categories. This table gives an over all picture of the recreational activities in which the boys and girls would like to participate if they had a chance, and the activities in which they have no interest. The survey clearly reveals that there was a relatively high interest in practically all activities, which would seem to indicate that there is a definite need for an organized recreational program to meet the interests and needs of these young people.

Creative Activities:

Approximately half of the 117 boys and girls expressed a desire to participate in dramatizing and acting out plays. Fifteen had no interest. Nineteen percent of the boys and 24 percent of the girls showed interest in dramatic stunts. Thirty-three students indicated they would like to act out Bible stories although twenty showed no interest. The girls showed more interest in memorizing poetry than boys. Thirty-nine girls and two boys indicated an interest in puppet shows, while thirty-nine individuals showed no interest. Twenty-three students expressed interest in reading plays aloud. Twenty-two boys and twenty girls indicated interest in shadow pictures. Seventy-nine showed no interest.

Sixty-four percent of the girls and three percent of the boys indicated they would like to make such accessories as belts and scarves. Fifty-eight percent of the girls indicated an interest in making garments. The boys expressed no interest in this activity.

Making Homes More Attractive:

Twenty-five boys and 13 girls indicated an interest in caring for herb, rock and vegetable gardens. The girls indicated that they would like to construct play facilities for young children. Fifty-five percent of the boys and 25 percent of the girls expressed a desire to construct croquet and tennis courts.

In landscaping the home grounds 67 percent of the boys expressed an interest while 26 individuals showed no interest. The girls exhibited a greater interest in making decorative arrangements than boys. Thirty-two boys indicated that they would like to make furniture. Thirty-four percent of the boys would like to make lamps and shades. A much smaller interest was shown by the girls.

Interest was also shown in preparing pictures and picture frames. Most of the activities for improving the home were of interest to both the boys and girls. The least amount of interest was shown in painting china, making shadow boxes and making pottery.

Educational Activities in the Home:

Interest in educational activities, in the opinion of the writer was very low. This reveals an area in which much work may be done, a challenge to all civic and educational leaders concerned. Twenty-five percent of the boys and 36 percent of the girls indicated that they would like to participate in corresponding with folks from other countries. Thirty-six boys and girls expressed a desire to discuss current events with the family and members. Forty-five percent of the girls and only six percent of the boys would like to listen to concerts and music of other forms. It is indicated that radio concerts are of little interest to either group.

Twenty-five percent of the boys and forty-two percent of the girls indicated a desire to listen to news broadcasts. In making a file of home

improvements and home decoration ideas the boys showed a higher degree of interest than the girls. Minor interest was shown by both boys and girls in making a map of recreational activities in the community.

As might be anticipated, the girls were more interested in the study of costumes and design than the boys were. Only five percent of the boys expressed a desire to learn more about it while twenty girls indicated that they would like to learn more about it.

Fifty-one boys and 49 girls wanted to study languages. Twenty-six of the boys and eighteen girls indicated a desire for more knowledge concerning the nature and care of wild animals and birds.

Educational Activities Outside the Home:

Individual interest in educational activities outside the home was relatively high. The greatest amount of interest being shown in visiting museums. Forty-seven percent of the boys and 45 percent of the girls expressed an interest in this activity. Thirty-five percent of the boys and 50 percent of the girls indicated a desire to visit art galleries.

Twenty-five students expressed a desire to attend concerts, 17 percent showed no interest. Twenty-eight students desired greater participation in attending lectures and forums. Thirty-four individuals would like to engage in more plays. Eight boys and 20 girls would like to do more reading at libraries. The boys showed more interest in visiting history landmarks than girls; the percentage for boys being 47 and girls 17.

Thirty percent of the boys would like to participate in programs and expositions of different countries and races.

Play Activities:

The play activities were divided into two groups, indoor games and activities and outside games and activities. In general a greater amount of interest was shown in outdoor activity than indoor. The boys showed

less interest in indoor activities than girls.

Eighteen boys and twelve girls expressed a desire to participate in active games such as charades. Seven boys and five girls were interested in playing darts. Forty-two students showed an interest in table games such as bean passing and twenty questions. Interest was relatively high in folk dancing; the girls indicated a greater interest than the boys.

Outdoor Games:

In outdoor games interest was general in both groups; more interest being manifested in outdoor games than in indoor games. In the games of relay, capture the flag or scavenger hunts 29 boys and 20 girls expressed interest. Forty-eight percent of the boys and 28 percent of the girls desired additional participation in baseball, croquet, horeshoes, softball, and tennis. Bicycling, boating, camping day outings, fishing, and hunting berries held similar interest for both groups. These activities were preferred in groups rather than individually. Thirty-three percent of the boys desired greater activity in hunting wild game.

Home Recreational Activities Shared with Family Members and Others

Activities within this area were grouped as: Informal recreation and Recreation on special occasions.

Informal Recreation:

Student interest in informal recreation was highest in television and seeing home movies. Nineteen percent of the boys and sixty-six percent of the girls indicated that they would like to see more television programs. Thirty boys and seventeen girls would like to have home movies. Twelve boys and three girls would like to do more loafing. Twenty-two girls and 5 boys would like to assist more in planning the home menus. Twenty-eight percent of the boys and eighteen percent of the girls are desirous of planning more vacations.

The boys had little interest in a play hour with children. Only three

boys were desirous of a greater participation in this activity and the number of girls was nineteen. Twenty boys and fifteen girls indicated a desire to read more together. Thirty-five boys and ten girls would like to participate in more story-telling. There were more girls desirous of visiting and entertaining friends than boys. Eight boys and eighteen girls showed that they would like to write more letters.

Special Occasions:

In the area of special occasions, interest was similar in all divisions. Nineteen boys and seventeen girls were desirous of participating in more birthdays and anniversaries. Twelve boys and twelve girls would like more holiday participation.

Handicrafts:

The boys expressed little desire for additional activity in handicraft in general. The division of leather work, metal work, and water coloring were the only areas checked by twenty-five percent or more of the boys. Forty boys indicated they would like to engage in leather carving, forty-two in leather tooling, twenty-two in iron, twenty-two in aluminum, thirty in cooper, and thirty-two in tin. Eighteen boys desired more work in water coloring. The interest in learning new handicrafts was indicated by a large percentage of the girls, the greater interest being shown in smocking, shell craft, block printing. Twenty girls indicated they were interested in learning more about batik, twenty-four in bead craft, twenty-seven in crocheting. There were thirty-nine girls interested in china painting, thirty in doll making, and twenty-seven in drawn work.

Etching, finger painting, finger weaving, hemstitching, and hooking held similar interest for the girls. The interest was highest in etching in which thirty-six individuals indicated interest and lowest in hook-

ing, which was checked by fourteen.

Thirty-six girls were interested in learning more about knitting. Twenty-three girls expressed interest in aluminum, twenty-one in millinery, thirteen in oil painting, sixteen in pottery making, twenty-four in quilting and thirty in sewing.

Hobbies:

The area of hobbies was broken down into four divisions--collecting things, doing things, learning to do things and making things.

Collecting Things:

Individual interest in hobbies of doing things was minor. There was not a great difference in the amount of interest shown by boys and girls. More interest was shown by the seventh, eighth, and ninth grade classes than by the higher grades.

More students showed an interest in collecting pictures than any other item. Forty-four boys and girls indicated their interest in this activity. Collecting phonograph records held interest for forty-three individuals and forty-two students indicated interest in collecting coins.

Doing Things:

Many students indicated little interest in doing things. Most of the activities were checked by less than twenty-five percent of the individuals. Boy Scout, Girl Scout, agricultural club work, and the making and playing of musical instruments elicited more interest than the other activities of this group.

Learning to Do Tricks:

Individual and group interest in learning to do tricks was slight. Sixteen boys and ten girls indicated that they would like to participate more in doing amateur tricks. Twenty-four boys and twenty-three girls were interested in card tricks. Four boys and eighteen girls indicated an interest in palmis

Twenty-seven students expressed a desire to learn ventriloquism.

Making Things:

A greater interest was shown by girls in making things. However, the number of girls who indicated interest in making things was not great. Thirty-four girls indicated that they were interested in making Christmas cards, twenty-nine were interested in button making or decorating, and twenty-seven indicated that they would like to do work in basketry.

Sports:

The sports activities were divided into indoor sports and outdoor sports. The greatest amount of interest in indoor sports was shown in basketball. Thirty-eight boys and girls indicated that they would like to participate in more basketball. The activity ranking next in interest was bowling, in which twenty-six boys and eight girls reported interest. Fourteen individuals reported interest in darts, twenty-two in acrobatics, and twenty-four in tumbling. Only four boys indicated they would like additional participation in boxing and shuffle boards.

Outdoor Sports:

Greatest interest in additional participation in outdoor sports for boys was found in baseball, horseshoe playing, and swimming. Forty girls would like to participate in tennis, thirty-one desired swimming, twenty-three would like to engage in volley ball and forty girls would like to participate in golf.

Seventy-five individuals indicated no interest in hockey, rope skipping held no interest for sixty-five and sixty-six indicated that they had no interest in golf. The general interest in outside sports was similar in all classes.

TABLE IV

RECREATIONAL ACTIVITIES NOW PARTICIPATED IN BY 25% OR MORE OF THE YOUNG PEOPLE

Recreational Activities	Sexes				Grades								Where										
	Boys		Girls		7th-8th		9th		10th-11th		12th		Out of School		As a Group		Indi- vidually		Home		School		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
I. Creative Activi- ties																							
A. Dramatizing																							
-Acting out poems or plays	45	70	35	68	23	79	28	97	25	76	10	71	0	0	71	60	0	0	68	58	0	0	
-Doing drama- tic stunts	0	0	0	0	0	0	26	90	0	0	3	21	0	0	31	26	0	0	0	0	0	0	
-Acting out Bible stories	26	40	34	64	17	59	25	86	12	36	3	21	0	0	46	30	39	24	0	0	0	0	
-Playing charades	0	0	15	28	0	0	16	55	0	0	0	0	0	0	38	32	0	0	0	0	0	0	
-Participating in pageants	0	0	16	30	0	0	15	52	9	27	0	0	0	0	29	16	0	0	58	50	0	0	
-Memorizing poetry	31	48	24	45	14	48	16	55	16	48	10	71	0	0	39	24	29	16	49	33	30	33	
-Having puppet shows	0	0	16	30	0	0	14	48	0	0	0	0	0	0	0	0	0	0	38	32	0	0	
-Reading plays aloud	18	28	25	47	12	41	15	52	12	36	5	36	0	0	38	32	0	0	36	30	29	16	
-Producing sha- adow pictures	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
-Staging a play or circus	0	0	28	52	0	0	20	69	0	0	0	0	0	0	30	33	0	0	60	51	0	0	
-Studying stage production	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

TABLE IV (CONTINUED)

Recreational Activities	Sexes				Grades								Where									
	Boys		Girls		7th-8th		9th		10th-11th		12th		Out of School		As a Group		Indi- vidually		Home School			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
-Taking part in amateur dramatics	0	0	36	69	18	62	13	45	0	0	5	36	3	25	37	32	0	0	69	59	0	0
D. Improving per- sonal appear- ance																						
-Making such accessories as belts, scarves, etc.	0	0	50	94	19	66	9	31	11	30	9	64	6	50	32	27	29	16	60	51	0	0
-Making garments	0	0	36	69	0	0	15	52	9	27	5	36	6	50	31	26	35	30	55	47	0	0
C. Making home more attrac- tive and en- joyable																						
-Caring for flower, herb, rock, vege- table gar- dens	24	37	38	72	14	48	22	76	19	58	9	64	3	25	29	16	39	24	75	64	0	0
-Cooking; such as condy- making, exper- imental cook- ery, food decoration, foreign cookery	18	28	39	75	20	69	16	55	23	70	6	43	3	25	36	30	32	28	69	59	0	0

TABLE IV (CONTINUED)

Recreational Activities	Sexes				Grades								Where									
	Boys		Girls		7th-8th		9th		10th-11th		12th		Out of School		As a Group		Indi- vidually		Home School			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
-Construction of play fac- ilities																						
-for young children as play pen, sand box, see-saw, slide, swing	17	27	18	34	14	43	15	52	0	0	0	0	0	0	29	16	0	0	49	33	0	0
-for youth and adults as badmin- ton court, barbecue pit, lawn furniture, croquet court, tennis court	0	0	19	36	11	38	12	41	0	0	3	21	0	0	0	0	0	0	30	33	0	0
-Landscaping home grounds as building fences, mak- ing fish pond, planting an- nuals or per- ennials, plant- ing bulbs, shrubs and trees	27	43	23	45	10	34	20	69	17	52	7	50	0	0	29	16	29	16	43	37	0	0

TABLE IV (CONTINUED)

Recreational Activities	Sexes				Grades								Where									
	Boys		Girls		7th-8th		9th		10th-11th		12th		Out of School		As a Group		Indi- vidually		Home School			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
-making decor- ative arrange- ments using flowers, fruits, grasses, leaves, vegetables, and other in- teresting ma- terials	22	34	35	68	12	41	19	66	14	42	4	29	3	25	29	16	30	26	45	30	38	32
-making house- hold furnish- ings																						
-building furniture	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
-making lamps and shades	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
-preparing pic- tures for use; as framing and mounting	0	0	0	0	8	28	0	0	0	0	0	0	0	0	0	0	0	0	29	16	0	0
-making pic- tures as painting, etch- ing, oil paint- ing, water coloring, sketching	0	0	18	34	11	38	16	55	0	0	0	0	0	0	0	0	0	0	32	27	35	30

TABLE IV (CONTINUED)

Recreational Activities	Boys		Girls		7th-8th		9th		10th-11th		12th		Out of School		As a Group		Individually		Home		School		Where			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
-Sculpting with clay, metal, stone, soap	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
-Need carving	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
D. Making play equipment																										
-For younger children; corn-stalk or spool dolls, doll clothes, doll furniture, spool tractors	0	0	0	0	0	0	0	2	21	9	27	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
-For youth and adults as check-or board, crib-bags board, dart board, ping-pong table, and others	0	0	0	0	0	0	0	3	24	0	0	3	21	0	0	0	0	0	0	0	0	0	0	0	0	
II. Educational Activities																										
A. In the home; as																										
-Corresponding with folks from other countries	0	0	14	27	0	0	0	7	24	15	15	5	36	4	13	0	0	0	0	0	0	0	24	20	0	0

TABLE IV (CONTINUED)

Recreational Activities	Sexes				Grades								Where									
	Boys		Girls		7th-8th		9th		10th-11th		12th		Out of School		As a Group		Indi- vidually		Home School			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
-Discussing current events with family members	18	28	33	64	8	28	11	38	15	45	6	43	3	25	29	16	0	0	42	36	69	59
-Learning an- cient myths	0	0	13	25	7	24	8	28	0	0	0	0	0	0	0	0	0	0	29	16	0	0
-Listening to concerts; music of other lands	18	28	20	25	8	28	7	24	11	30	0	0	9	75	0	0	0	0	76	64	0	0
-Listening to radio concerts	23	36	28	38	8	28	7	24	11	30	10	71	12	100	0	0	0	0	82	70	0	0
-Listening to news broadcasts and radio forums	43	67	33	64	8	28	13	45	25	76	14	100	12	100	35	21	48	41	30	33	69	59
-Making a file of home im- provements, and home decor- ation ideas	0	0	16	30	7	24	0	0	8	24	4	29	0	0	0	0	0	0	0	0	30	33
-Making a map of recreational activities in the community	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
-Participating in musical activities	0	0	29	55	9	31	14	48	13	39	7	50	0	0	29	16	0	0			78	67
-Reading about other cultures	0	0	13	25	0	0	0	0	0	0	6	43	0	0	0	0	0	0	0	0	0	0

TABLE IV (CONTINUED)

Recreational Activities	Sexes				Grades								Where										
	Boys		Girls		7th-8th		9th		10th-11th		12th		Out of School		As a Group		Indi- vidually		Home		School		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
-Studying archi- tecture of var- ious cultures	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
-Studying art, painting of var- ious cultures	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
-Studying cos- tume design	0	0	14	27	0	0	10	34	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
-Studying geo- graphy by making maps, making trips, playing map games, singing geography songs	0	0	22	42	11	38	15	52	0	0	3	21	0	0	32	27	0	0	0	0	48	41	
-Studying garden catalogues	0	0	15	28	0	0	12	41	9	27	0	0	0	0	39	33					38	32	
-Studying languages	0	0	14	27	0	0	8	28	0	0	7	50	0	0	0	0	0	0	0	38	32	0	0
-Studying nature by caring for birds and animals	23	36	0	0	0	0	13	45	0	0	6	43	0	0	0	0	0	0	0	69	59	0	0
-Taking study courses	16	25	0	0	0	0	8	24	0	0	0	0	0	0	0	0	0	0	0	0	0	29	16
-Beekeeping	0	0	0	0	0	0	0	0	0	0	3	21	0	0	0	0	0	0	0	0	0	0	0
-Reading	21	33	44	82	11	38	15	52	20	60	8	57	12	100	28	24	40	34	89	76	98	84	

TABLE IV (CONTINUED)

	Scores										Where									
	(Grades)																			
	Boys	Girls	7th-8th	9th	10th-11th	12th	Out of School	As a Group	Indi-	Where										
Recreational Activities	N	%	N	%	N	%	N	%	N	%										
B. Outside the home																				
--Attending con-	0	0	14	27	0	0	3	28	0	0	0	0	0	0	0	0	0	0	0	0
certs																				
--Attending lec-	0	0	0	0	0	0	0	0	0	0	4	29	8	67	0	0	0	0	0	0
tures and																				
forums																				
--Attending	25	29	32	60	11	36	17	59	14	42	3	21	12	100	23	28	0	0	0	0
plays																				
--Attending stu-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
dy groups																				
--Nature study;	17	27	17	32	9	31	8	28	15	45	0	0	0	0	0	0	0	0	0	0
hiking, iden-																				
tifying birds,																				
flowers, trees,																				
snare	17	27	17	32	9	31	8	28	15	45	0	0	0	0	0	0	0	0	0	0
--Participating	0	0	28	58	0	0	7	24	21	64	7	50	0	0	30	33	0	0	0	0
in musical																				
Groups as chor-	0	0	28	58	0	0	7	24	21	64	7	50	0	0	30	33	0	0	0	0
al or instru-																				
ment																				
--Reading at	20	21	25	50	9	31	8	28	17	52	7	50	6	50	29	16	0	0	0	0
library																				
--Visiting art	0	0	0	0	0	0	0	0	0	0	2	21	0	0	0	0	0	0	0	0
galleries																				
--Visiting his-	0	0	0	0	0	0	0	0	0	0	4	29	0	0	0	0	0	0	0	0
toric land-																				
marks																				
--Visiting	17	27	13	25	7	24	13	45	0	0	3	21	0	0	0	0	0	0	0	0
museums																				

TABLE IV (CONTINUED)

Recreational Activities	Sexes				Grades								Where									
	Boys		Girls		7th-8th		9th	10th-11th		12th		Out of School		As a Group		Indi- vidually		Home		School		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
-Visiting pro- grams and ex- positions of different countries and races	0	0	0	0	0	0	8	28	0	0	0	0	0	0	0	0	0	0	0	0	0	0
III. Play Activities																						
A. Indoor games and activities																						
-Active games and activities	18	28	16	30	0	0	15	52	12	36	4	29	0	0	0	0	0	0	31	26	72	62
-Balls	0	0	0	0	0	0	3	28	0	0	0	0	0	0	0	0	0	0	0	0	0	0
-Dinner table games as bean passing or 'twen- ty questions	0	0	0	0	12	41	12	41	0	0	0	0	0	0	0	0	0	0	42	36	29	16
-Invalid games as paper cut- outs or sketching	0	0	14	27	0	0	6	23	0	0	0	0	0	0	0	0	0	0	33	28	0	0
-Party games such as human bingo or neighbors	20	31	26	58	11	38	10	34	14	42	9	64	5	42	43	47	0	0	32	27	75	64
-Quiet games as mental games occupations, table games	0	0	17	32	6	20	7	24	15	45	4	29	0	0	26	23	0	0	42	36	69	59

TABLE IV (CONTINUED)

Recreational Activities	Sexes				Grades								Where										
	Boys		Girls		7th-8th		9th		10th-11th		12th		Out of School		As a Group		Indi- vidually		Home		School		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
-Rainy-day acti- vities as dress- up, family dra- matics, trea- sure hunt, making candy, popping corn, or sketching	29	45	35	66	18	62	14	48	22	67	10	71	0	0	44	38	0	0	31	26	47	40	
-Games for all family members as 'I Spy', Spin the Bottle, Button-Button, and others	0	0	26	49	13	45	13	45	0	0	3	21	0	0	0	0	0	0	31	26	49	42	
-Folk dancing	0	0	24	45	14	48	9	31	0	0	4	29	0	0	0	0	0	0	0	0	38	32	
B. Outdoor games and activities																							
-Active games, as relay, capture the flag, or scavenger hunt	17	27	14	27	8	28	8	26	14	42	0	0	0	0	0	0	0	0	0	43	37	36	30
-Picnic games as "New York" and Tug-O-War	0	0	13	25	0	0	0	0	14	48	0	0	0	0	0	0	0	0	0	0	30	26	
-Organized team games as base- ball, croquet, horseshoes, soft- ball, tennis	27	42	31	59	18	62	12	41	19	57	8	57	51	44	0	0	0	0	42	36	79	68	

TABLE IV (CONTINUED)

Recreational Activities	Sexes				Grades								Where									
	Boys		Girls		7th-8th		9th		10th-11th		12th		Out of School		As a Group		Indi- vidually		Home		School	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
-Auto riding for pleasure	36	56	43	81	14	48	15	52	25	76	12	86	12	100	60	51	0	0	106	91	0	0
-Bicycling	24	38	33	64	15	52	16	55	15	45	5	36	6	50	39	24	30	26	69	59	0	0
-Boating	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
-Camping	22	35	14	27	0	0	12	41	13	39	8	57	0	0	30	26	0	0	0	0	0	0
-Day outings	17	27	22	42	8	28	16	55	0	0	3	21	5	42	29	16	0	0	46	39	33	26
-Fishing	26	40	32	61	15	52	16	55	10	57	6	43	0	0	41	35	31	26	68	58	0	0
-Hunting ber- ries, nuts	19	30	15	28	0	0	14	48	10	30	4	29	0	0	0	0	0	0	31	26	0	0
-Hunting wild game	28	44	0	0	0	0	0	0	17	52	3	21	5	42	0	0	0	0	42	36	0	0
-Motor camping	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
-Picnics	30	47	37	69	16	55	19	66	16	48	9	64	7	58	56	47	0	0	29	16	75	68
IV. Home Recreational Activities Shared with Family Members and Others																						
A. Informal recrea- tion																						
-Conversation	0	0	37	69	0	0	20	69	0	0	11	79	10	83	51	44	0	0	34	20	69	59
-Enjoying music as singing and listening	29	45	52	98	14	48	19	66	25	76	14	100	9	75	56	50	27	23	79	68	21	26
-Loafing	0	0	0	0	0	0	0	0	0	0	5	36	0	0	0	0	0	0	0	0	0	0
-Planning menus or other family entertainment	0	0	48	90	17	59	17	59	9	27	8	57	3	25	35	30	0	0	34	20	48	32

TABLE IV (CONTINUED)

Recreational Activities	Sexes				Grades								Where									
	Boys		Girls		7th-8th		9th		10th-11th		12th		Out of School		As a Group		Indi- vidually		Home School		School	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
-Planning va- cations	26	40	33	64	15	52	18	62	15	45	9	64	0	0	32	27	0	0	0	0	30	26
-Play hour with children	0	0	21	39	9	31	14	48	0	0	0	0	0	0	0	0	0	0	32	27	0	0
-Playing table games	19	30	19	36	7	24	0	0	13	39	5	36	7	58	30	26	0	0	36	30	30	26
-Reading to- gether	0	0	18	34	7	24	8	28	11	30	6	43	0	0	0	0	0	0	29	16	59	69
-Seeing home movies	17	27	14	27	0	0	0	0	11	30	5	36	5	42	0	0	0	0	30	26	0	0
-Story telling	17	27	15	28	9	31	7	24	11	30	5	36	0	0	0	0	0	0	33	28	45	38
-Television programs	24	38	16	30	9	31	7	24	20	61	4	29	4	33	28	23	0	0	31	26	0	0
-Visiting or en- tertaining others	17	27	37	70	0	0	14	48	16	48	10	71	8	67	36	30	0	0	29	16	0	0
-Writing letters	34	53	38	72	10	34	19	66	19	58	13	93	10	83	33	28	39	24	45	38	69	59
B. Special occa- sions																						
-Celebration of birthdays and anniversaries	22	33	28	38	14	48	7	24	18	54	8	57	3	25	38	32	0	0	70	51	0	0
-Holidays	21	34	42	79	13	45	15	52	18	54	11	79	5	42	55	42	0	0	89	76	44	38
-Reunions	0	0	0	0	0	0	0	0	10	30	6	43	0	0	0	0	0	0	0	0	0	0
-Parties as card costume, danc- ing, and na- tionality	24	38	24	45	8	28	12	41	16	48	5	36	7	58	39	24			36	31	76	65

TABLE IV (CONTINUED)

Recreational Activities	Boys		Girls		7th-8th		9th		10th-11th		12th		Out of School		As a Group		Indi- vidually		Home		School		Where			
	N		%		N		%		N		%		N		%		N		%		N		%			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
V. Handicrafts																										
-Bibli	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
-Bead craft	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
-Block printing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
-Crossstitching	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
-Crane painting	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
-Doll making	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
-Drawn work	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
-Etching	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
-Finger painting	0	15	28	0	0	0	0	8	28	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	22	
-Finger weaving	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
-Nagitching	0	0	16	30	0	0	0	0	7	24	0	0	0	0	0	0	0	0	0	0	0	0	0	0	30	
-Knocking	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
-Knitting	0	0	13	25	0	0	0	0	7	24	0	0	0	0	0	0	39	24	0	0	0	0	0	0	0	0
-Lace making	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
-Leather carving	0	0	0	0	0	0	0	0	0	0	10	30	0	0	0	0	0	0	0	0	0	0	0	0	0	
-Leather tooling	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
-Metal work																										
-Aluminum	0	0	0	0	0	0	0	0	0	8	24	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
-Copper	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
-Iron	0	0	0	0	0	0	7	24	8	24	3	21	0	0	0	0	0	0	0	0	0	0	0	0	0	
-Tin	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
-Welding	0	0	0	0	0	0	0	7	24	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
-Oil painting	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
-Poster making	0	0	17	32	0	0	12	45	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	29	
-Quilting	0	0	24	45	8	28	8	28	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	16	
-Sewing	0	0	48	89	14	48	15	52	14	42	7	50	3	25	20	26	29	16	19	33	69	50	0	0	0	
-Shell craft	0	0	0	0	0	0	0	10	34	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

TABLE IV (CONTINUED)

Recreational Activities	Sexes				Grades								Where									
	Boys		Girls		7th-8th		9th		10th-11th		12th		Out of School		As a Group		Indi- vidually		Home		School	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
-Sketching	0	0	0	0	0	0	12	41	0	0	0	0	0	0	0	0	0	0	0	0	0	0
-Smocking	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
-Stenciling	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
-Stitchery	0	0	0	0	0	0	8	28	0	0	0	0	0	0	0	0	0	0	0	0	0	0
-Swedish weaving	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
-Tatting	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
-Textile weaving	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
-Waffle weaving	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
-Water coloring	0	0	16	30	7	24	12	41	0	0	3	21	0	0	0	0	0	0	31	26	42	36
-Wrap packages	0	0	23	45	7	24	10	34	15	45	0	0	0	0	31	26	30	26	48	32	29	16
VI. Collective Activities																						
A. Hobbies																						
-Autographs	0	0	21	40	0	0	10	34	8	24	7	50	0	0	0	0	29	16	0	0	36	31
-Books	0	0	17	32	0	0	8	24	8	24	3	21	0	0	0	0	31	26	33	28	0	0
-Bottles	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
-Butterflies	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
-Cartons	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
-Coins	0	0	0	0	0	0	0	0	9	27	0	0	0	0	0	0	0	0	0	0	0	0
-Dolls	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
-Fashion plates	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
-Flowers	0	0	15	28	9	31	0	0	8	24	3	21	0	0	29	16	0	0	38	32	0	0
-Foreign money	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
-Glass	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

TABLE IV (CONTINUED)

Recreational Activities	Boys		Girls		7th-8th		9th		10th-11th		12th		Out of School		As a Group		Individually		Home School		
	N		%		N		%		N		%		N		%		N		%		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
-Insects	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
-Leaves	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
-Match folders	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
-News items	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
-Old coins	0	0	0	0	0	0	0	0	0	4	22	0	0	0	0	0	0	0	0	0	29
-Phonograph records	0	0	17	22	0	0	0	0	11	30	5	26	0	0	0	0	0	0	0	0	21
-Pictures	0	0	23	45	0	0	0	0	2	27	7	50	0	0	0	0	0	0	0	0	0
-Poems	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
-Post cards	0	0	0	0	7	24	0	0	0	0	4	29	0	0	0	0	0	0	0	0	0
-Records	0	0	27	50	12	41	0	0	12	26	9	64	5	42	0	0	0	0	0	0	39
-Rocks	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
-Shells	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
-Stamps	0	0	0	0	0	0	0	0	0	0	3	21	0	0	0	0	0	0	0	0	0
B. Doing things																					
-Club work																					
-MFA or MFA	46	72	52	100	18	62	18	62	30	91	10	71	10	82	106	50	0	0	0	0	0
-Garden club	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
-Social club	0	0	13	21	0	0	0	0	0	0	0	0	7	58	46	20	0	0	0	0	38
-A-Y club	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
-Chemistry ex-																					
-perimentation	0	0	0	0	0	0	0	0	0	0	3	21	0	0	0	0	0	0	0	0	0
-Helping with children's clubs as																					
-Boy scouts	21	32	0	0	0	0	0	0	15	45	0	0	0	0	0	0	0	0	0	0	0
-Camp fire girls	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

TABLE IV (CONTINUED)

Recreational Activities	Sexes				Grades								Where										
	Boys		Girls		7th-8th		9th		10th-11th		12th		Out of School		As a Group		Indi- vidually		Home		School		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
-Girl scouts	0	0	14	27	7	24	8	28	0	0	0	0	0	0	0	0	0	0	0	33	28	0	0
-Y-teens	0	0	29	55	7	24	14	48	0	0	3	21	0	0	0	0	0	0	0	0	0	0	0
-Making and playing musi- cal instru- ments	0	0	17	32	9	31	13	45	0	0	4	29	0	0	39	24	42	36	29	16	31	26	
-Metal craft	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
-Model building																							
-Airplanes	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
-Boats	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
-Cars	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
-Trains	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
-Photography	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
-Square dancing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
C. Learning to do tricks																							
-Amateur magic	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
-Card tricks	0	0	0	0	0	0	8	28	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
-Palmistry	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
-Ventriloquism	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
D. Making things																							
-Basketry	0	0	0	0	0	0	8	28	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
-Bead craft	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
-Block printing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
-Button making or decoration	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
-Candle wicking	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
-Ceramics	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

TABLE IV (CONTINUED)

Recreational Activities	Sexes				Grades								Where								
	Boys		Girls		7th-8th		9th		10th-11th		12th		Out of School		As a Group		Indi- vidually		Home School		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
-Christmas cards	0	0	19	36	0	0	15	52	0	0	0	0	0	0	0	0	0	0	0	0	0
-Clay modeling	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
-Cork craft	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
-Felt craft	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
VII. Sports																					
A. Indoor																					
-Bowling	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
-Darts	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
-Gymnasium exercises	0	0	0	0	0	0	0	0	10	30	0	0	0	0	0	0	0	0	0	0	0
-Acrobatics	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
-Tumbling	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
-Boxing	17	37	0	0	0	0	0	0	10	30	3	21	0	0	0	0	0	0	0	0	0
-Shuffleboard	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
-Basketball	20	31	24	45	7	24	15	52	15	45	7	50	0	0	59	50	0	0	0	0	0
B. Outdoor																					
-Archery	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
-Canoeing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
-Fishing	24	38	0	0	0	0	9	31	11	30	4	29	5	42	0	0	29	16	0	0	0
-Horseback riding	0	0	0	0	0	0	0	0	12	36	3	21	0	0	0	0	0	0	0	0	0
-Ice skating	0	0	15	28	0	0	14	48	0	0	0	0	0	0	0	0	0	0	0	0	0
-Playing badminton	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
-Playing baseball	20	38	0	0	7	24	11	38	18	54	5	36	3	25	0	0	78	67	0	0	78

TABLE IV (CONTINUED)

Recreational Activities	Sexes				Grades								Where									
	Boys		Girls		7th-8th		9th		10th-11th		12th		Out of School		As a Group		Indi- vidually		Home School			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
-Playing basketball	32	50	28	58	10	34	12	41	28	85	10	71	0	0	72	62	72	62	0	0	0	0
-Playing croquet	0	0	0	0	0	0	9	31	8	24	3	21	3	25	0	0	33	28	0	0	33	28
-Playing golf	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
-Playing handball	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
-Playing hockey	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
-Playing horseshoes	19	30	0	0	7	24	8	28	10	30	4	29	4	33	34	20	31	26	41	35	0	0
-Playing ping-pong	0	0	0	0	0	0	0	0	9	27	0	0	0	0	0	0	0	0	0	0	0	0
-Playing soccer	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
-Playing softball	33	52	27	51	15	52	13	45	20	60	7	50	4	33	78	67	0	0	0	0	78	67
-Playing tennis	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
-Playing volleyball	0	0	23	43	11	38	11	38	11	30	4	29	0	0	34	20	0	0	0	0	30	26
-Roller skating	21	34	23	43	0	0	12	41	0	0	7	50	12	100	49	63	53	0	0	0	0	0
-Rope skipping	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
-Trap shooting	0	0	0	0	8	28	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
-Swimming	26	40	16	30	0	0	17	59	15	45	4	29	5	42	44	38	52	45	0	0	0	0

TABLE V

RECREATIONAL ACTIVITIES IN WHICH YOUNG PEOPLE WOULD LIKE TO PARTICIPATE
AND IN WHICH THEY HAVE NO INTEREST

Recreational Activities	Sexes				Grades								No Interest										
	Boys		Girls		7th-8th		9th		10th-11th		12th		Out of School		As a Group		Individually		As a Group		Individually		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
I. Creative Activities																							
A. Dramatizing																							
-Acting out poems or plays	25	39	30	57	5	17	20	69	12	36	6	43	12	100	45	38	10	8	0	0	15	13	
-Doing dramatic stunts	19	30	24	45	12	41	12	41	8	24	0	0	11	91	15	13	18	16	0	0	40	34	
-Playing charades	11	17	31	58	12	41	10	34	11	30	5	36	4	33	35	22	7	5	0	0	30	26	
-Acting out Bible stories	18	28	15	28	8	28	11	38	9	27	0	0	5	42	30	26	3	2	0	0	20	17	
-Participating in pageants	16	25	20	38	5	17	12	41	4	12	0	0	5	42	36	30	0	0	0	0	39	34	
-Memorizing poetry	10	16	23	43	6	20	8	28	10	30	6	43	3	25	3	2	30	26	0	0	40	34	
-Having puppet shows	2	3	39	74	18	62	10	34	13	39	0	0	0	0	37	32	5	4	0	0	39	34	
-Reading plays aloud	12	19	8	15	5	17	0	0	12	41	3	21	0	0	10	8	10	8	44	38	39	34	
-Producing shadow pictures	22	34	20	38	9	31	13	45	8	24	3	21	9	75	37	32	5	4	36	30	79	68	
-Staging a play or circus	36	56	7	13	14	48	16	55	4	12	0	0	9	75	43	37	0	0	29	24	0	0	

TABLE V (CONTINUED)

Recreational Activities	Sexes				Grades								No Interest									
	Boys		Girls		7th-8th		9th		10th-11th		12th		Out of School		As a Group		Indi-vidually		As a Group		Indi-vidually	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
-Studying																						
stage pro- ductions	18	28	20	38	6	20	13	45	5	15	3	21	11	91	22	19	16	14	55	47	30	26
-Taking part in amateur dramatics	20	31	18	34	5	17	15	52	10	30	0	0	8	67	8	7	30	26	30	25	45	38
B. Improving Personal Appearance																						
-Making such accessories as belts, scarves, etc.	2	3	34	64	6	20	17	59	10	30	0	0	3	25	25	21	11	9	0	0	0	0
-Making parments	0	0	31	58	7	24	16	55	4	12	0	0	4	33	18	16	11	9	30	26	20	17
C. Making home more attractive and enjoyable																						
-Caring for flower, herb, rock, vegeta- ble gardens	25	39	13	25	5	17	15	52	10	30	0	0	8	67	30	26	8	7	40	34	18	16
-Cooking; such as candy mak- ing, experi- mental cook- ery, food decoration, foreign cookery	20	31	30	57	8	28	17	59	13	39	5	36	7	58	10	8	40	34	18	16	18	16

TABLE V (CONTINUED)

Recreational Activities	Sexes				Grades								No Interest									
	Boys		Girls		7th-8th		9th		10th-11th		12th		Out of School		As a Group		Indi-vidually		As a Group		Indi-vidually	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
-Construction of play fac- ilities																						
-for young children as play-pen, sand box, see-saw, slide, swing	25	39	21	40	15	52	13	45	4	12	7	50	7	58	44	38	2	2	18	15	0	0
-for youth and adults, croquet court, ten- nis courts	35	55	13	25	14	48	14	48	5	15	7	50	8	67	48	41	0	0	42	32	30	26
-Landscaping home grounds as building fences, mak- ing fish pond, plant- ing annuals or perennials, planting bulbs, shrubs, and trees	44	67	12	23	9	31	17	59	12	36	9	64	9	75	50	43	6	5	0	0	26	22

TABLE V (CONTINUED)

Recreational Activities	Series				Grades								Out of School		As a Group		Indi- vidually		No Interest			
	Boys		Girls		7th-8th		9th		10th-11th		12th		School		Group		Indi- vidually		As a Group		Indi- vidually	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
-Making decor- ative ar- rangements using flow- ers, fruits, grasses, leaves, ve- getables, and other interesting materials	16	25	32	60	13	45	12	41	10	30	8	57	5	42	29	25	19	16	17	14	5	4
-Making house- hold furnish- ings																						
-Building furniture	32	50	4	8	8	28	13	45	4	12	4	29	7	58	34	20	2	2	18	15	7	6
-Making lamps and shades	22	34	13	25	12	41	6	20	8	24	4	29	5	42	6	5	29	25	16	14	42	32
-Preparing pictures for use; as framing and mounting	30	47	21	40	15	52	17	59	8	24	5	36	6	50	39	34	12	12	22	10	5	4

TABLE V (CONTINUED)

Recreational Activities	Sexes				Grades								No Interest									
	Boys		Girls		7th-8th		9th		10th-11th		12th		Out of School		As a Group		Indi-vidually		As a Group		Indi-vidually	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
-Making pic- tures as painting, etching, oil painting, water color- ing, sketch- ing	18	28	17	32	14	48	9	31	3	11	3	21	6	50	30	26	5	4	19	16	27	23
-Making pottery	30	47	6	11	9	31	6	20	4	12	6	43	11	91	29	25	6	5	20	17	15	13
-Making quilts	2	3	38	70	12	41	7	24	4	12	6	43	5	42	35	22	5	4	16	14	42	32
-Making rugs woven, braided, crocheted, hooked or knitted	8	13	30	57	7	24	9	31	9	27	6	43	7	58	16	14	22	10	20	17	12	12
-Making sha- dow boxes	19	30	7	13	0	0	11	38	3	11	3	21	9	75	13	11	12	12	11	9	8	7
-Making slip- covers and cushions	9	14	31	58	9	31	12	41	10	30	0	0	9	75	10	8	30	26	26	22	0	0
-Making wall hangings; crayon, em- broidery, or woven	4	6	30	57	12	41	7	24	3	11	4	29	8	67	22	10	18	15	15	13	9	8

TABLE V (CONTINUED)

Recreational Activities	Sexes				Grades								Out of School				As a Group				Individually				No Interest			
	Boys		Girls		7th-8th		9th		10th-11th		12th		School		Group		Indi-		As a		Indi-		As a		Indi-			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
-Painting																												
china	2	3	23	44	10	34	10	34	5	15	0	0	11	91	20	17	5	4	29	25	0	0						
-Redecorating																												
walls	34	55	17	32	10	34	15	52	9	27	7	50	10	83	34	20	17	14	0	0	0	0						
-Refinishing																												
furniture	33	51	12	23	12	41	9	31	11	30	5	36	8	67	20	17	25	21	16	14	0	0						
-Refinishing																												
floors	41	66	3	5	12	41	10	34	9	27	6	43	7	58	9	8	35	30	10	5	0	0						
-Reupholster-																												
ing furni-																												
ture	13	20	29	55	8	28	8	28	12	36	5	36	9	75	16	14	26	22	8	7	5	4						
-Sculpting																												
with clay,																												
metal, stone																												
soap	10	16	14	26	9	31	7	24	0	0	4	29	4	33	10	8	14	12	23	20	9	8						
-Wood carv-																												
ing	21	33	9	17	10	34	7	24	0	0	5	36	8	67	24	20	6	5	34	20	4	3						
D. Making play																												
equipment																												
-For younger																												
children;																												
cornstalk or																												
spool dolls,																												
doll furni-																												
ture, spool																												
tractors	43	67	12	23	11	38	16	55	16	48	6	43	6	50	50	43	5	4	19	16	11	9						

TABLE V (CONTINUED)

Recreational Activities	Sexes				Grades								Out of School		As a Group		Indi- vidually		No Interest				
	Boys N	Boys %	Girls N	Girls %	7th-8th		9th		10th-11th		12th		N	%	N	%	N	%	N	%	N	%	N
-For youth and adults as checker board, dart board, ping- pong table, and others	35	55	8	15	13	45	16	55	8	24	4	29	6	50	40	34	3	2	31	26	3	2	
II. Educational																							
Activities																							
A. In the home,																							
as																							
-Correspond- ing with folks from other countries	16	25	19	36	10	34	9	31	11	30	8	57	7	58	22	19	13	11	19	16	10	8	
-Discussing current events with family members	15	24	21	40	10	34	10	34	0	0	12	86	4	33	36	30	0	0	29	25	31	26	
-Learning ancient myths	14	22	7	13	9	31	0	0	0	0	7	50	5	42	21	17	0	0	41	35	26	22	
-Listening to concerts; music of other lands	4	6	24	45	8	28	9	31	8	24	3	21	0	0	26	22	2	2	12	12	17	14	
-Listening to radio concerts	8	13	13	25	7	24	10	34	0	0	4	29	0	0	15	13	6	5	21	17	12	12	

TABLE V (CONTINUED)

Recreational Activities	Sexes				Grades								Out of School		As a Group		Indi- vidually		No Interest			
	Boys		Girls		7th-8th		9th		10th-11th		12th								As a Group		Indi- vidually	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
-Listening to news broad- casts and radio forums	16	25	22	42	9	31	13	45	11	30	5	36	0	0	33	28	5	4	18	15	17	14
-Making a file of home im- provements, and home de- coration ideas	22	34	16	30	7	24	11	38	13	39	7	50	0	0	36	30	2	2	28	24	25	21
-Making a map of recrea- tional acti- vities in the community	16	25	13	25	0	0	13	45	0	0	6	43	10	83	26	22	3	2	30	26	22	19
-Participating in musical activities	11	17	14	26	7	24	7	24	0	0	4	29	7	58	6	5	19	16	40	34	26	22
-Reading about other cultures	6	9	9	17	0	0	0	0	0	0	7	50	9	75	13	11	2	2	49	42	19	16
-Studying arch- itecture of various cultures	17	26	2	4	0	0	11	38	0	0	5	36	3	25	19	16	0	0	32	28	17	14
-Studying art, painting of various cultures	26	43	13	25	7	24	11	38	0	0	10	71	11	91	30	26	9	8	20	17	21	17

TABLE V (CONTINUED)

Recreational Activities	Sexes				Grades								No Interest									
	Boys		Girls		7th-8th		9th		10th-11th		12th School		Out of As a Group		Indi- vidually		As a Group		Indi- vidually			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
-Studying costume design	3	5	20	38	9	31	0	0	0	0	6	43	8	67	18	15	5	4	0	0	30	26
-Studying geography by making maps, making trips, playing map games, singing geography songs	16	25	14	26	7	24	8	28	0	0	5	36	10	83	30	26	0	0	0	0	18	15
-Studying garden catalogues	6	9	2	4	8	28	0	0	0	0	0	0	0	0	8	7	0	0	0	0	25	21
-Studying languages	33	51	26	49	18	62	9	31	11	30	10	71	11	91	5	4	0	0	0	0	39	34
-Studying nature by caring for animals and birds	26	43	18	34	17	59	0	0	13	39	5	36	9	75	35	22	9	8	8	7	12	12
-Taking study courses	20	31	5	9	15	52	0	0	0	0	5	36	5	42	10	8	15	13	10	8	40	34
-Beekeeping	20	31	2	4	8	28	0	0	9	27	5	36	0	0	0	0	22	19	35	30	6	5
-Reading	14	22	7	13	11	38	0	0	0	0	6	43	4	33	12	12	9	8	7	6	10	8
B. Outside the home																						
-Attending concerts	13	20	12	23	8	28	10	34	0	0	3	21	4	33	20	17	5	4	20	17	12	12

TABLE V (CONTINUED)

Recreational Activities	Sexes				Grades								Out of		As a		Indi-		No Interest			
	Boys		Girls		7th-8th		9th		10th-11th		12th		School		Group		vidually		As a		Indi-	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
-Attending lectures and forums	12	19	16	30	10	34	11	38	0	0	7	50	0	0	18	15	10	8	16	14	31	26
-Attending plays	14	22	20	38	3	23	0	0	8	24	6	43	12	100	13	15	16	14	12	12	0	0
-Attending study groups	4	6	16	30	7	24	0	0	0	0	5	36	8	67	20	17	0	0	40	34	6	5
-Nature study hiking, iden- tifying birds, flowers, trees, stars	21	33	22	42	15	52	12	41	0	0	6	43	10	83	43	38	0	0	15	13	22	25
-Participating in musical groups as cho- ral or in- strumental	19	30	14	26	7	24	8	28	0	0	7	50	11	91	21	25	4	3	8	7	15	13
-Reading at library	8	13	20	38	8	28	9	31	0	0	3	21	8	67	3	2	25	21	6	5	4	3
-Visiting art galleries	35	55	20	38	17	59	13	62	0	0	8	57	12	100	45	38	10	8	3	2	6	5
-Visiting his- toric land- marks	30	47	9	17	11	38	7	24	8	24	8	57	5	42	31	26	8	7	6	4	10	8
-Visiting museums	30	47	23	45	11	38	11	38	12	36	7	50	12	100	32	28	21	17	10	8	7	6

TABLE V (CONTINUED)

Recreational Activities	Sexes				Grades								No Interest									
	Boys		Girls		7th-8th		9th		10th-11th		12th		Out of School		As a Group		Individually		As a Group		Individually	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
-Visiting programs and exhibitions of different countries and races	30	47	15	28	16	55	13	45	0	0	10	71	6	50	40	34	5	4	15	13	30	26
III. Play Activities																						
A. Indoor games and activities																						
-Active games as charade	18	28	12	23	12	41	0	0	0	0	7	50	11	91	30	26	0	0	17	14	17	14
-Darts	7	10	5	9	7	24	0	0	0	0	0	0	5	42	12	12	0	0	30	26	42	32
-Dinner table games as bean passing or 'twenty questions'	10	16	17	32	12	41	9	31	0	0	6	45	0	0	27	21	0	0	16	14	0	0
-Invalid games as paper cut-outs or sketching	6	9	10	19	0	0	8	28	0	0	4	29	4	33	10	8	16	14	19	16	49	42
-Party games such as human bingo or neighbors	15	24	26	49	9	31	12	41	10	30	4	29	6	50	41	35	0	0	10	8	45	38
-Quiet games as mental games, occupations, table games	22	34	20	38	11	38	9	31	9	27	3	21	10	83	38	32	4	3	0	0	18	15

TABLE V (CONTINUED)

Recreational Activities	Sexes				Grades								No Interest									
	Boys		Girls		7th-8th		9th		10th-11th		12th		Out of School		As a Group		Individually		As a Group		Individually	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
-Rainy-day activities as dress-up, family dramatics, treasure hunt, making candy, popping corn, or sketching	7	10	35	66	11	38	8	28	11	30	5	36	8	67	30	26	12	12	0	0	19	16
-Games for all family members as 'I Spy', Spin the Bottle, Button-Button, and others	6	9	12	23	10	34	0	0	0	0	4	29	4	33	40	34	0	0	17	14	21	17
-Folk dancing	17	26	17	32	0	0	8	28	9	27	5	36	12	100	19	16	15	13	5	4	6	5
B. Outdoor games and activities																						
-Active games as relay, capture the flag, or scavenger hunts	29	45	20	38	20	68	10	34	10	30	6	43	3	25	39	33	10	8	14	12	0	0

TABLE V (CONTINUED)

Recreational Activities	Sexes				Grades								No Interest									
	Boys		Girls		7th-8th		9th		10th-11th		12th		Out of School		As a Group		Indi- vidually		As a Group		Indi- vidually	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
-Picnic games as 'New York' and Tug-o- War	10	16	25	47	12	41	7	24	0	0	8	57	8	67	21	17	5	4	9	8	0	0
-Organized team games as base- ball, cro- quet, horse- shoes, softball, tennis	31	48	14	26	11	38	0	0	15	45	7	50	12	100	45	38	0	0	21	17	0	0
-Auto riding for pleasure	19	30	17	32	10	34	7	24	15	45	4	29	0	0	35	22	1	2	0	0	29	25
-Bicycling	21	33	18	34	10	34	8	28	10	30	4	29	7	58	4	3	35	30	6	5	7	6
-Boating	20	47	25	47	15	52	15	52	12	36	6	43	7	58	46	30	9	8	18	15	12	12
-Camping	26	42	22	42	14	48	12	41	11	30	6	42	5	42	48	41	0	0	0	0	13	15
-Day outings	19	30	22	42	12	41	8	28	11	30	5	36	5	42	39	34	2	3	0	0	21	26
-Fishing	16	25	16	30	11	36	10	34	0	0	5	36	6	50	20	17	12	12	9	8	15	13
-Hunting berries, nuts	11	17	15	28	12	41	11	38	0	0	0	0	3	25	19	16	6	5	12	12	4	3
-Hunting wild game	21	33	9	17	11	38	7	24	0	0	3	21	9	75	14	12	16	14	15	13	13	11
-Motor camping	13	20	12	23	9	31	8	28	0	0	4	29	4	33	23	20	2	3	4	3	20	17
-Picnics	7	10	10	38	11	38	0	0	12	36	5	36	0	0	19	16	8	7	0	0	27	23

TABLE V (CONTINUED)

Recreational Activities	Sexes				Grades								Out of School				As a Group				No Interest			
	Boys		Girls		7th-8th		9th		10th-11th		12th		School		Group		Indi- vidually		As a Group		Indi- vidually			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
IV. Home Recreation- al Activities Shared With Family Members and Others																								
A. Informal recreation																								
-Conversation	11	17	6	11	10	34	0	0	0	0	7	50	0	0	16	14	0	0	0	0	15	13		
-Enjoying music as singing and listening	13	20	10	19	11	38	0	0	9	27	3	21	0	0	11	9	12	12	5	4	9	8		
-Loafing	12	19	3	5	3	10	2	7	1	3	1	7	8	67	10	8	5	4	69	58	40	34		
-Planning men- us or other family enter- tainment	5	8	22	42	0	0	8	26	8	24	0	0	11	91	20	17	7	6	11	9	9	8		
-Planning vacations	18	26	19	36	0	0	14	48	14	42	4	29	5	42	34	20	3	2	0	0	0	0		
-Play hour with children	3	5	19	36	9	31	9	31	0	0	0	0	4	33	5	4	17	14	26	22	49	41		
-Playing table games	2	3	26	49	11	36	14	48	14	42	0	0	8	67	42	32	5	4	0	0	21	17		
-Reading to- gether	20	31	15	28	8	28	11	38	16	48	0	0	0	0	35	22	0	0	35	30	0	0		
-Seeing home movies	30	47	17	32	12	41	16	55	8	24	7	50	4	33	40	34	7	6	0	0	0	0		

TABLE V (CONTINUED)

Recreational Activities	Boys		Girls		7th-8th		9th		10th-11th		12th		Out of School	As a Group	Individually	As a Group	Individually						
	N	%	N	%	N	%	N	%	N	%	N	%						N	%	N	%		
-Story telling	35	55	10	19	11	28	11	28	16	48	3	21	4	33	43	27	2	3	14	12	28	24	
-Television programs	12	19	35	66	10	34	12	41	8	24	2	64	8	67	47	40	47	40	0	0	0	0	0
-Visiting or entertaining others	8	13	20	38	10	34	7	24	8	24	4	29	0	0	25	13	3	2	0	0	0	0	0
-Writing letters	8	13	18	34	8	28	7	24	8	24	3	21	0	0	0	0	26	22	18	15	0	0	0
D. Special occasions																							
-Celebration of birthdays and anniversaries	19	30	17	32	0	0	13	45	10	30	6	43	7	58	29	25	7	6	0	0	25	30	
-Holidays	12	19	12	23	0	0	11	38	0	0	4	29	9	75	23	20	1	2	0	0	0	0	
-Reunions	18	29	15	28	7	24	13	45	0	0	4	29	9	75	35	28	0	0	0	0	42	22	
-Parties as card, costume, dancing, and nationally	16	25	12	23	10	34	0	0	8	24	0	0	10	83	28	23	0	0	0	0	5	4	
V. Handicrafts																							
-Beitk	3	5	20	38	10	34	10	34	0	0	3	21	0	0	13	11	10	8	18	15	12	12	
-Bead craft	16	25	24	45	0	0	12	41	13	39	3	21	12	100	5	4	25	22	22	25	0	0	
-Block printing	4	6	41	77	7	24	11	38	11	30	8	57	8	67	20	17	25	12	12	16	16	14	
-Crocheting	0	0	27	50	7	24	9	31	8	24	3	21	0	0	14	12	13	11	12	22	12	12	
-Cloning painting	10	16	29	54	16	55	13	45	10	30	5	36	5	42	9	8	40	24	0	0	8	7	

TABLE V (CONTINUED)

Recreational Activities	Sexes				Grades								Out of School		As a Group		Indi- vidually		No Interest			
	Boys		Girls		7th-8th		9th		10th-11th		12th		School		Group		Indi- vidually		As a Group		Indi- vidually	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
-Tatting	0	0	31	52	7	24	12	41	5	15	4	29	3	25	7	6	24	20	40	34	37	32
-Textile weaving	4	6	35	66	12	41	12	41	4	12	4	29	7	58	14	14	23	30	29	25	30	17
-Waffle weaving	6	9	35	66	14	48	10	34	8	24	3	21	6	50	36	30	36	30	15	13	10	8
-Water coloring	18	28	18	34	12	41	13	45	0	0	5	36	6	50	36	30	20	17	17	14	67	57
-Wrap packages	13	20	30	57	0	0	19	66	8	24	7	50	9	75	0	0	43	37	8	8	13	11
VI. Collective Activi- ties																						
A. Hobbies																						
-Autographs	5	8	9	17	9	31	0	0	0	0	0	0	5	42	2	2	12	12	65	56	49	42
-Books	19	30	8	15	12	41	11	38	0	0	4	29	0	0	20	17	7	6	44	38	36	30
-Bottles	0	0	15	28	8	28	7	24	0	0	0	0	0	0	0	0	15	13	75	64	18	15
-Butterflies	11	17	5	9	9	31	7	24	0	0	0	0	0	0	16	14	0	0	50	43	82	70
-Cartons	11	17	14	26	9	31	10	34	0	0	0	0	6	50	5	4	20	17	49	42	53	50
-Coins	19	30	12	23	9	31	14	48	0	0	3	21	5	42	0	0	31	26	64	65	8	7
-Dolls	0	0	11	20	0	0	8	28	0	0	0	0	3	25	0	0	11	19	51	43	13	11
-Fashion plates	12	19	9	17	8	28	0	0	8	26	0	0	5	42	10	8	21	17	49	42	17	14
-Flowers	9	5	28	53	10	34	13	45	0	0	3	21	5	42	12	12	19	16	30	26	26	24
-Foreign money	23	36	19	36	10	34	11	38	10	30	3	21	8	67	18	15	24	20	16	14	7	6
-Glasses	4	6	20	38	73	45	8	28	0	0	3	21	0	0	0	0	24	20	63	64	13	11
-Insects	6	9	4	8	10	34	0	0	0	0	0	0	0	0	10	8	0	0	73	67	85	73
-Leaves	11	17	6	11	10	34	7	24	0	0	0	0	6	50	17	14	0	0	48	41	61	52
-Match folders	0	0	12	23	9	31	0	0	0	0	3	21	0	0	0	0	12	12	73	67	67	57
-News items	20	31	18	34	11	38	16	55	0	0	5	36	6	50	19	16	19	16	76	64	10	8

TABLE V (CONTINUED)

Recreational Activities	Sexes				Grades												As a		No Interest			
	Boys		Girls		7th-8th		9th		10th-11th		12th		School		Group		Indi-					
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%				
-Old coins	19	20	16	30	13	45	15	52	11	30	0	0	6	50	14	12	21	17	40	34	8	7
-Phonograph records	20	31	23	42	11	28	16	55	8	24	3	21	5	42	3	2	40	34	33	28	18	15
-Pictures	20	47	14	26	12	41	12	41	9	27	4	29	7	58	19	16	25	21	21	17	20	17
-Poems	18	28	16	30	8	28	14	48	0	0	4	29	8	67	15	13	19	16	17	14	49	42
-Post cards	2	2	14	26	8	28	8	28	0	0	0	0	4	33	0	0	15	14	30	50	40	24
-Recipes	0	0	13	25	0	0	13	45	0	0	0	0	0	0	1	2	12	12	69	58	44	38
-Rocks	7	10	4	8	0	0	8	28	0	0	0	0	3	25	4	3	7	6	54	45	22	25
-Shells	2	2	8	8	0	0	0	0	0	0	4	29	6	50	0	0	10	8	49	42	32	28
-Stamps	20	31	17	32	8	28	12	41	8	24	3	21	6	50	10	8	27	22	72	62	14	12
B. Doing things																						
- Club work																						
-NFA or NFA	8	13	16	30	0	0	0	0	10	30	3	21	7	58	20	17	4	2	0	0	0	0
-Garden club	4	6	17	32	9	31	8	28	0	0	4	29	0	0	11	9	10	8	41	35	67	57
-Social club	20	31	7	13	13	45	7	24	11	20	7	50	0	0	27	23	0	0	55	47	8	7
-4-H club	23	36	20	37	9	31	8	28	17	52	7	50	12	100	27	23	26	22	12	12	14	12
-Chemistry experiments	18	28	13	25	9	31	7	24	0	0	6	43	9	75	20	17	11	9	21	17	43	37
-Helping with children's clubs as																						
-Boy scouts	29	60	0	0	2	31	15	52	8	24	0	0	7	58	39	34	0	0	48	42	61	53
-Camp fire																						
-Girls	0	0	46	87	13	45	12	41	9	27	7	50	5	42	21	17	25	21	5	4	15	72
-Girl scouts	0	0	42	79	11	38	12	41	8	24	7	50	4	33	31	26	12	12	14	12	19	11
-Y-teens	0	0	24	45	11	38	0	0	8	24	5	36	0	0	23	20	1	2	6	5	10	8

TABLE V (CONTINUED)

Recreational Activities	Sexes				Grades								No Interest										
	Boys		Girls		7th-8th		9th		10th-11th		12th		Out of School		As a Group		Indi-vidually		As a Group		Indi-vidually		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
-Making and playing musical instruments	20	31	40	75	15	52	15	52	13	39	7	50	10	83	43	37	7	6	7	6	7	6	
-Metal craft	21	33	16	30	10	34	8	28	0	0	8	57	11	91	15	13	22	20	41	35	54	46	
-Model building	18	28	5	9	11	38	7	24	0	0	5	36	0	0	15	13	8	7	72	62	49	42	
-Airplanes	24	37	6	11	9	31	0	0	9	27	5	36	7	58	19	16	11	9	43	37	18	15	
-Boats	20	31	4	8	9	31	0	0	0	0	4	29	7	53	20	17	4	3	67	54	8	7	
-Cars	19	30	4	8	8	28	0	0	0	0	6	43	9	75	15	13	8	7	34	29	19	16	
-Trains	15	24	0	0	8	28	0	0	0	0	4	29	3	25	15	13	0	0	72	62	49	42	
-Photography	21	33	26	49	10	34	11	38	15	36	5	6	9	75	20	17	27	23	29	25	15	13	
-Square dancing	22	34	28	53	13	45	10	34	11	30	6	43	10	83	50	43	0	0	64	55	18	15	
C. Learning to do tricks																							
-Amateur magic	16	25	10	19	12	41	0	0	0	0	6	43	8	67	20	17	6	5	49	42	21	17	
-Card tricks	24	37	23	42	13	45	9	31	9	27	7	50	9	75	19	16	28	24	17	15	62	53	
-Palmyistry	4	6	13	24	8	28	0	0	0	0	6	43	8	67	20	17	2	3	48	39	36	30	
-Ventriloquism	17	26	10	19	7	24	0	0	8	24	6	43	6	50	13	15	9	8	41	35	30	26	
D. Making things																							
-Basketry	6	9	27	50	13	45	0	0	10	30	5	36	5	42	21	17	12	12	59	50	19	16	
-Bead craft	4	6	26	49	12	41	0	0	6	24	5	36	5	42	13	11	17	14	62	53	42	32	
-Block printing	10	16	21	40	10	34	7	24	0	0	6	43	8	67	14	12	17	14	33	28	67	57	
-Button making or decoration	0	0	29	55	12	41	7	24	0	0	4	29	6	50	9	8	20	11	70	51	16	14	

TABLE V (CONTINUED)

Recreational Activities	Boys			Girls			7th-8th			9th			10th-11th			12th			School			Out of		As a		Indi-		No Interest	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
-Candle	0	0	20	28	10	24	0	0	0	0	0	0	6	43	4	32	12	12	8	7	56	47	19	16					
-Mickling	8	13	22	42	8	28	0	0	0	0	2	27	5	36	8	67	25	22	4	2	69	58	7	6					
-Ceramics	8	12	24	64	12	41	12	41	9	27	6	42	2	25	21	17	21	17	21	17	67	57	14	12					
-Christmas cards	5	8	14	26	10	24	0	0	0	0	5	36	4	22	10	8	9	8	9	8	52	45	44	38					
-Clay modeling	1	2	19	36	9	21	0	0	0	0	5	26	6	50	10	8	10	8	10	8	72	62	16	14					
-Cork craft	2	5	26	49	9	21	0	0	10	20	2	21	7	58	14	12	15	13	13	14	47	40	67	57					
-Felt craft	26	43	8	15	10	24	0	0	8	24	6	42	10	62	14	12	20	17	20	17	67	57	44	38					
-Dovling	9	14	4	8	9	21	0	0	0	0	4	29	0	0	12	11	0	0	0	0	70	60	22	25					
-Darts	16	25	7	12	9	21	8	28	0	0	6	42	0	0	19	16	4	2	16	4	51	43	41	25					
-Gymnasium exercises	6	9	16	20	8	28	0	0	0	0	7	50	7	58	2	3	20	17	61	52	44	31	21						
-Acrobatics	2	3	22	42	7	24	0	0	0	0	7	50	10	62	7	6	17	14	46	39	29	25	25						
-Juggling	4	6	0	0	0	0	0	0	0	4	29	6	50	18	15	3	2	21	17	16	14	14							
-Dancing	4	6	0	0	0	0	0	0	0	4	29	0	0	0	0	4	3	6	5	50	43								
-Shuffleboard	20	31	18	24	8	28	8	28	8	28	5	36	2	75	38	32	0	0	29	25	0	0	0						
-Basketball	23	26	0	0	10	34	0	0	0	0	5	36	8	67	23	20	0	0	33	28	70	60							
-Archery	10	16	7	12	10	34	0	0	0	0	2	21	4	33	8	7	10	8	37	57	21	17	17						
-Golfing	18	24	3	5	11	38	0	0	0	0	4	29	6	50	18	15	11	9	32	27	16	14	14						
-Fishing	4	6	16	20	12	41	0	0	0	0	5	36	3	25	9	8	11	9	32	27	19	16	16						
-Horseback riding	8	13	16	30	12	41	0	0	0	0	6	42	6	50	21	17	3	2	46	39	21	17	17						
-Ice skating	12	20	6	11	13	45	0	0	0	0	5	26	7	58	18	15	7	6	69	58	38	22	22						
-Playing badminton																													

VII. Sports

A. Indoor

B. Outdoor

TABLE V (CONTINUED)

Recreational Activities	Sexes				Grades								No Interest									
	Boys		Girls		7th-8th		9th		10th-11th		12th		Out of School		As a Group		Individually		As a Group		Individually	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
-Playing baseball	44	67	0	0	7	24	15	52	14	42	4	29	6	50	44	38	0	0	24	20	12	12
-Playing basketball	21	33	20	38	11	38	10	34	12	26	0	0	8	67	41	35	0	0	19	16	14	12
-Playing croquet	9	14	16	20	13	45	0	0	0	0	4	29	8	67	23	30	2	3	55	47	12	12
-Playing golf	5	8	40	75	12	41	8	28	11	30	8	57	6	50	35	30	10	8	66	56	24	20
-Playing handball	21	13	0	0	10	34	0	0	0	0	5	36	6	50	21	17	0	0	70	60	8	7
-Playing hockey	25	31	0	0	11	38	0	0	0	0	8	43	8	67	16	14	6	5	75	56	21	17
-Playing horsemanship	30	47	8	15	11	38	10	34	10	30	0	0	7	58	38	32	0	0	27	23	0	0
-Playing ping-pong	26	43	20	38	11	38	9	31	11	30	5	36	10	83	46	39	0	0	21	17	16	14
-Playing soccer	19	30	0	0	9	31	0	0	0	0	6	43	4	33	19	16	0	0	61	52	8	7
-Playing softball	19	30	18	34	7	24	10	34	9	27	7	50	4	33	37	31	0	0	28	24	0	0
-Playing tennis	15	24	40	78	11	38	12	41	12	36	8	57	12	100	55	47	0	0	13	11	0	0
-Playing volleyball	6	9	23	43	9	31	8	28	0	0	4	29	8	67	28	25	0	0	38	32	11	9
-Roller skating	18	28	19	36	9	31	7	24	11	30	10	71	0	0	16	14	21	17	14	12	20	17
-Rope skipping	27	44	0	0	9	31	7	24	0	0	7	50	4	33	20	17	7	9	65	56	26	22
-Trap shooting	16	25	2	4	9	31	0	0	0	0	3	21	6	50	18	15	0	0	35	30	21	17
-Swimming	30	47	21	58	11	38	13	45	18	54	9	64	10	83	50	43	11	9	27	23	15	13

Summary of Findings

1. All of the young people believed additional recreational facilities were needed in the community and were interested in helping plan and develop a recreational program. All except one were willing to help make the needed equipment.
2. Dramatizing ranked highest as an activity engaged in by both boys and girls. Ninth grade students especially enjoyed doing dramatic stunts, and eighth grade girls especially enjoyed amateur dramatics. They engaged in these activities to a greater extent in groups than individually.
3. Almost 79 percent of the girls reported taking part in amateur dramatics, while none of the boys did so.
4. Ninety-four percent of the girls enjoyed making belts and scarves.
5. Over two-thirds of the girls made garments for themselves, over fifty percent of which were made at home.
6. Seventy-two percent of the girls showed interest in making homes more attractive.
7. Three-fourths of the girls reported that they engaged in making, experimental cookery, food decoration, and foreign cookery.
8. The ninth grade pupils ranked highest in the construction of play facilities for young children. Over half of them were engaged in this activity.
9. Twenty-four percent of the ninth grade pupils engaged in making shadow boxes, while none of the others showed interest.
10. The twelfth grade was the only class which participated in the re-upholstering of furniture. Twenty-one percent of this group enjoyed this activity.
11. All groups enjoyed the educational activities in the home, such as

corresponding with folk from other countries except the seventh and eighth grade.

12. Practically all groups expressed interest in making home more attractive and enjoyable by landscaping home grounds as building fences, and etc., except the out-of-school youth.
13. The seventh, eighth, and ninth grades were engaged in learning ancient myths, the ninth grade ranked highest. A majority of the classes enjoyed listening to concert, music of other lands, except the twelfth grade. These activities were enjoyed at home. The twelfth and out-of-school youth showed most participation in listening to news broadcasts and radio forums, both showed 100 percent participation.
14. The out-of-school youth was the only group not engaged in musical activities while very little interest was manifested in reading about other cultures.
15. Twenty-seven percent of the girls expressed interest studying costume designing, while the boys indicated no interest. Almost fifty percent of the students enjoyed studying geography by making trips, playing map games, and singing geography songs. These activities were enjoyed at school.
16. The ninth and twelfth grades were the only grades engaged in studying catalogues and languages. They also exhibited more interest studying nature by caring for birds and animals. All groups were engaged in reading, the out-of-school youth ranked highest.
17. There was a great deal of interest in activities outside the home by almost all groups.
18. Indoor play activities were enjoyed most at home by the groups that were participating. The ninth grade indicated more interest than

any of the other groups.

19. Both sexes and all grades enjoyed organized team games, with girls participating more frequently. It was reported that the out-of-school youth enjoyed auto riding for pleasure more than any of the groups. There was also an appreciable amount of interest shown in bicycling by both sexes, and grades, with the ninth grade scoring highest.
20. It was indicated that 100 percent of the seniors were engaged in conversations, enjoying music as singing, and listening. They also showed interest in loafing. Over one-third of the class was engaged in loafing.
21. Over three-fourths of the pupils were engaged in special occasion activities.
22. Both sexes were engaged in few of the handicraft activities. There seems to be a need for a development of interest in this area of activities.
23. The twelfth grade showed the greatest interest in the collective activities. It was reported that nine of the twelfth grade students were engaged in this activity.
24. The girls expressed 100 percent participation in club work and the boys expressed 46 percent.
25. In sports both sexes enjoyed indoor and outdoor activities. Basketball ranked highest as the indoor activity of both sexes. Of the outdoor sports, basketball, baseball, softball and roller skating were the most interesting to them.

CHAPTER V

SUGGESTIONS FOR A RECREATIONAL PROGRAM FOR
NEGRO YOUTH IN WATONGA, OKLAHOMA

The basic conception of what constitutes a "good" community recreation program, according to Lee, is that it

. . . Must include the discovery of potential interests, talents, and skills, training and education in the creative use of leisure, and wide variety of opportunities to serve the multitudinous interests - physical, social, musical, dramatic, nature, etc. - of different individuals.¹

Butler has observed that "cities are increasingly building their programs upon this basic conception."² He suggests 25 criteria which he considers to be essential --- for adequate community recreation programs regardless of the size or type of community.³ These criteria are listed below:

1. Provide equality of opportunity for all. This democratic principle applies particularly in the field of recreation. For example, as far as possible all neighborhoods should have adequate playgrounds, not just favored few. Facilities and programs should be sufficiently broad and well distributed to enable all the people to be served.
2. Provide a wide range of individual choices in different types of activities. It should not be devoted primarily to a single type of activity such as athletic games and sports, to neglect of other interests, but should include games, music, arts, and crafts, nature, drama, social recreation, and other activities.
3. Continue throughout the year. People need recreation 12 months of the year, and a responsibility rests upon the city to provide a year round program. Activities are especially needed during seasons when other recreation opportunities are very limited.
4. Serve all ages. It should provide for children of all ages, young people and adults, including the old folks. Facilities for golf should not be expanded if children's play needs are thereby neglected and in meeting the demand for youth programs, the older people's needs should not be overlooked.

¹Joseph Lee, "Certain Basic Assumptions Underlying the Work of the National Recreation Association," *Recreation* (October, 1934).

²George Butler, Introduction to Community Recreation (New York, 1949), 228.

³Ibid., p. 229.

5. Provide equally for both sexes. Until recently men and boys received a lion's share of consideration in the program; now women and girls are taking advantage of the increasing opportunities which are rightfully being for them. The promotion of recreation activities in which both sexes may participate together is also important.
6. Encourage family recreation. Many forms of recreation tend to divide or separate the family. Opportunities should be provided for the family to play together, either as a separate unit or with other family groups.
7. Utilize fully all existing facilities. Facilities which are idle or restricted to one or two activities when they might afford many types of recreation use represent an economic loss as well as a failure to realize their potentialities for service. Their use should be planned to yield the maximum returns.
8. Include passive as well as active forms of recreation. There are times when people do not desire strenuous activity. Some people find their greatest satisfaction in quiet passive forms. Programs should provide not only for vigorous participation but for the enjoyment that comes from watching, listening, or contemplation.
9. Provide activities for different periods of free time. Noon hours, afterschool periods, week ends, holidays, twilight hours, recess periods, vacations - all afford opportunities for recreation which require consideration in the program. Unless these periods are utilized, the needs of many people are likely to be neglected and valuable opportunities for service lost. The recreation needs of men who work nights or who have unusual free-time periods must not be overlooked.
10. Be related to other programs in the city. The demand for services by the recreation department is so great that it cannot afford to duplicate or overlap the recreation services of other agencies in the city nor to ignore them in its planning. Cooperation with other recreation agencies is essential in planning the program.
11. Carry over the leisure time skills and interests developed in the schools. It should make it possible and easy for young people who in school have played on athletic teams or taken part in other extracurricular activities to join groups in which their interests and abilities may continue to find satisfactory expression.
12. Provide activities of a progressive nature. Few people keep a long continuing interest in an activity unless it affords goals or objectives to be attained. Music, drama, or craft groups which function on different levels of skill or ability offer incentives for individuals to advance to higher achievement.
13. Include activities that will persist at the adult level. So many activities - physical and others - can be carried on into adult life that they should have an important part in community recreation programs. Swimming, tennis, and volley ball, for example, satisfy this criterion, whereas track events and football do not.
14. Offer possibilities for varying degrees of skill, aptitudes, and capacities. Some measure of success is necessary if the activity is to contribute to the individual's personality development and

- afford satisfaction. The person of average skill and the "dub" who represents a large majority of the people must be provided for as well as the "stars", and they need even greater encouragement.
15. Encourage individuals and groups to provide their own activities. If the program merely entertains people or provides activity at the playgrounds and centers, it is not serving its full purpose. It should stimulate interests and develop self-leadership so that the individuals and groups can better provide for their own recreation life.
 16. Furnish outlets for the satisfaction of the desire for social relationships. Through the recreation program people should have opportunities to achieve a sense of belonging, to develop the social qualities, and to experience the fellowship which results from participating membership in a group.
 17. Recognize the different tastes and interests of the individual. Important as group activity and interests are, there should be phases of the program in which the needs and personal development of the individual receive special consideration.
 18. Give people who participate a share in the planning and control. "Handing out" programs which can be taken or rejected is not a sound democratic process, nor does it contribute greatly to personal development. People desire and are entitled to share in determining the program. Only in this way does it truly reflect their desires and yield the greatest benefits.
 19. Place recreation opportunities with the financial abilities of all the people. Facilities and activities, no matter how great their potential value, render limited service if they are available only on payment of fees or charges which are large part of the population cannot afford. Many essential services must be free and easily accessible to all.
 20. Make possible the wisest use of available funds. In spending money for leadership, facilities, supplies, or other purposes, the best interest of the largest number of people should be considered. Unwise or extravagant expenditures for limited services deprive people who may need them most of essential recreation opportunities.
 21. Provide outlets for creative expression. Important as it is that large numbers of people be served activities in which the creative factor has little significance, the needs of the group who desire outlets for their creative ability should not be neglected. The possibilities of creative expression in physical activities as well as in cultural arts should also be recognized.
 22. Assure safe and healthful conditions for recreation activity. The contribution which outdoor bathing makes to health is widely accepted; but unless proper precautions are taken to assure safety and the purity of the water in which people swim, bathing may become a menace. Vigorous physical activity is essential to the people, but their health may be jeopardized by unwise participation or overexertion.
 23. Afford opportunities for developing good citizenship. There should be in the program activities in which team play is featured rather than individual achievement, where cooperation is stressed rather than competition, and where leadership and service opportunities are presented. Through the program people should learn by ex-

- perience the values of cooperative effort and community service.
24. Be based upon the specific interests and needs of the people in different parts of the city. It should not be patterned upon the desires of authorities or include their "pet" projects but rather should be adapted to different neighborhoods and reflect the genuine recreation requirements of people.
 25. Be sensitive to changing conditions and needs. Flexibility is an essential quality in the recreation program. Though advance planning is necessary, programs should be subject to revision as experience proves change to desirable.

In addition to criteria for judging a community recreation program, principles to be considered in planning and building such a program are needed. Nineteen recreation principles prepared by the National Recreation Association have been published in both magazines and books. Butler includes them in his recent book on community recreation in which he comments that these principles are "based upon the association's long experience and approved by hundreds of leaders in American Life" and that they afford "a foundation for the building of a recreation program for the building of a recreation program for the individual and the community."⁴

These principles are stated below:

1. Every child needs to be exposed to the growth giving activities that have brought satisfaction through the ages, - to climbing, chasing, tumbling; to tramping, swimming, dancing, skating, ball games; to singing, playing musical instruments, dramatizing; to making things with his hands, to working with sticks and stones and sand and water, to building and modeling; to caring for pets; to gardening, to nature; to trying simple scientific experiments; to learning team play, group activity and adventure, comradeship in doing things with others.
2. Every child needs to discover which activities give him personal satisfaction. In these activities he should be helped to develop the essential skills. Several of these activities should be of such a nature that he can keep them up in adult life.

⁴George D. Butler, Introduction to Community Recreation (New York, 1949), 218.

3. Every man should have certain forms of recreation which require little space and which can be fitted into small fragments of time.
4. Every man needs to know well a certain limited number of indoor and outdoor games which he himself likes so that there will never be an occasion when he cannot think of anything to do.
5. Every man should be helped to form the habit of finding pleasure in reading.
6. Most men should know at least a few songs with good music so that they may sing when they feel like it.
7. Every man should be helped to learn how to make something of beauty in line, form, color, sound, or graceful use of his own body.
8. Every man should be helped to form habits of being active, of breathing deeply in the sunlit outdoor air. Man thrives best in the sunlight.

Since living, not business, is the end of life, our cities should be planned for living as well as for business and industry. Sunlight, air, open spaces, parks, playgrounds, in abundant measure are essentials to any living that is to give permanent satisfaction.

9. Every man should be encouraged to find one or more hobbies.
10. It is of the greatest importance that every person be exposed to rhythm because without rhythm man is incomplete.
11. About one year in every ten of a man's life is spent in eating. It is of fundamental importance that this one-tenth of a man's life shall be so lit up by play of mind upon mind that eating shall not be a hurried chore but an opportunity for comradeship and for growth for the whole man. Eating should be a social occasion, in the home something of a ceremony.
12. Rest, repose, reflection, contemplation are in themselves a form of recreation and ought never to be crowded out by more active play.
13. Those recreation activities are most important which most completely command the individual so that he loses himself in them and gives all that he has and is to them.

⁵Ibid., pp. 218-219.

14. Ultimate satisfaction in recreation comes only through one's own achievement, of some kind.
15. The form of one's recreation as an adult, often, though not always, should be such as to use in part powers unused in the rest of one's life.
16. A man is successful in his recreation life in so far as the forms of activity he chooses create a play spirit, a humor, which to some extent pervades all his working hours, helping him to find enjoyment constantly in the little events of life.
17. The happy play of childhood is essential to normal growth. Normal men are most likely to grow from the children who have played well and happily. Normal men more easily continue normal as they keep up childhood habits of play.
18. Participation as a citizen in the cooperative building a better way of life in which all may share is one of the most permanently satisfying forms of recreation.
19. That children and men and women may be more likely to live this kind of life, experience shows there is need for community action:

Every community needs a person, and an unpaid committee or board charged with thinking, planning, and working to provide opportunity for the best possible use of the leisure hours of men, women, and children.

Community recreation programs should continue throughout the year.

Support of community recreation programs should be through tax funds under some department of the local government.

Every community should provide opportunity for its children when they leave school to continue the musical and dramatic and other specialized recreation activities which they have enjoyed during school days.

Community recreation program should allow for a broad range of tastes and interests and varying degrees of mental and physical energy.

Every community needs persons trained to lead in recreation just as much as it needs persons trained in education.

Satisfying recreation, whether for⁶ the individual or for the community, involves careful planning.

In suggesting a recreational program for the youth of Watonga these nineteen principles have been kept in mind as well as the twenty-five criteria listed on preceding pages. The activities which the young people

⁶Ibid., pp. 218-219.

indicated on their questionnaires that they would like to engage in have been given special consideration.

In general, attempting to satisfy these criteria, endeavoring to apply these principles and to enable the young people to do those things which they indicated a keen desire to do, became the objectives of proposed program, with certain limitations. For example, no attempt has been made to serve all ages. Only the age and range of the needs and interests of the youth studied have been considered.

Provisions in the plan have not been made for family recreation although its importance is clearly recognized; neither is it related to other recreational programs in the city because, at this time, there are none.

In outlining the general recreational program for a community, there are certain factors to be considered, the organizer should keep in mind the abilities and qualifications of the workers who are to conduct the planning, the previous experience of the community with a recreational program, the amount and type of supervision to be provided, the facilities available, and the emphasis to be laid on interplayground and community-wide activities. This provides a framework upon which the recreational program is built, each of them being designed to meet the special interests, and needs of the neighborhood served.

Making Plans for the Program

The idea of a program prepared in advance might seem out of place on the playground to which people come voluntarily to do only what they want to do. Yet only by planning can the playground's facilities or any be fully utilized, the varied play interests be served, and the leadership staff render the maximum service.

The leaders in the community, with varying abilities, training and experience should do the planning, because efficient leadership discovers the capacities and skills of people in the communities and enlists them for volunteer service.

These factors have been considered in the planning of the recreational program in Watonga. The people have selected a leadership committee of specialized trained individuals to work with the young people in the organization of the program. It is believed that the program will be more effective if the youth takes part in the planning. Although the general planning of the program is primarily of the executive, the work of forming the participating groups, of furnishing direct leadership, and guidance, and of caring for the details involved in carrying on the activities rest largely upon the recreational staff.

Heretofore there has not been an organized recreation program in Watonga, and not much thought has been given to advance planning for recreation based on the needs and interests of the youth. The activities now carried on by trained and untrained leaders meet only a small percentage of the needs and interests of the young people. It is the desire and wish of the citizens of Watonga to meet the needs and interests of all Negro youth in the future.

After considering the financial status of the community it was decided by the group that trained volunteer help be solicited in special areas to get the program on its way until an adequate system of financing the program is attained. The following plans have been advanced for financing the program. First the civic organization shall assess each member an annual recreational fee. Organizations have agreed to sponsor plays, talent shows, and bring to the community artists of state and national recognition. The

proceeds of these activities are to be accumulated and used as community recreational funds.

In addition a committee has been appointed to contact the city council and the Watonga board of education to request financial assistance. It is the opinion of the writer that the city council will provide an annual appropriation for the recreation program for the Negro youth of Watonga.

The leaders in Watonga have organized for a long time recreational plans which has to be developed gradually. The first step shall be the operation of summer playgrounds, indoor center activities, winter sports, picnic facilities, hobbies, craft or music activities, and other activities from time to time in response to demands from local groups and finally a recreation program is established under a full time executive.

Many plans have been made in relation to places for the young people to engage in various activities. The Superintendent and Board of Education have extended a cordial welcome to use the Dunbar School Auditorium, and the Agricultural Shop for recreational activities or any other part of the school plant that seems necessary. The local chapter of the American Legion has also extended an invitation to the group to their park where many of the outdoor activities may be carried on. The manager of the State Roman Nose Park has informed community leaders of the many possibilities of activity participation in the park, such as fishing, swimming, camping, and hiking.

The Available Facilities on Hand in Watonga

In the community of Watonga like many other small communities in Oklahoma, there is very little mechanized equipment such as sunlights, steam-bath and other gymnastic machines, but a program of this nature could be initiated to meet the needs of the community at a minimum cost.

There is an appreciable amount of equipment already on hand which means that a number of activities may be carried on without any expenses. The equipment on hand is as follows: four ping pong tables equipped, volleyball apparatus, shuffle board, football, basketball and baseball equipment, shop equipment that may be used for woodcrafts or some other crafts, sewing equipment such as sewing machines which may be used in the construction of garments and craft projects, pianos, and rhythm bank instruments.

Many activities may be carried on with no expenses such as community singing, debates, home talent plays, square dancing, table games, and many other activities.

It is the duty of the planning committee to select the activities to be carried on considering the interests, needs, and available facilities.

The planning committee which will begin to operate in the near future is composed of six members who were elected by citizens who attended a mass meeting called for the purpose of discussing the recreational needs of Watonga's young people. Each of these people are especially interested in, and qualified to direct, activities in one or more of the following areas of recreation: active games and sports, social activities, music activities, arts and crafts, drama activities, dancing, nature and outing activities, mental and linguistic activities, collecting and service activities. At a second mass meeting to be called in the near future, the citizens will be asked to select one of this group of six to serve as the director of the program. It is recognized that the final specific activities selected will be made by the group and that those proposed here will serve only as a point of departure, added from time to time in response to demands from local groups until a recreational program is established under a full-time executive.

Activities to Implement the Plans

Most community center activities can be classified according to the way in which they are organized and carried on. Informal, continuous, self-directing activities are provided in the room devoted to reading or quiet games, drama, chess, nature study, or hobbies are conducted on a club basis, although some clubs have a wide range of interests. Class organization is used for activities involving instruction such as tap dancing, millinery, public speaking, or certain kinds of crafts.

Organization of informal activities consists primarily of providing the facilities and equipment, of maintaining a hospitable and attractive atmosphere, and assuring to all who visit the center a cordial welcome and a pleasurable recreational experience. Through the game room, reading room, or lobby, many individuals get their first impression of the center. If they enjoy the experience and meet congenial people, they are likely to return and ultimately to participate in other features of the center program. The leader therefore encourages visitors to use the equipment, provides instruction in its use when necessary, helps the new comers to make acquaintance of others and to join in activities with them, finds out their interests and desires, and encourages them to join congenial groups and to take part in other activities.

Many of these activities may be carried on with no expenses such as community singing, debates, square dancing, table games, and many others. Clubs play an important role in the center program. They differ from many other center groups in that they usually have officers and a constitution, keep attendance records, charge dues, and set up qualifications for members. Some clubs devote themselves to a particular interest which provides the basis for the organization; others consist of neighborhood groups who just want to do things together and belong to some group.

Provisions will have to be made to carry on many of the activities such as playing tennis, band music, orchestras, and many others. It is believed that enough varied activities will be carried on to meet some of the interests of all the youth until adequate materials, facilities, and equipment can be obtained.

Provisions for Supervision

Provisions have been made for the selection of recreational unpaid supervisors. They are being selected by the group from the standpoint of qualification for the job. The individual must have an understanding and appreciation of the various activities conducted on playgrounds and play-fields, and in indoor recreation centers; must be familiar with methods of planning, equipping, and maintaining play areas and facilities; must be able to organize and conduct recreation programs, and train, supervise, and inspire assistants; must be able to meet the public and to discuss recreation problems intelligently; possess knowledge of the philosophy of recreation and of human needs, capacities, and interests in relation to recreation; possess knowledge of the scope and service of community agencies; be able to administer, organize, lead, and instruct in at least three of the following: playground games, sports, athletics, club work, social recreation, art, crafts, music, drama, hobbies, nature activities, folk dancing and experience in special areas. Due to a lack of funds the group solicited volunteered help in order to start the program.

After a consideration of the facilities and equipment available at present, the preliminary planning which has already been done, the recognized interests of the young people and the qualifications of the people who have already volunteered to give their services in developing a recreational program, a tentative program has been proposed.

SUGGESTED ACTIVITY SCHEDULE FOR THE YOUTH

WHAT	WHERE	WHEN
<u>I. Sports and games</u>		
1. Table games; checkers, canasta, bridge, chess, etc.	1. School Auditorium, gymnasium	1. Three evenings a week.
2. Low organized games such as firefly, hiding go seek, etc.	2. School gymnasium, American Legion Park.	2. Three evenings a week.
3. Tennis	3. Courts to be built	3. At their leisure when the courts are not in use.
4. Basketball	4. School gymnasium	4. At their leisure when the gymnasium is not in use.
5. Football	5. Watonga Stadium	5. At their leisure when the field is not in use.
6. Volley ball	6. School campus	6. At their leisure when school is not in session.
7. Baseball	7. American Legion Park	7. Two evenings a week.
8. Dartball	8. Gymnasium	8. Three times a week and at their leisure.
9. Table Tennis	9. Gymnasium	9. At their leisure.
10. Boxing	10. Gymnasium	10. Once a week.
11. Pocket Billiard	11. Gymnasium	11. Once a week at evening.
12. Croquet	12. School campus	12. At leisure when campus is not in use.
13. Softball	13. American Legion Park	13. Once a day in the evening.
14. Tournaments, Tennis and basketball	14. City Hall	14. Once a year.
<u>II. Dramatics</u>		
1. Dramatization of stories and ballads	1. School Auditorium	1. Once a week in evening.
2. Plays	2. School Auditorium	2. Once a month and at their leisure.
3. Skits	3. School Auditorium	3. Once a week.
4. Festivals	4. City Hall	4. Once a year.
5. Puppets	5. School Auditorium	5. Once every two weeks in evening.

WHAT	WHERE	WHEN
6. Drama Classes	6. School Auditorium	6. Three times a week.
III. <u>Dancing</u>		
1. Ballroom	1. School Auditorium and gymnasium	1. Once a week.
2. Tap	2. School Auditorium and gymnasium	2. Once a week.
3. Folk	3. School Auditorium and gymnasium	3. Once a week.
4. Square	4. School Auditorium and gymnasium	4. Once a week.
5. Modern	5. School Auditorium	5. Once a week.
IV. <u>Creative Art Classes</u>		
1. Sketching	Home Economics Laboratory	Twice a week and at leisure when the department is not in use.
2. Painting		
3. Modeling		
4. Carving		
5. Block printing		
6. Stenciling		
7. Basketry		
V. <u>Music</u>		
1. Bands	Parks and School Auditorium	1. Three times a week in evening. At their leisure.
2. Orchestras		2. Three times a week in evening, and at their leisure
3. String ensembles		3. Three times a week in evening and at their leisure.
4. Choruses		4. Three times a week in evening and at their leisure.
5. Opera groups		5. Once a month.

WHAT	WHERE	WHEN
VI. <u>Nature Study</u>		
1. Study of animal life	Field trips to places where animal and plant life abound such as creeks, parks, etc. At the school where animal and plant life might be observed. Movies and film strips.	Saturday mornings at their leisure time.
2. Study of plant life		
VII. <u>Arts and Crafts</u>		
1. Applied art: art and household novelties, gifts, home decorations, dress accessories, playthings	Home Economics Laboratory	Twice a week when the department is not in use.
2. Dressmaking and sewing: beginning and advance sewing, remodeling		
3. Interior decorating: Furniture arrangement, color schemes, draperies, wall and floor treatment		Once a week in the evening.
4. Knitting, crocheting, needlecrafts: dresses, sweaters, socks, mittens and etc.		
5. Weaving		
6. Woodwork: furniture making	6. Agricultural Workshop	
7. Red Cross Classes: First Aid, home nursing, home safety	7. Home Economics Department	
VIII. <u>Clubs</u>		
1. Athletic	1. Gymnasium	Once a month
2. Service	2. Classrooms	
3. Social	3. Home and Boy Scout Hut	
4. Civic	4. School Auditorium	
5. Science	5. Science Classroom	
6. Hobby	6. School Auditorium, gymnasium	

It is recognized that the activity schedule suggested is only tentative. It is realized that periodical revision of this schedule will be necessary from time to time if the future needs and demands of the youth are to be met. Finances must be obtained for the program to employ sufficient and efficient personnel before it can adequately meet the recreational needs of the youth. The cooperative endeavor of the leaders of the community will be required in order to carry out the suggestions made.

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Example: Now let's look at the check list and see how it goes. Item A under the creative activity of "dramatizing" has been answered for you as an example of how to fill in the rest of the check-list. From the way it is filled in we would judge that this student and his family participated both as a group and individually in some kind of talent night in a program with other families at school. The check (X) in column IV shows that this student would like to do more in expressing his own individual talent. If he were not interested, he would have checked one or both of the columns under V. Do you have any questions about how to go ahead in checking the items which follow?

I	II		III	IV		V		
	Which activity are you already enjoying?			Where, how, and with whom do you enjoy these activities?	Which activity would you like to do or learn		Which activity has no interest for you?	
	As a Group	Individually			As a Group	Individually	As a Group	Individually
RECREATIONAL ACTIVITY								
I. Creative Activities								
A. Dramatizing								
a. having talent night for family	X	X	At school, other families		X			
b. Acting out poems or plays								
c. Doing dramatic stunts								
d. Acting out Bible stories								
e. Playing charades								
f. Participating in pageants								
g. Memorizing poetry								
h. Having puppet shows								
i. Reading plays aloud								
j. Producing shadow plays								
k. Staging a play or circus								
l. Studying stage production								
m. Taking part in amateur dramatics								

I	II		III		IV		V	
	Which activity are you already enjoying?		Where, how, and with whom do you enjoy these activities?		Which activity would you like to do or learn?		Which activity has no interest for you?	
	As a Group	Individually			As a Group	Individually	As a Group	Individually
<u>RECREATIONAL ACTIVITY</u>								
B. Improving personal appearance								
a. Making such accessories as belts, scarves, etc.								
b. Making garments								
c. Making home more attractive and enjoyable								
1. Caring for flower, herb rock, vegetable gardens								
2. Cooking; such as candy-making, experimental cookery, food decoration, foreign cookery								
3. Construction of play facilities								
a. for young children as play-pan, sand box, see-saw, slide, swing								
b. for youth and adults as badminton court, barbecue pit, lawn furniture, croquet court, tennis court								
4. Landscaping home grounds as building fences, making fish pond, planting animals or perennials, planting bulbs, shrubs and trees								

I	II		III	IV		V	
	Which activity are you already enjoying?		Where, how, and with whom do you enjoy these activities?	Which activity would you like to do or learn?		Which activity has no interest for you?	
	As a Group	Individually		As a Group	Individually	As a Group	Individually
RECREATIONAL ACTIVITY							
5. Making decorative arrangements using flowers, fruits, grasses, leaves, vegetables, and other interesting materials							
6. Making household furnishings							
a. building furniture							
b. making lamps and shades							
c. preparing pictures for use; as framing and mounting							
d. making pictures as painting, etching, oil painting, water coloring, sketching							
e. making pottery							
f. making quilts							
g. making rugs; woven, braided, crocheted, hooked or knitted							
h. making shadow boxes							
i. making slip-covers and cushions							

I	II	III	IV	V
	Which activity are you already enjoying?	Where, how, and with whom do you enjoy these activities?	Which activity would you like to do or learn?	Which activity has no interest for you?
			As a Group	Individually
			As a Group	Individually
<u>RECREATIONAL ACTIVITY</u>				
j. making wall hangings; crayon, embroidery or woven				
k. painting china				
l. redecorating walls				
m. refinishing floors				
n. refinishing furniture				
o. reupholstering furniture				
p. sculpting with clay, metal, stone, soap				
q. wood carving				
D. Making play equipment				
1. for younger children; cornstalk or spool dolls, doll clothes, doll furniture, spool tractors				
2. for youth and adults as checker board, cribbage board, dart board, ping-pong table, and others				
II. Educational Activities				
A. In the home; as,				
1. corresponding with folks from other countries				

I	II		III	IV		V	
	Which activity are you already enjoying?		Where, how, and with whom do you enjoy these activities?	Which activity would you like to do or learn?		Which activity has no interest for you?	
	As a Group	Individually		As a Group	Individually	As a Group	Individually
<u>RECREATIONAL ACTIVITY</u>							
2.	discussing current events with family members						
3.	learning ancient myths						
4.	listening to concerts; music of other lands						
5.	listening to radio concerts						
6.	listening to news broadcasts and radio forums						
7.	making a file of home improvements, and home decoration ideas						
8.	making a map of recreational activities in the community						
9.	participating in musical activities						
10.	reading about other cultures						
11.	studying architecture of various cultures						
12.	studying art, painting of various cultures						
13.	studying costume design						
14.	studying geography by making maps, making trips, playing map games, singing geography songs						
15.	studying garden catalogues						
16.	studying languages						

I	II		III	IV		V	
	Which activity are you already enjoying?		Where, how, and with whom do you enjoy these activities?	Which activity would you like to do or learn?		Which activity has no interest for you?	
	As a Group	Individually		As a Group	Individually	As a Group	Individually
RECREATIONAL ACTIVITY							
17.	studying nature by caring for animals and birds						
18.	taking study courses						
19.	beekeeping						
20.	reading						
B. Outside the home							
1.	attending concerts						
2.	attending lectures and forums						
3.	attending plays						
4.	attending study groups						
5.	nature study; hiking, identifying birds, flowers, trees, stars						
6.	participating in musical groups as choral or instrumental						
7.	reading at library						
8.	visiting art galleries						
9.	visiting historic landmarks						
10.	visiting museums						
11.	visiting programs and expositions of different countries and races						
III. Play Activities							
A. Indoor games and activities							
1.	active games as charades						
2.	darts						

	I	II	III	IV	V
	Which activity are you already enjoying		Where, how, and with whom do you enjoy these activities?	Which activity would you like to do or learn?	Which activity has no interest for you?
RECREATIONAL ACTIVITY	As a Group	Individually		As a Group	Individually
3. dinner table games as bean passing or 'twenty questions'					
4. invalid games as paper cut-outs or sketching					
5. party games such as human bingo or neighbors					
6. quiet games as mental games, occupations, table games					
7. rainy-day activities as dress-up, family dramatics, treasure hunt, making candy, popping corn or sketching					
8. games for all family members as 'I Spy', Spin the Bottle, Button-Button and others					
9. folk dancing					
B. Outdoor games and activities					
1. active games, as relay, capture the flag, or scavenger hunts					
2. picnic games as 'New York' and Tug-o-war					
3. organized team games as baseball, croquet, horseshoes, softball, tennis					
4. auto riding for pleasure					

I	II		III	IV		V	
	Which activity are you already enjoying?		Where, how, and with whom do you enjoy these activities?	Which activity would you like to do or learn?		Which activity has no interest for you?	
	As a Group	Individually		As a Group	Individually	As a Group	Individually
<u>RECREATIONAL ACTIVITY</u>							
3.	reunions						
4.	parties as card, costume dancing, and nationality						
V. Handicrafts							
1.	batik						
2.	bead craft						
3.	block printing						
4.	crocheting						
5.	china painting						
6.	doll making						
7.	drawn work						
8.	etching						
9.	finger painting						
10.	finger weaving						
11.	hemstitching						
12.	hooking						
13.	knitting						
14.	lace making						
15.	leather carving						
16.	leather tooling						
17.	metal work						
	a. aluminum						
	b. copper						
	c. iron						
	d. tin						
18.	millinery						
19.	oil painting						
20.	poster making						
21.	quilting						
22.	sewing						
23.	shell craft						
24.	sketching						
25.	smocking						
26.	stenciling						

I	II		III	IV		V	
	Which activity are you already enjoying?		Where, how, and with whom do you enjoy these activities?	Which activity would you like to do or learn?		Which activity has no interest for you?	
	As a Group	Individually		As a Group	Individually	As a Group	Individually
<u>RECREATIONAL ACTIVITY</u>							
27.	stitchery						
28.	Swedish weaving						
29.	tatting						
30.	textile weaving						
31.	waffle weaving						
32.	water coloring						
33.	wrap packages						
<u>VI. Collective Activities</u>							
1. Hobbies							
a.	autographs						
b.	books						
c.	bottles						
d.	butterflies						
e.	cartoons						
f.	coins						
g.	dolls						
h.	fashion plates						
i.	flowers						
j.	foreign money						
k.	glass						
l.	insects						
m.	leaves						
n.	match folders						
o.	news items						
p.	old coins						
q.	phonograph records						
r.	pictures						
s.	poems						
t.	post cards						
u.	recipes						
v.	rocks						
w.	shells						
x.	stamps						

I	II		III	IV		V	
	Which activity are you already enjoying?		Where, how, and with whom do you enjoy these activities?	Which activity would you like to do or learn?		Which activity has no interest for you?	
	As a Group	Individually		As a Group	Individually	As a Group	Individually
<u>RECREATIONAL ACTIVITY</u>							
2. Doing things							
a. club work							
1. NHA or NFA							
2. garden club							
3. social club							
4. 4-H club							
b. chemistry experimentation							
c. helping with children's clubs, as:							
1. boy scouts							
2. camp fire girls							
3. girl scouts							
4. girl reserves							
d. making and playing musical instruments							
e. metal craft							
f. model building							
1. airplanes							
2. boats							
3. cars							
4. trains							
g. photography							
h. square dancing							
3. Learning to do tricks							
a. amateur magic							
b. card tricks							
c. palistry							
d. ventriloquism							
4. making things							
a. basketry							
b. bead craft							
c. block printing							
d. button making or decoration							

I	II		III	IV		V	
	Which activity are you already enjoying?		Where, how, and with whom do you enjoy these activities?	Which activity would you like to do or learn?		Which activity has no interest for you?	
	As a Group	Individually		As a Group	Individually	As a Group	Individually
<u>RECREATIONAL ACTIVITY</u>							
	e.	candle wicking					
	f.	ceramics					
	g.	Christmas cards					
	h.	clay modeling					
	i.	cork craft					
	j.	felt craft					
VII. Sports							
	1. Indoor						
	a.	bowling					
	b.	darts					
	c.	gymnasium exercises					
		1. acrobatics					
		2. tumbling					
		3. boxing					
	d.	shuffleboard					
	e.	basketball					
	2. Outdoor						
	a.	archery					
	b.	canoeing					
	c.	fishing					
	d.	horseback riding					
	e.	ice skating					
	f.	playing badminton					
	g.	playing baseball					
	h.	playing basketball					
	i.	playing croquet					
	j.	playing golf					
	k.	playing handball					
	l.	playing hockey					
	m.	playing horseshoes					
	n.	playing ping-pong					
	o.	playing soccer					
	p.	playing softball					

I	II		III	IV		V	
	Which activity are you already enjoying?		Where, how, and with whom do you enjoy these activities?	Which activity would you like to do or learn?		Which activity has no interest for you?	
	As a Group	Individually		As a Group	Individually	As a Group	Individually
<u>RECREATIONAL ACTIVITY</u>							
q.	playing tennis						
r.	playing volleyball						
s.	roller skating						
t.	rope skipping						
u.	trap shooting						
v.	swimming						

Now that you have finished checking the check-list, please answer the following questions by "yes" or "no".

- | | <u>Yes</u> | <u>No</u> |
|--------------------------------------------------------------------------------------|------------|-----------|
| 1. Do you think that additional recreational facilities are needed in our community? | _____ | _____ |
| 2. Are you interested in planning and developing a recreational program? | _____ | _____ |
| 3. Are you willing to help make equipment that can be made? | _____ | _____ |

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