

A STUDY OF THE WAYS IN WHICH ONE-HUNDRED FFA  
BOYS FROM FIVE CENTRAL OKLAHOMA HIGH  
SCHOOLS SPEND THEIR TIME WHILE  
ATTENDING SCHOOL

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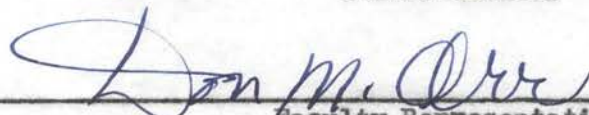
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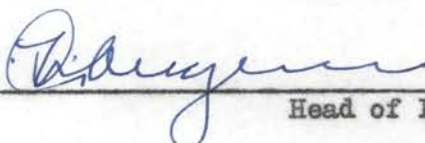
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THIS IS AND ABSTRACT APPROVED:

  
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## CHAPTER I

### INTRODUCTION

"Human life is an incessant stream of various activities, and from our daily experience we know what the main types of these activities are, how they are related to each other, and how much time each takes."<sup>1</sup> What we should try to analyze is the minor types of activities that take up so much of our time.

The knowledge derived from our daily experience, though proximate, is far from being accurate and complete. It is very satisfactory in regard to many important problems involved, and only through a systematic observational and inductive study of these problems can we obtain much needed knowledge in this field.<sup>2</sup>

The aim of this study is to supplement the knowledge which has been obtained from past studies of human behavior. There are approximately 15,000 high school boys in Oklahoma who are enrolled in Vocational Agriculture. These boys are also members of the Oklahoma Association of Future Farmers of America. They are learning the business of farming. Farming is an important industry, and the success or failure of this great enterprise depends on the proper balance of the time-budget.

These young future farmers are between the ages of fourteen and twenty-one years inclusive. They have reached an age where many new responsibilities are theirs each year, and in carrying out these responsi-

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<sup>1</sup>Pitirim A. Sorokin and Clarence Q. Berger, Time-Budgets of Human Behavior (Cambridge, 1939), p. 3.

<sup>2</sup>Ibid., p. 3.



bilities they are more cognizant of the amount of time they have in which to do these jobs and fulfill their responsibilities.

Since these boys are enrolled in our public schools it is the belief of the writer that it is very important to study the amount of time these boys spend on their work. School administrators have expressed some dissatisfaction about the amount of time that FFA members have spent out of school. It is the aim of this study to discover the actual pattern of time-use by boys who are studying a vocation while in school.

Factors commonly related to farming vary throughout the state causing a vast difference in the type of farming that prevails in a given locality. There is one factor that is the same the world over. That factor is the undeniable truth that there are only twenty-four hours in the day and after they are gone they can never be spent again.

Now it happens that time, as a frame of reference, is one of the most accurate standards of our culture. Time appears to have a more inclusive character than any other standard of which we know. . . Time is a treasure for everyone in equal measure. The poorest and the richest, the weakest and the most powerful persons---they all are, in reference to the time index, equally resourceful and equally limited.<sup>3</sup>

We have all undoubtedly promised ourselves and listened to others promise that if they could find the time, they were going to do a lot of the things that they have never done. But you already have all the time there is in the world. Each day one has twenty-four of the most precious commodity in existence. Those twenty-four hours must be wisely used because they will never be subject to re-use. So one must learn to balance the budget of time, or he will never be able to get his life in proper

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<sup>3</sup>J. L. Moreno, Time As a Measurement of Inter-Personal Relations (New York, 1947), p. 4.

working order.<sup>4</sup>

What do you do with your time? What do FFA members do with their time? Boys are not much different from men. They probably sleep eight hours and work or study eight hours. But what do they do with the other eight hours of the day? Are they spent wisely or are they spent in such a way that when they are gone there are wishes that they had been spent in other ways?

An unwise time spender is no more an offender of a balanced time-budget than one who is so busy looking ahead that he never accomplishes the daily things he should. Other conditions being equal, the further in the future the day predicted from the day of prediction, the greater the error is bound to be.<sup>5</sup> It is very hard to be a person who can look ahead and realize the outcome according to the time element. If one will properly balance his time he will accomplish the things he really wants to do. A truly busy person can usually undertake one more task.

I am certain that the one-hundred Future Farmers of America from Oklahoma who participated in this study, and their instructors, have more respect for the daily twenty-four hours than they have had in the past.

We have time on our hands. It is up to us to do the things we want to do, and the things that should be done, within our budget of twenty-four hours a day.

Gather ye rosebuds while ye may,  
Old time is still a-flying,  
And that same flower that smiles to-day  
Tomorrow will be dying.<sup>6</sup>

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<sup>4</sup>Lee Pristley, "Use Time Wisely For A Happy Life", Oklahoma Farmer Stockman, March, 1952, p. 49.

<sup>5</sup>Pitirim A. Sorokin and Clarence Q. Berger, Time-Budgets of Human Behavior (Cambridge, 1939), p. 170.

<sup>6</sup>M. F. Cleugh, Time and Its Importance in Modern Thought (London, 1937) p. 1.

Very little has been done on time studies and as far as this writer knows there has never been a study of such magnitude and with as many high school youth involved as the one in this writing.

## REVIEW OF LITERATURE

Measurement of human behavior on a time basis has been in use for many years, but there has been a lack of time studies dealing with large groups over a relatively long period of time. In general, the various types of studies utilizing the time-budget schedule method may be classified into the following: (1) studies of leisure time expenditures; (2) studies of time expenditures of farm homemakers; (3) studies of time expenditures by unemployed and working people; (4) studies of time expenditures of college students; (5) use of the diary method.<sup>7</sup>

Sorokin and Berger found that to really study the activities of human behavior it would require the listing of fifty-five major activities with hundreds of lesser headings. This they realized would be too many to place on a questionnaire so therefore it was broken down into eight large classes. The eight classifications are given below.

1. Activities directly satisfying physiological needs: sleeping, eating, walking, exercising, caring for person, participating in partly organized outdoor or indoor sports.

2. Activities of economic and chore nature performed less for their own sake than as a means to the satisfaction of physiological and other needs and ends.

3. Societal activities due to the interaction of the individual with others.

4. Religious activities: attending services and engaging in ceremonies.

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<sup>7</sup>Petirim A. Sorokin and Clarence Q. Berger, Time-Budgets of Human Behavior (Cambridge, 1939) p. 27.

5. Intellectual activities: attending lectures, reading, studying, listening to the radio, and talking.

6. Artistic activities: active participation in arts and crafts, attending concerts and visiting art museums, going to the theatre, radio programs, taking part in singing and instrumental music.

7. Love and courtship activities: courting, dancing, etc.

8. Miscellaneous pleasurable activities: hobbies, idling, gardening, picnicking, smoking, refreshments, playing, and witnessing spectacles.<sup>8</sup>

This study was made by Sorokin and Berger is probably the most accurate and complete study of human behavior that has ever been made. Their work does not deal with any certain group but contains all types of people.<sup>9</sup> Over 100,000 activity blanks were distributed to the public but the study finally involved only 10,000 due to the elimination of many for one reason or another. Many activity blanks were incomplete or were not kept for the required amount of time. The surveys that Sorokin and Berger made covered a period of time from two to eighteen weeks. Due to the failure of many of the people to keep complete daily surveys, the time was later changed to cover a four-week-period. Of the 10,000 survey blanks that were screened only 4,000 to 5,000 were used. Failure to keep an accurate continuous record resulted in many of the blanks being discarded. The identity of the people was never known by the surveyors and this was carried out through the entire study. This survey is considered as being very accurate because any activity of five minutes duration or longer was recorded.

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<sup>8</sup>Ibid, pp. 32-34

<sup>9</sup>The Sorokin and Berger study was made during the depression of the 1930's, at which time the Works Progress Administration was in existence.

The following tables show the results of the Sorokin and Berger surveys:

TABLE I  
PHYSICAL NEEDS

Specified Activity	Average duration per member of total group (Minutes)
Sleep . . . . .	504.5
Eating . . . . .	89.2
Health . . . . .	2.8
Exercise . . . . .	0.2
Personal care . . . . .	76.0
Total . . . . .	672.7 or 11 hours 12.7 minutes

TABLE II  
ECONOMIC ACTIVITIES

Specified Activity	Average duration per member of total group (Minutes)
Work . . . . .	206.7
Miscellaneous . . . . .	1.9
Transportation . . . . .	61.8
Walking . . . . .	45.8
Shopping . . . . .	16.0
Errands . . . . .	6.3
Household . . . . .	86.5
Total . . . . .	423.0 or 7 hours 3 minutes

It was found that sleep was not a very elastic activity. It cannot be greatly increased or decreased. Eating was found to vary according to the number of meals per day. Sundays consumed more time for eating than the remaining days of the week. Health required very little time because such a small per cent of the people surveyed were sick. It was found that a very small per cent of the people engaged in physical exercises as such, thus the small amount of time consumed for this activity. Personal care was quite important because nearly all of the people were working people and they took pride in their appearance. The total of 11 hours and 12.7 minutes shows that nearly one-half of the daily twenty-four hours is required for physical reasons.

Economic activities required 7 hours and 3 minutes of each day. Of this time only 206.7 minutes (approximately  $3\frac{1}{2}$  hours) were spent at work in an eight-hour working day. This was due to the fact that talking, smoking, and similar activities not actually work were recorded elsewhere.

The figures in the tables were obtained from 3,476 persons' daily record sheets.

Of the two large classes of activities, that of physical needs takes some four and a half hours more than that of the economic activities. These summary data gives a fairly precise idea in what activities the life of our group is spent and to what extent every twenty-four hours of their existence includes them. No doubt, these figures fluctuate from person to person, from group to group; but in their essentials they are likely to be roughly representative of many and much larger groups in contemporary western society. They suggest that out of every twenty-four hours about eighteen are spent in activities satisfying physical and economic needs. If in and through these activities other more refined needs are simultaneously satisfied - and often they are - then all is well. If they are not, there remain only some six hours per twenty-four hours for the satisfaction of these other needs taken together.<sup>10</sup>

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<sup>10</sup> Pitirim A. Sorokin and Clarence Q. Berger, Time-Budgets of Human Behavior (Harvard University Press 1939), p. 47.

TABLE III  
SOCIETAL ACTIVITIES

Activity	Average time per member of total group (Minutes)
Altruistic . . . . .	5.0
Playing and staying with children . . . . .	0.9
With the family . . . . .	1.4
Ceremonies . . . . .	0.7
Visiting . . . . .	21.0
Entertaining . . . . .	5.0
Cards . . . . .	9.3
Correspondence . . . . .	2.7
Phoning . . . . .	0.9
Political and civic . . . . .	0.1
Social . . . . .	3.1
Talking . . . . .	30.8
Total . . . . .	80.9 or 1 hour 20.9 minutes

According to the author political and civic participation gives a very untrue picture in this survey. Normally a community is judged as highly socialized if they participate in these affairs. If that be true then those studied appear as the least socialized individuals in existence, but this is not the case. The group has many social contacts and interacts with many persons and groups.



TABLE IV  
INTELLECTUAL ACTIVITIES

Activity	Average duration per member of total group (Minutes)
Attending lectures . . . . .	4.0
School . . . . .	0.1
Study . . . . .	2.7
Reading books . . . . .	14.4
Reading magazines and papers . . . . .	29.3
Reading unspecified . . . . .	8.0
Radio . . . . .	26.3
Total . . . . .	84.8 or 1 hour 24.8 minutes

Those surveyed were all over 17 years of age, which accounts for the small amount of time spent in school. They were a working group of people. Some were unemployed as stated previously.

TABLE V  
ARTISTIC ACTIVITIES

Activity	Average duration per member of total group (Minutes)
Active art and crafts . . . . .	1.7
Theatre, movies . . . . .	21.7
Musical . . . . .	1.5
Total - . . . . .	24.9

The total time spent on artistic activities is a very small fraction of the amount of time spent on physical and economic activities.

TABLE VI  
PLEASURABLE ACTIVITIES

Activity	Average duration per member of total group (Minutes)
Amusements . . . . .	1.3
Auto-riding . . . . .	21.7
Idling . . . . .	18.2
Smoking . . . . .	1.7
Play . . . . .	2.1
Observing games . . . . .	6.6
Walking . . . . .	22.2
Picnics . . . . .	2.1
Refreshments . . . . .	4.6
Hobbies . . . . .	0.6
Gardening . . . . .	2.2
Indoor games . . . . .	1.0
Organized indoor and outdoor sports . . . . .	4.8
Unorganized outdoor play . . . . .	1.5
Total . . . . .	90.6 or 1 hour 30.6 minutes

Only about 2 per cent of the surveys returned mentioned the pleasurable activities, but those that did regarded them as very important, and their participation was high. The average person's record showed that he did not consider pleasurable activities as very important in everyday living, or he may have thought it of too short a duration to record.

TABLE VII  
SUMMARY OF ACTIVITIES

Activity	Average time spent per member of the total group daily	Per cent of participation by group members
Physiological needs	11 hr. 12.7 m.	100
Economic	7 hr. 3.0 m.	85
Societal	1 hr. 20.9 m.	1-55
Religious	8.3 m.	20
Intellectual	1 hr. 24.8 m.	2-50
Artistic	24.9 m.	1-2
Love & Courting	8.6 m.	6
Pleasurable	1 hr. 30.6 m.	1-29
Total	23 hr. 13.8 m.	

Since the total hours per day spent only came to 23 hours and 13.8 minutes the assumption is that the remaining 46.2 minutes were spent at something requiring less than 5 minutes per activity.<sup>11</sup>

A study such as this brings out many important factors that will be used in testing the validity of already formed theories concerning time and human behavior. It shows that people do not spend the whole day doing just one or two things, and it confirms the assertion that the bulk of time expenditures are made up of physical and economic needs. This being true however, it does not support the theories that all other time expenditures are negligible.

<sup>11</sup>Ibid., pp. 76-79

The most important value of this study was that it gave in time values a definite picture of the structure and composition of human behavior. The result of such a study has implication far and beyond the borders of the group that was surveyed. It serves as a guide and rule for many of our people of this society.

Sorokin and Berger also worked out the relationship between the amount of time spent on an activity and the number of times that that activity occurred in a day. They also show that for every activity there is a motive. The following table shows the relationship between motives and the activities in which they occur.

TABLE VIII

Motive	Number of activities in which it is dominant	Number of activities in which it is a main motive	Number of activities in which it is absent
Personal comfort	23	16	1
Social	8	23	6
Physical need	7	18	14
Preparatory	4	9	14
Force of circumstances	2	13	17
Filling time & for change	1	16	10
Habit	1	9	14
Curiosity, desire for a new experience	1	4	26
Religious, moral, legal	1	2	33
Custom		3	37
Economic		1	36

It is believed by many that the first study of time-budgets was made by Bevens on the expenditure of time by working men.<sup>12</sup> His study was concerned with the English working man. Bevens used a questionnaire with the list of important activities on the left of the page and at the top of the page was the date. The subject surveyed was supposed to fill in the square corresponding with the date and the activity. Some criticized his method of gathering data. He hired agents to secure the information, and they were paid so much per completed form returned, and the persons being surveyed were allowed to pick their days. He also asked a few questions as to what they did on Sunday and how many hours spent at labor unions, lodges, etc. One difficulty encountered was the incentive for the agents to fill out the forms whether the information was correct or not. He kept his survey anonymous, and this was of value, but it was much harder to do this with the use of agents. He tried to picture what no other study had ever done and that was gather the amount of time spent in the company of the family, club members, and other social groups. This survey was made in 1913 and although there are criticisms of the study, it has been of untold value to others making similar studies and to the better understanding of our social adjustment as compared to the time-budget.

Lundberg and his associates made a study of the way that leisure time was spent in the county of Westchester, a district primarily serving as a suburb of New York City. It seems that Lundberg is open to criticism on the basis of his failure to utilize the available material. He could

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<sup>12</sup>George Esdras Bevens, How Working Men Spend Their Time (New York, 1913), p. 11.

have studied the whole expenditure of time instead of just that of leisure.

His subjects were approached largely by mail and complete anonymity was maintained. The questionnaire used was similar to the one used by P. S. Sorokin but was not so involved. Mr. Lundberg made his study only for a period of three days and those days could be three typical working days or Friday, Saturday and Sunday. The subjects were to fill out the form for the three days all at the same time. Inaccuracy necessarily resulted because of the inability of the subjects to remember what they had been doing the past three days. He listed any activity that consumed thirty minutes or more of the subject's time. This procedure allows for too many of the small leisures never to be recorded. The short number of days studied were insufficient to get a true picture of how leisure time was spent. He also weighed all three days equally whether it be a week-day or a week-end-day.

His subjects were made up largely of college and high school students. This prevented his getting a typical picture of the community. Despite the criticisms of his study, it is among the small number of its kind and is one of the best and most significant.<sup>13</sup>

E. L. Thorndike made a study worthy of comment on time expenditure for the purpose of discovering the psychological wants satisfied in everyday behavior. The attempt to determine the motivation of behavior in this manner is without question a definite advance over the approach which attempts to interpret human behavior as a whole. The same activity, however

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<sup>13</sup>George A. Lundberg, Mirra Komarovsky, and Alice Mary McInerney, Leisure: A Suburban Study (New York, 1934), pp. 23, 89, 374-375.

may be performed by the subject at different times with a different motivation. This study is strictly a psychologist's study and may not have too much bearing on the persons whose activities were studied. His study has many criticisms but it is definitely a step forward in this small field.<sup>14</sup>

A leisure time study made by J. W. Riley is of interest especially in the way that it was administered. Riley does not attempt to use time-budgets, but he made a study of the Brunswick, Maine newspapers for a seventy-five year period and tabulated the nature, life-span, and activities of various social groups. He charted their social changes in this seventy-five year period. As an investigation of long-time changes in the formal non-leisure activities of a whole town, it is unique and most valuable. The newspaper acted as a time-budget for the whole town. He may be criticized because he used only a small portion when he used the non-family group. He used a personal questionnaire in approaching some of the town's prominent residents.<sup>15</sup>

The agricultural experiment stations of several states, under the general supervision and direction of the Bureau of Home Economics of the United States Department of Agriculture, made a study of the expenditure of time by farm homemakers. The objective of the study was to secure all available data on the activities of farm women, with a view to suggesting ways of easing their burden. They used two types of survey forms, one for the A.M. and one for the P.M. Activities were recorded in five

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<sup>14</sup>E. L. Thorndike, "How We Spend Our Time and What We Spend It For", Scientific Monthly, (May, 1937)

<sup>15</sup>John W. Riley, Jr., "Social Leisure Dynamics of Non-Family Group Leisure", Unpublished Doctor's thesis, Harvard University, Cambridge Massachusetts.

minute units. Any one activity could use as much time as needed, but the forms were made up on a five minute basis. The identity of the subjects was available as they had to put their names on the survey blank. This left a doubt as to the validity of the reports on the undesirable activities. All individuals were requested to keep records for a seven day week. Subjects were asked to select a typical week and to list the entries for the day each night before retiring. The Bureau of Home Economics survey covering seven days is to be preferred to that of Lundbergs. The study is worthwhile, but it should also have included the men and the children. In excluding men and children, a group is left out which unquestionably plays a large role in determining the behavior of farm women.<sup>16</sup>

Several studies have been made to determine the manner in which college students spend their time. It is rapidly becoming true that college students are the most understood of all groups, because of their constant utilization for purposes of experimentation and investigation. The most comprehensive study of this kind is the one undertaken by the student government of Vassar. As in all college surveys the objective was to determine the amount of time that a college student spends at study and at recreation. The entire student body of Vassar was sampled during the second semester of the academic year 1924-25. The students were given a booklet in which to keep a daily listing of the hours and the fraction of hours spent on academic study, non-academic work, sleep, and exercise. The students were instructed to fill the schedules out nightly, taking care not to make entries if several days had elapsed. The records were kept for a period of five months, and although the

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Pitirim A. Sorokin and Clarence Q. Berger, Time-Budgets of Human Behavior (Harvard University Press, 1939) Summary p. 16.



simpler form of activities was used, the length of the reporting period helped to overcome this disadvantage. The analysis was refined and the amount of information revealed was of great importance to the main objective of the study.<sup>17</sup>

The Future Farmers of America, or "FFA" as it is commonly known, is a national organization of, by and for boys studying vocational agriculture in public secondary schools under the provisions of the National Vocational Education Acts. The FFA is an integral part of the program of vocational education in agriculture. No national student organization enjoys greater freedom of self-government under adult council and guidance, than the Future Farmers of America. Vocational education in agriculture started in 1917, but it was not until 1928 that the national organization of the FFA was started.

The FFA is an intra-curricular activity having its origin and root in a definite part of the curricula in vocational agriculture. The foundation upon which the Future Farmers of America is built, included leadership and character development, sportsmanship, cooperation, service, thrift, scholarship, improved agriculture, organized recreation, citizenship, and patriotism.

The Future Farmers of America is a non-profit, non-political, farm youth organization of voluntary membership. It is designed to take its place along with other agencies striving for the development of leadership, the building of a more permanent agriculture, and the improvement of country life. The FFA is 100 per cent American in its ideals and

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<sup>17</sup>Merrydale Gambrill, Katherine H. Pollak, Prall G. Bacon, Mary Connard, Janet H. Murray, and Ruth S. Perego, "Vassar College Time Survey", (Vassar Journal of Undergraduate Studies, Vol. I (1926)

outlook, and has no outside affiliations. There is no secrecy in connection with any of its activities.<sup>13</sup>

#### WHAT PREVIOUS INVESTIGATIONS AND STUDIES SHOW

There has been a very small amount of study done in this field of time-budgeting. The only really complete study is the one made by Pitirim A. Sorokin and Clarence Q. Berger on Time-Budgets of Human Behavior. Their studies show that the major part of the twenty-four hour day is spent on physical and economic needs. Their study covered quite a long period of time and was very complete in that it studied nearly 5,000 subjects. Previous studies show that the large difference is in the kind of groups surveyed. One writer may have an interest in a certain group and another may prefer one altogether different. The theory behind all of the studies is nearly the same. The object is to find out how people spend their time and the motives for such expenditures.

#### RELATION OF THE PRESENT STUDY TO PREVIOUS STUDIES

There is a direct relationship between this study and the ones that have been carried on previously. The major difference will be in the groups surveyed. The method used in this study is similar to that used by both Bevens and Sorokin. It is possible that the length of this study is longer than many others but perhaps may not compare in scope with the number of subjects used. The ideas and operation are a combination of the best methods that have been used in the past. This study will deal with high school boys who are members of the Future Farmers of America.

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<sup>13</sup> A. W. Tenney, Official Manual of Future Farmers of America (Baltimore, 1949), p. 4.

It is therefore somewhat difficult to describe the complete relationship of the present study to the former studies because of this difference in the nature of the groups surveyed. While the field of study is small, it is the writer's sincere hope that this study may be of some value, and worthwhile enough to add something to the growing body of literature on this interesting subject. The world is constantly growing more time conscious due to the modernization of the western world. Time is our most inclusive standard and is the basis for a balanced civilization. What do FFA boys do with their time? The writer will attempt to add to the previous investigations by answering this question with this study based on definite and accurate facts.

#### THE PROBLEM

##### Purpose

There has been some dissatisfaction expressed in the past in the way a FFA member in high school spends his time. There is no attempt made to compare the FFA member with any other high school boy, nor is there an attempt made to justify his time expenditure in this study. The objective is to present an accurate and detailed summary on how members of this particular group spend their time.

In this study however, we will be able to see how much of the boy's time is spent on the FFA interests and activities, as well as all the other activities in which a high school boy of this age group might participate. An opinion sometimes heard expressed is that the FFA organization takes a boy out of school too much. This might be an exception but the writer believes it will be shown by this study that it is certainly not the rule. Approximately 80 per cent of the FFA members in Oklahoma are

rural boys, who are interested in the business of farming as a vocation.

### Scope

This survey utilizes 100 FFA members from five central Oklahoma schools. The length of the survey is three periods of study that last for fourteen days each. The entire study covers a period of forty-two days. The study covered twenty-four hours every day.

### Delimitations

This study includes only boys in high school who are members of the Future Farmers of America. These boys range from 14 to 19 years of age. They were selected at random and their identity is kept anonymous. Five boys from each of the high school grades from each school surveyed were used.

### Basic Assumptions

It is assumed that in a study of this type and with the type of persons surveyed, the major portion of the twenty-four hours will be spent in physical needs such as sleeping, and in school work since all of the subjects are enrolled in school five days a week. It is also assumed that in this age group there is a tendency for more recreational activities than there would be in a group of adults. It is the assumption of the writer that the average time spent sleeping will be slightly greater than if the study were for adults. In the analysis these figures will be compared with Sorokin's study, as his is the best we have had. He dealt almost entirely with adults.

## CHAPTER II

### METHODS AND MATERIALS USED

In making a study dealing with time and the way an individual may budget his time, there was considerable thought by the author and his advisors as to where to make the study, when to make the study, and for how long.

With the aid of my advisors five schools in central Oklahoma were selected for the study. The five schools selected were: Norman High School, Noble High School, and Lexington High School all in Cleveland County; and Wayne High School and Washington High School in McClain County.

The time selected for the study was the spring semester of the 1951-52 school year. The length of the study was for six weeks, with the six weeks divided into three two-week periods. The first period was from February 18 to March 2. The second period was from March 10 to March 23, and the third period was from April 27 until May 9. All of these periods included every day of the fourteen day period. Time records were kept on Saturdays and Sundays the same as week days. This gave a total length of time of forty-two days that the study was recorded.

The boys studied were kept anonymous. The boys were selected voluntarily at random by the Vocational Agriculture Instructor in the respective high schools.

After the schools to be studied were selected, the author visited each of these schools and discussed the study with the Vocational Agri-

culture Instructor and the FFA boys. This was to discover their reaction to the study and to gain any suggestions or criticisms that may have been forthcoming. All of those encountered believed it would be an interesting study and very worthwhile. The description of the community will be included along with the analysis of the survey.

The schools studied, the instructor, and the number enrolled are as follows:

TABLE IX  
INFORMATION CONCERNING SCHOOLS STUDIED

School	Instructor	Voc. Agri. Students	FFA Members
Norman	H. W. Mackey	39	39
Noble	Sizemore Bowlan	49	49
Lexington	J. E. Hunter	45	45
Washington	Don Ramsey	55	55
Wayne	Billy Oliver	39	39

TABLE X  
POPULATION OF THE SCHOOL TOWNS

Name	Population
Norman	25,000
Noble	600
Lexington	1,084
Wayne	401
Washington	359

After this study at the respective schools and more conferences with my advisors, the type of survey form was completed. It was realized that it would have to cover most of the activities that a farm boy or a future farmer member might be participating in, individually or as a group. A further study was made to develop a suitable survey form. A tentative survey form was submitted to my major and minor advisors and with their suggestions and criticisms a satisfactory form was prepared on which the boys could record their time-budgets. A sample copy of the survey form used will be found at the end of this chapter.

The prepared forms were taken to the schools and there they were discussed by the author and the instructors in the five schools that were to be surveyed. It was believed that more accuracy would be attained if the vocational agriculture instructor would allow a few minutes each morning, for the twenty boys participating in the study, to fill out the list of their activities of the past twenty-four hours.

The twenty boys from each school that were used during the first period were to be the same twenty boys that would participate in the entire study. There were no names on the forms so the boys participating were kept in complete anonymity. They did indicate their class grade however. The forms were kept with the boys project record books and each morning they would complete the record of the preceding day's activity.<sup>1</sup>

#### LOCATION AND FARMING STATUS OF COMMUNITIES

The city of Norman is located on United States Highway No. 77, twenty miles southeast of Oklahoma City. The principal agricultural

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<sup>1</sup> A lot of help for the construction of the survey forms was received from former surveys of this nature.

enterprises of this community are dairying, corn, oats, beef production, alfalfa, and swine. Norman is located in the central cross-timbered area, with most of the high productive farm land to the west along the South Canadian River. The farming area may be classified as good.

Noble is located six miles south of Norman on United States Highway No. 77. The major enterprises are dairying, beef production, corn, and hays. This community is also located in the central cross-timbered area, and is bounded very close on the west by the South Canadian River. The farming area may be classified as fair.

Lexington is located forty-six miles southeast of Oklahoma City and two miles east of Purcell, Oklahoma. The major enterprises are dairying, beef production, corn, oats, and swine. The farming in this area may be classified as good.

Wayne is located six miles south of Purcell, Oklahoma on United States Highway No. 77. The major farming enterprises are corn, beef production, swine, and alfalfa. The farming in this area may be classified as very good.

Washington is located eleven miles northwest of Purcell, adjacent to State Highway No. 74. The major farming enterprises are corn, swine, beef production, alfalfa, oats, and dairying. The farming may be classified as very good.





Copy of the Letter that was Sent to the Schools

Dear Instructor:

With the help of the Agricultural Education Department of Oklahoma A. and M. College at Stillwater, your vocational agriculture department has been chosen as one of the five schools to participate in a FFA activity survey.

This study is to cover three different period of the last semester of the school year. The first fourteen day period is from February 18 to March 2. The second period is from March 10 to March 23. The third period is to start on April 27 and run until May 9. All of the periods are to cover fourteen days of time. The activities that are conducted on weekends are to be recorded the same as those during the week.

It is suggested that you use five boys from each class for this study and the same boys will be used for all three periods of study. It is suggested that you select the boys in an unbiased way and their identity will not be revealed. Be sure to instruct the boys that for the good of the study, their activities should total up to 24 hours in each day. They are to keep their time in hours or in fraction of hours.

If for any reason they engage in an activity that is not listed beneath any of the general headings, they are to list the time under the general heading. Example: Under school activities there is listed band or music, math or english, commercial, sciences, industrial arts, histories, vocational agriculture, athletics, and others. But for some reason they may participate in driver's trainings or school plays, and if they do not want to list it under "other" it will be listed on the line of "school activities".

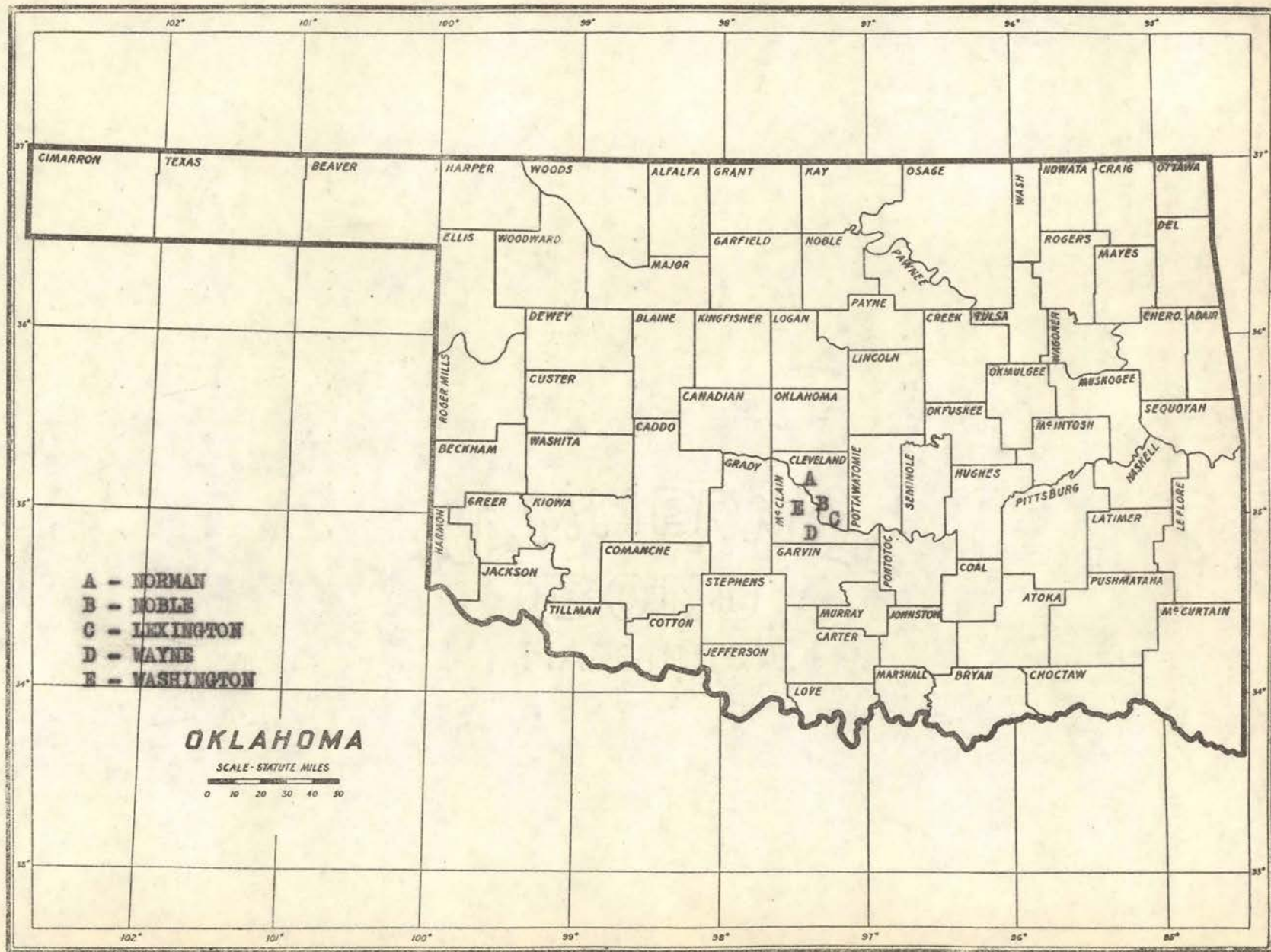
Travel to and from school will be considered as a school activity. Travel to and from work will be credited to that work activity. Eating at home will be considered as a home activity, and eating at school will be considered as a school activity.

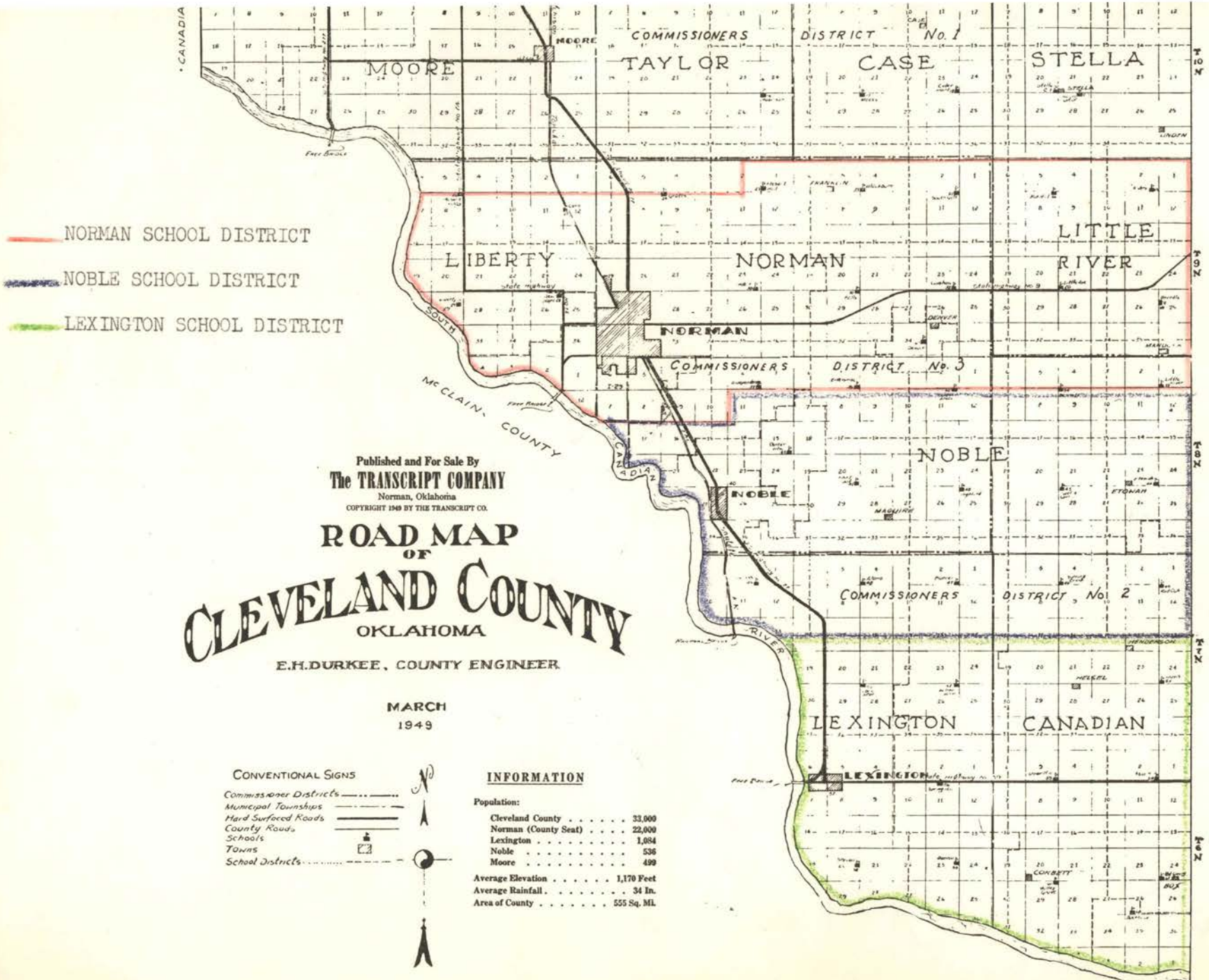
There is no reason for the boy's name to appear on the sheet but his class should be filled in at the top. Encourage boys to keep their records up to date.

If you should need any additional information or supplies, please let me know at once. Do not send the material back to me as I will pick it up at the end of each period and discuss with you on several topics.

Thanking you for your cooperation,

Herbert W. Mackey  
Norman, Oklahoma





—— NORMAN SCHOOL DISTRICT  
—— NOBLE SCHOOL DISTRICT  
—— LEXINGTON SCHOOL DISTRICT

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# ROAD MAP OF CLEVELAND COUNTY OKLAHOMA

E.H. DURKEE, COUNTY ENGINEER.

MARCH  
1949

**CONVENTIONAL SIGNS**

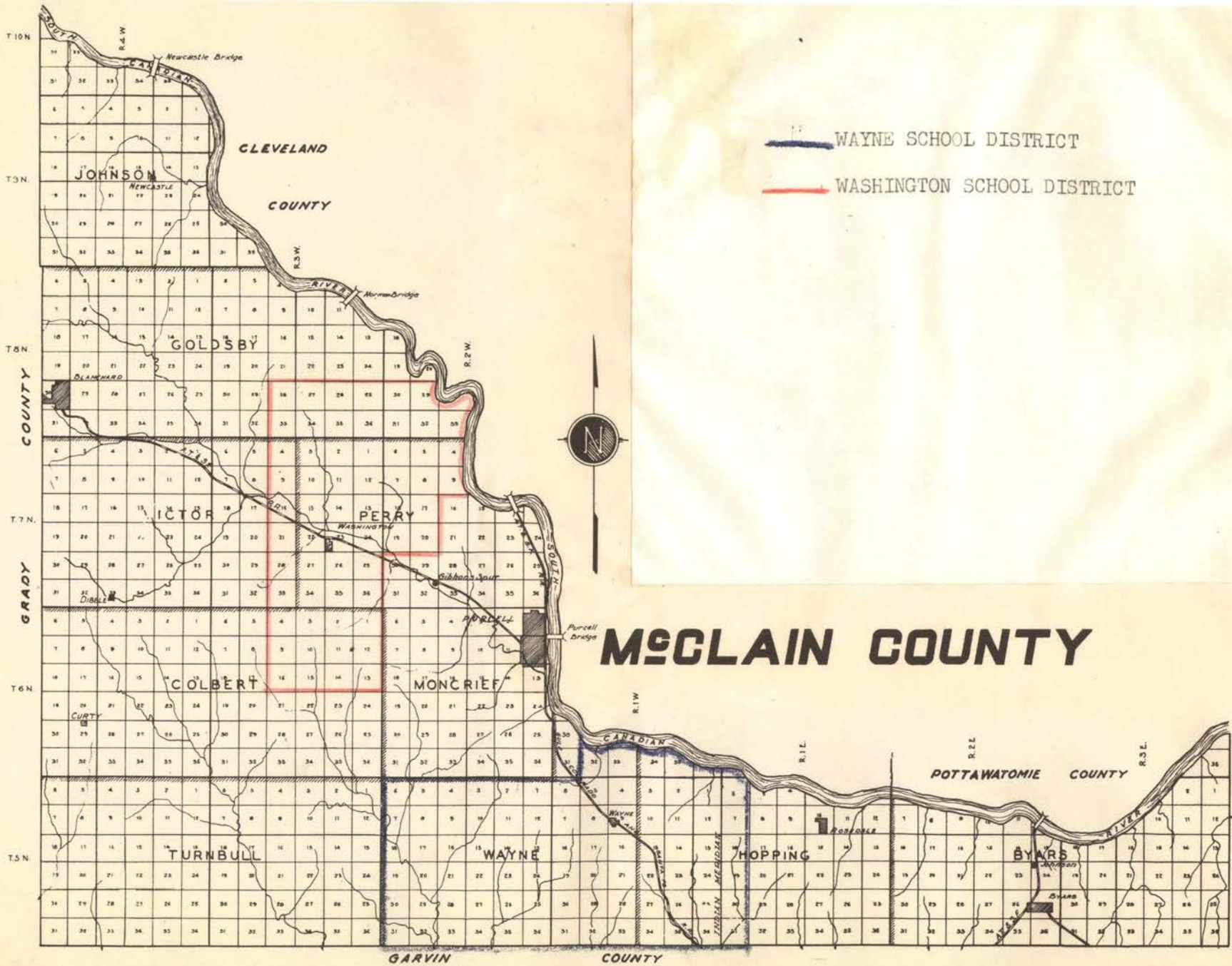
- Commissioner Districts
- Municipal Townships
- Hard Surfaced Roads
- County Roads
- Schools
- Towns
- School Districts

**INFORMATION**



Population:

Cleveland County	33,000
Norman (County Seat)	22,000
Lexington	1,084
Noble	536
Moore	499

Average Elevation . . . . . 1,170 Feet  
 Average Rainfall . . . . . 34 In.  
 Area of County . . . . . 555 Sq. MI.



# McCLAIN COUNTY

 WAYNE SCHOOL DISTRICT  
 WASHINGTON SCHOOL DISTRICT

## CHAPTER III

### PRESENTATION AND ANALYSIS OF DATA

A very large part of the data will be presented in table form in order to make it easily discernible. Following most of the tables there will be brief interpretations of the material. The five schools represented will be summarized and grand totals will be found in the total summary. The different schools will be identified by letter in the following tables according to the following plan.

TABLE XII

#### IDENTIFICATION OF SCHOOLS BY LETTER

School	Corresponding letter for table study
Norman	A
Noble	B
Lexington	C
Wayne	D
Washington	E

The data gathered for this study has been quite intensive from the standpoint of the five schools studied. All data, considered a school activity, are averaged over a ten day period. All out-of-school activities are averaged over the full fourteen day period. The total average for in-school activities is for thirty school days, and forty-two days for

out-of-school activities. Due to the seasonal nature of FFA boys' work the study analysis is presented in three units.

The term "in-school FFA activities" as used in this report refers to those activities participated in by boys other than their regular school work. These activities may be participated in during the noon hour, before school, or during any free period. They are performed during the school day while the pupils are at school or in the vicinity of the school campus.

"Out-of-school activities" are those activities performed primarily in the interest of FFA work, but which may be done at home or at places other than the school. It is recognized that some of these activities are performed during the school day but when the student is actually absent from school. This in turn becomes an extra-curricula activity and is not considered as school work in the same manner as regular class work. The tables readily indicate an increase in "out-of-school activities" results in a decrease in regular school participation.

The term "regular school activities" as used in this report are those activities under the direct supervision of a high school teacher. These may be athletics, or regular class activity. There is considerable variation among schools in these activities but the survey forms were designed to include nearly every school activity occurring in the five schools surveyed.

The term "home activities" as used in this report include all of those that are performed in the home or on the home farmstead. All work, recreation, or rest that took place at home is in this category.

A considerable variation in the forms of recreational activities is readily recognized. Included in this group are all activities that were classified by the pupils themselves as a sport or a form of recreation.

Other activities recorded on the survey forms were church participation, paid agricultural work away from home, non-agricultural work, studying for school, and miscellaneous. The miscellaneous group included sickness and other minor items that were written in and duly recorded.

The next thirty tables are identical in arrangement and cover the various activities studied. The "first survey period" is that period of time starting on the eighteenth day of February, 1952 and lasting until the end of the day on the second of March, 1952. The "second survey period" is the period of time starting on the tenth day of March, 1952 and lasting until the end of the day on the twenty-third day of March, 1952. The "third survey period" starts on the twenty-seventh day of April, 1952 and lasts until the end of the day on the ninth of May, 1952.

Listed under the different survey periods is the number of pupils reporting, the per cent of pupils reporting, and the average duration, in hours per day per activity of each pupil.<sup>1</sup>

At the extreme right of the tables there is listed under the "average" the average number reporting for each activity covering the three periods. Also listed is the average duration of time, in hours per day, of each activity covering the three periods surveyed.

At the bottom of the tables will be found the total amount of time spent by the FFA boys of each school for each survey period and the major group of activities listed. At the extreme right will be found the average amount of time spent on each activity group for each school.

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<sup>1</sup>The figures are based on the number twenty, as this was the number surveyed from each school for each period.



TABLE XIII

PARTICIPATION IN FFA ACTIVITIES IN-SCHOOL REPORTED BY TWENTY PUPILS IN SCHOOL "A"

Activity	First Survey Period			Second Survey Period			Third Survey Period			Average	
	Pupils	Average		Pupils	Average		Pupils	Average		Total	
	Reporting	Duration		Reporting	Duration		Reporting	Duration		average	
	No.	Per cent	of Total Group (Hrs Per Day)	No.	Per cent	of Total Group (Hrs per Day)	No.	Per cent	of Total Group (Hrs Per Day)	No.	Day Per Pupil
Farm Shopwork	17	85	.01	6	30	.06	8	40	.07	18.03	.046
Cooperative activities	4	20	.02	20	100	.12	19	95	.13	14.00	.09
FFA meetings	17	85	.09	18	90	.05	19	95	.07	18.00	.07
Other	17	85	.70	17	85	.51	16	80	.84	16.06	.68
<b>TOTAL</b>			<b>.82</b>	<b>.74</b>			<b>1.11</b>			<b>1.31</b>	

TABLE XIV

PARTICIPATION IN OUT-OF-SCHOOL FFA ACTIVITIES AS REPORTED BY TWENTY PUPILS IN SCHOOL "A"

Activity	First Survey Period			Second Survey Period			Third Survey Period			Average	
	Pupils	Average		Pupils	Average		Pupils	Average		Total	
	Reporting	Duration		Reporting	Duration		Reporting	Duration		Average	
	'	of Total	'	'	of Total	'	'	of Total	'	Hours Per	
	'Per	Group(Hrs	'	'Per	Group(Hrs	'	'Per	Group(Hrs	'	Day Per	
No.	cent	Per Day)	No.	cent	Per Day)	No.	cent	Per Day)	No.	Pupil	
FFA project work	16	80	1.90	13	90	1.74	19	95	1.02	17.06	1.55
FFA meetings <i>Wednesday</i>	4	20	.03	17	85	.06	0	0	.00	7.00	.03
FFA programs	0	0	.00	20	100	.07	0	0	.00	6.06	.02
Judging contests	0	0	.00	4	20	.21	5	25	.32	3.00	.17
Livestock shows	0	0	.00	7	35	1.03	0	0	.00	2.03	.34
Tours and field trips	0	0	.00	8	40	.01	0	0	.00	2.06	.003
Other	0	0	.00	0	0	.00	0	0	.00	.00	.00
<b>TOTAL</b>			<b>1.93</b>			<b>3.12</b>			<b>1.34</b>		<b>2.113</b>

TABLE XV

PARTICIPATION IN REGULAR SCHOOL ACTIVITIES AS REPORTED BY TWENTY PUPILS IN SCHOOL "A"

Activity	First Survey Period			Second Survey Period			Third Survey Period			Average	
	Pupils		Average	Pupils		Average	Pupils		Average	Total	
	Reporting		Duration	Reporting		Duration	Reporting		Duration	Average	
	No.	Per cent	of Total Group(Hrs Per Day)	No.	Per cent	of Total Group(Hrs Per Day)	No.	Per cent	of Total Group(Hrs Per Day)	No.	Hours Per Pupil
Band or music	2	10	.01	2	10	.01	2	10	.01	2	.01
Math or English	20	100	1.30	20	100	1.21	20	100	1.30	20	1.27
Commercial studies	6	30	.33	6	30	.24	6	30	.32	6	.29
Sciences	15	75	.66	15	75	.59	15	75	.67	15	.64
Industrial arts	7	35	.50	7	35	.43	7	35	.50	7	.47
Histories	15	75	.64	15	75	.60	15	75	.64	15	.62
Vocational agri- culture	20	100	1.00	20	100	.92	20	100	1.00	20	.97
Athletics	10	50	.29	8	40	.21	10	50	.26	9.03	.25
Other studies	2	10	.10	2	10	.09	2	10	.11	6	.10
Other activities	10	50	1.60	10	50	1.02	10	50	1.56	10	1.39
TOTAL			5.43			5.32			6.37		6.01

Table XIII shows that the amount of time utilized by school "A" for "in-school FFA activities" averaged nearly nine-tenths of an hour per day. Most of the time was spent on activities that were listed as "other" on the survey forms. This was due to the utilizing of the agriculture building before school and at the noon hour for organized FFA activities. Due to the type of program conducted in this school cooperative activities were highly participated in for an average of nearly five minutes per day.

"Out-of-school FFA activities" at school "A" averaged two and one-tenth hours per day for the entire period. The greatest amount of time was spent during the second survey period at livestock shows as this is the time of year when spring livestock shows are held. Participation was the highest in FFA project work. This decreased slightly after the spring livestock shows. FFA meetings maintained a high rate of participation during the time they were participated in, as did FFA programs.

Table XV shows the "regular school activities" in school "A". There was a high rate of participation in everything but commercial studies, industrial arts, and band or music. Participation is constant in all activities with only the amount of time varying. A small per cent of the pupils do not ride the bus to and from school, therefore, the amount of time they spend at school is less than those who are transported by bus. School "A" pupils averaged spending five and seven-tenths hours per day in regular school activities.

TABLE XVI

## PARTICIPATION IN HOME ACTIVITIES AS REPORTED BY TWENTY PUPILS IN SCHOOL "A"

Activity	First Survey Period			Second Survey Period			Third Survey Period			Average	
	Pupils	Average		Pupils	Average		Pupils	Average		Total	
	Reporting	Duration		Reporting	Duration		Reporting	Duration		Average	
	'	of Total	'	'	of Total	'	'	of Total	'	Hours Per	
	'Per	Group(Hrs	'	'Per	Group(Hrs	'	'Per	Group(Hrs	'	Day Per	
No.	cent	Per Day)	No.	cent	Per Day)	No.	cent	Per Day)	No.	Pupil	
Regular work	18	90	1.50	18	90	1.02	19	95	1.46	18.03	1.32
Repair machinery	0	0	.00	2	10	.01	3	15	.04	1.06	.016
Repair buildings	4	20	.09	3	15	.04	3	15	.05	3.03	.06
Gardening	0	0	.00	2	10	.01	10	50	.46	6.06	.156
Field work	8	40	.10	9	45	.11	10	50	.32	9.00	.176
Radio or television	20	100	1.01	19	95	.84	19	95	.67	18.60	.84
Sleeping	20	100	8.07	20	100	8.23	20	100	8.01	20	8.10
Miscellaneous	18	90	2.07	20	100	1.16	20	100	2.12	19.03	1.78
<b>TOTAL</b>			<b>12.84</b>			<b>11.42</b>			<b>13.13</b>		<b>12.448</b>

TABLE XVII

PARTICIPATION IN SPORTS AND RECREATION AS REPORTED BY TWENTY PUPILS IN SCHOOL "A"

Activity	First Survey Period			Second Survey Period			Third Survey Period			Average	
	Pupils	Average		Pupils	Average		Pupils	Average		Total	
	Reporting	Duration		Reporting	Duration		Reporting	Duration		Average	
	'	' of Total	'	'	' of Total	'	'	' of Total	'	Hours Per	
	' Per	Group(Hrs	'	' Per	Group(Hrs	'	' Per	Group(Hrs	'	Day Per	
No.	cent	Per Day)	No.	cent	Per Day)	No.	cent	Per Day)	No.	Pupil	
Bowling	0	0	.00	2	10	.01	3	15	.02	1.6	.01
Swimming	0	0	.00	4	20	.02	6	30	.06	3.03	.026
Hunting	0	0	.00	3	15	.01	4	20	.02	2.03	.01
Fishing	4	20	.20	4	20	.31	8	40	.12	5.03	.21
Movies	13	90	.15	13	90	.31	13	90	.17	13.0	.22
Parties	14	70	.14	12	60	.06	13	65	.14	13.0	.11
Games	10	50	.13	10	50	.16	12	60	.18	10.6	.17
Loafing in town	10	50	.15	13	65	.42	11	55	.22	11.03	.26
Other leisures	7	35	.16	12	60	.14	8	40	.09	9.00	.13
<b>TOTAL</b>			<b>1.01</b>			<b>1.44</b>			<b>1.02</b>		<b>1.146</b>

TABLE XVIII

PARTICIPATION IN OTHER RECORDED ACTIVITIES AS REPORTED BY TWENTY PUPILS IN SCHOOL "A"

Activity	First Survey Period			Second Survey Period			Third Survey Period			Average	
	Pupils	Average		Pupils	Average		Pupils	Average		Total	
	Reporting	Duration		Reporting	Duration		Reporting	Duration		Average	
	'	' of Total	'	'	' of Total	'	'	' of Total	'	Hours Per	
	' Per	Group(Hrs	'	' Per	Group(Hrs	'	' Per	Group(Hrs	'	Day Per	
No.	cent	Per Day)	No.	cent	Per Day)	No.	cent	Per Day)	No.	Pupil	
Church activities	9	45	.31	9	45	.25	9	45	.28	9	.28
Agricultural work off the home farm	14	70	.30	9	45	.40	6	30	.24	9.6	.31
Non-agricultural work	4	20	.06	3	15	.03	3	15	.04	3.03	.04
Studying for school	20	100	1.30	20	100	1.00	20	100	.40	20.00	.90
Other	1	5	.04	18	90	.21	12	60	.06	10.03	.10
<b>TOTAL</b>			<b>2.01</b>			<b>1.89</b>			<b>1.02</b>		<b>1.63</b>

"Home activities" as recorded in Table XVI shows that these activities as an average are fairly constant. There was low participation and a small amount of time spent on repairing machinery, repairing buildings, and gardening. There was a high rate of participation in regular work, field work, sleeping, radio or television, and miscellaneous. Gardening and field work increased as the warm weather arrived. As has been shown in previous studies, sleep is not an elastic activity. It will also be shown that this is true in this study. There was a very noticeable decrease in time spent for radio or television as the days became longer. Sleeping time was nearly constant with an average of eight and one-tenth hours per day. A total average of nearly twelve and one-half hours a day are spent participating in home activities.

In Table XVII the time spent on "sports and recreation" is shown. This is a relatively small amount of the total day. Bowling, swimming, hunting, and fishing reported a low rate of participation for a short duration of time. Movies, parties, games, and loafing in town utilized most of the time spent on this group of activities. The average amount of time spent loafing in town was slightly over one-fourth of an hour, while the average amount of time spent attending movies was slightly less than one-fourth of an hour per day. The total time spent for sports or recreation averaged just slightly more than one and one-tenth of an hour per day.

It is revealed in Table XVIII that "other recorded activities" take an average of one and six-tenths of an hour per day of an FFA member's time. Church activities averaged approximately one-fourth of an hour per day with a rate of participation of nearly fifty per cent. Studying for school was reported by all pupils and an average time of nine-tenths of an hour per day was used for this activity. Agricultural work off the home farm had



a low rate of participation but the average time spent on this was nearly one-third of an hour per day. The other activities were of minor importance in this group.

TABLE XIX

PARTICIPATION IN FFA ACTIVITIES IN-SCHOOL AS REPORTED BY TWENTY PUPILS IN SCHOOL "B"

Activity	First Survey Period			Second Survey Period			Third Survey Period			Average	
	Pupils	Average		Pupils	Average		Pupils	Average		Total	
	Reporting	Duration		Reporting	Duration		Reporting	Duration		Average	
	No.	Per cent	Per Day	No.	Per cent	Per Day	No.	Per cent	Per Day	No.	Pupil
Farm shopwork	4	20	.14	0	0	.00	0	0	.00	1.03	.046
Cooperative activities	16	80	.18	12	60	.34	10	50	.21	12.60	.24
FFA meetings	16	80	.08	16	80	.11	16	80	.06	16.00	.08
Other	0	0	.00	0	0	.00	0	0	.00	.00	.00
<b>TOTAL</b>			<b>.40</b>			<b>.45</b>			<b>.27</b>		<b>.366</b>

TABLE XX

PARTICIPATION IN OUT-OF-SCHOOL FFA ACTIVITIES AS REPORTED BY TWENTY PUPILS IN SCHOOL "B"

Activity	First Survey Period		Second Survey Period		Third Survey Period		Average				
	Pupils	Average	Pupils	Average	Pupils	Average	Total				
	Reporting	Duration	Reporting	Duration	Reporting	Duration	Average				
	'	of Total	'	of Total	'	of Total	Hours Per				
'	'Per	Group(Hrs	'	'Per	Group(Hrs	'	'Per	Group(Hrs	'	Day Per	
	No.	cent	Per Day)	No.	cent	Per Day)	No.	cent	Per Day)	No.	Pupil
FFA project work	8	40	.12	15	75	1.14	14	70	.84	12.03	.70
FFA meetings	0	0	.00	0	0	.00	0	0	.00	.00	.00
FFA programs	0	0	.00	0	0	.00	0	0	.00	.00	.00
Judging contests	0	0	.00	4	20	.08	3	15	.21	2.03	.096
Livestock shows	0	0	.00	8	40	1.36	4	20	.09	4.00	.48
Tours and field trips	0	0	.00	0	0	.00	0	0	.00	.00	.00
Other	4	20	.07	0	0	.00	0	0	.00	1.03	.02
<b>TOTAL</b>			<b>.19</b>			<b>2.58</b>			<b>1.04</b>		<b>1.296</b>

TABLE XXI

PARTICIPATION IN REGULAR SCHOOL ACTIVITIES AS REPORTED BY TWENTY PUPILS IN SCHOOL "B"

Activity	First Survey Period		Second Survey Period		Third Survey Period		Average				
	Pupils	Average	Pupils	Average	Pupils	Average	Total				
	Reporting	Duration	Reporting	Duration	Reporting	Duration	Average				
	'	of Total	'	of Total	'	of Total	Hours Per				
	'Per	Group(Hrs	'Per	Group(Hrs	'Per	Group(Hrs	Day Per				
No.	cent	Per Day)	No.	cent	Per Day)	No.	cent	Per Day)	No.	Pupil	
Band or music	4	20	.02	4	20	.01	4	20	.03	4.00	.02
Math or English	20	100	1.00	20	100	.81	20	100	1.00	20.00	.936
Commercial studies	0	0	.00	0	0	.00	0	0	.00	.00	.00
Sciences	20	100	1.40	20	100	1.10	20	100	1.42	20.00	1.31
Industrial arts	0	0	.00	0	0	.00	0	0	.00	.00	.00
Histories	4	20	.40	4	20	.31	4	20	.40	4.00	.37
Vocational agri- culture	20	100	1.00	20	100	.82	20	100	1.00	20.00	.94
Athletics	20	100	2.28	17	85	1.34	20	100	2.25	19.00	1.97
Other studies	0	0	.00	0	0	.00	0	0	.00	.00	.00
Other activities	20	100	.60	20	100	.42	20	100	.71	20.00	.576
<b>TOTAL</b>			<b>6.70</b>			<b>4.81</b>			<b>6.81</b>		<b>6.122</b>

In Table XIX the pattern of "in-school FFA activities" as reported by the pupils in School "B" is shown. The total time average for this group of activities is slightly more than one-third of an hour per day. The major part of this time is spent on cooperative activities and this is done during the second period survey. The per cent of participation was the highest in FFA meetings with an average of eighty per cent.

In Table XXI the "out-of-school activities" are recorded. This group of activities varies considerably among the three periods in school "B". The first period shows the time spent was less than two-tenths of an hour while in the second period the time spent for this activity was over two hours and one-half. In the third period the time dropped to slightly more than one hour. This is due to the spring livestock shows being held during the second period, and the State FFA convention was held during the third period. School "B" participated in two livestock shows. There was no participation at all in FFA meetings, FFA programs, tours and field trips, or miscellaneous activities. Most of the participation in this group was in livestock shows and judging contests.

"Regular school activities" are nearly constant in participation with only the time spent varying. Table XXII shows that an average of six and one-tenth hours per day are spent participating in regular school activities. There was no participation in commercial studies or industrial arts. There was low participation in band or music, and histories. There was one-hundred per cent participation in mathematics, english, sciences, vocational agriculture, athletics, and those listed as other school activities. Athletics consumed the most time as this seems to be quite important in school "B". There was a decrease in these activities during the second survey period.

TABLE XXII

PARTICIPATION IN HOME ACTIVITIES AS REPORTED BY TWENTY PUPILS IN SCHOOL "B"

Activity	First Survey Period			Second Survey Period			Third Survey Period			Average	
	Pupils	Average		Pupils	Average		Pupils	Average		Total	
	Reporting	Duration		Reporting	Duration		Reporting	Duration		Average	
	No.	Per cent	of Total	No.	Per cent	of Total	No.	Per cent	of Total	Hours Per	Day Per
		Group(Hrs			Group(Hrs			Group(Hrs		Pupil	
		Per Day)			Per Day)			Per Day)			
Regular work	20	100	.37	20	100	.65	20	100	1.31	20.00	.94
Repair machinery	8	40	.07	0	0	.00	8	40	.04	5.03	.036
Repair buildings	12	60	.07	0	0	.00	7	35	.05	6.03	.04
Gardening	0	0	.00	4	20	.02	12	60	.42	5.03	.146
Field work	8	40	.20	8	40	.11	13	65	.51	9.60	.27
Radio or television	20	100	1.65	20	100	.94	20	100	1.03	20.00	1.21
Sleeping	20	100	8.90	20	100	8.98	20	100	8.42	20.00	8.76
Miscellaneous	20	100	.84	20	100	.63	20	100	.74	20.00	.736
<b>TOTAL</b>			<b>12.60</b>			<b>11.33</b>			<b>12.52</b>		<b>12.138</b>

TABLE XXIII

PARTICIPATION IN SPORTS AND RECREATION AS REPORTED BY TWENTY PUPILS IN SCHOOL "B"

Activity	First Survey Period			Second Survey Period			Third Survey Period			Average	
	Pupils	Average		Pupils	Average		Pupils	Average		Total	
	Reporting	Duration		Reporting	Duration		Reporting	Duration		Average	
	No.	Per cent	Group(Hrs Per Day)	No.	Per cent	Group(Hrs Per Day)	No.	Per cent	Group(Hrs Per Day)	No.	Pupil
Bowling	0	0	.00	4	20	.15	0	0	.00	1.03	.05
Swimming	0	0	.00	2	10	.06	10	50	.24	6.60	.10
Hunting	8	40	.41	8	40	.21	6	30	.10	7.03	.24
Fishing	8	40	.02	4	20	.01	6	30	.11	6.00	.046
Movies	20	100	.52	18	90	.87	16	80	.64	12.00	.676
Parties	0	0	.00	0	0	.00	0	0	.00	.00	.00
Games	0	0	.00	2	10	.04	2	10	.02	1.03	.02
Loafing in town	20	100	.18	19	95	.36	18	90	.21	19.00	.25
Other leisures	0	0	.00	20	100	.10	20	100	.18	13.03	.09
<b>TOTAL</b>			<b>1.13</b>			<b>1.80</b>			<b>1.50</b>		<b>1.472</b>

TABLE XXIV

PARTICIPATION IN OTHER RECORDED ACTIVITIES AS REPORTED BY TWENTY PUPILS IN SCHOOL "B"

Activity	First Survey Period			Second Survey Period			Third Survey Period			Average	
	Pupils	Average		Pupils	Average		Pupils	Average		Total	
	Recording	Duration		Recording	Duration		Recording	Duration		Average	
	'	of Total	'	'	of Total	'	'	of Total	'	Hours Per	
	'Per	Group(Hrs	'	'Per	Group(Hrs	'	'Per	Group(Hrs	'	Day Per	
No.	cent	Per Day)	No.	cent	Per Day)	No.	cent	Per Day)	No.	Pupil	
Church activities	16	80	.34	12	60	.26	14	70	.31	14.00	.303
Agricultural work off the home farm	8	40	.14	7	35	.20	10	20	.27	8.03	.203
Non-agricultural work	16	80	1.25	14	70	1.02	15	75	.34	15.00	.870
Studying for school	20	100	1.25	19	95	1.31	20	100	.90	19.60	1.15
Other	0	0	.00	0	0	.00	0	0	.00	.00	.00
<b>TOTAL</b>			<b>2.98</b>			<b>2.79</b>			<b>1.82</b>		<b>2.52</b>



In Table XXII it is revealed again that over one-half of the pupil's day is spent on home activities. In this group we find that regular work, field work, radio and television, sleeping, and miscellaneous take up the bulk of the time. Regular work remained fairly constant with a slight increase during the third period. Repairing machinery, repairing buildings, and gardening take up a small per cent of the time. It is assumed that the FFA boys leave the repair work to their fathers. Gardening time increased quite rapidly as the weather became warmer. Radio and television time did not decrease as rapidly as it did in school "A". Sleeping time was nearly constant with only a slight decrease shown in the third period. Over twelve hours per day are spent in home activities.

In Table XXIII it is shown that there is a low rate of participation and also a low rate of time expenditure. It is revealed that sports and recreation do not occupy a very large part of the FFA boy's day. Bowling, and swimming do not take much of the boy's time. Swimming did become a major activity when warm weather arrived. Hunting and fishing remained almost constant with hunting decreasing and fishing increasing as the survey periods progressed. The most time was spent going to the movies. An average of forty minutes per day was spent in this activity. Loafing in town was next with about fifteen minutes per day used in this activity.

In Table XIV it is shown that church participation is very high with time spent averaging eighteen minutes per day for the entire study period. Non-agricultural work averaged slightly under nine-tenths of an hour per day for the period. The participation was high in this activity. Agricultural work off the home farm had a low participation and a low utilization of the daily time. Studying for school utilized the major portion of the time used in this last activity group. One and one-eighth hour per

day is spent studying for school and the participation averaged over ninety-five per cent. An average of slightly over two and one-half hours per day was recorded in this activity group.

TABLE XXV

PARTICIPATION IN FFA ACTIVITIES IN-SCHOOL AS REPORTED BY TWENTY PUPILS IN SCHOOL "C"

Activity	First Survey Period			Second Survey Period			Third Survey Period			Average	
	Pupils	Average		Pupils	Average		Pupils	Average		Total	
	Reporting	Duration		Reporting	Duration		Reporting	Duration		Average	
	'	'	'	'	'	'	'	'	'	Hours Per	
	'Per	Group(Hrs		'Per	Group(Hrs		'Per	Group(Hrs		Day Per	
	No.	cent	Per Day)	No.	cent	Per Day)	No.	cent	Per Day)	No.	Pupil
Farm shopwork	7	35	.08	0	.00	.00	0	.00	.00	2.03	.026
Cooperative activities	0	0	.00	10	.50	.09	0	.00	.00	3.03	.03
FFA meetings	0	0	.00	16	.80	.02	15	.75	.01	10.03	.01
Other	0	0	.00	0	.00	.00	0	.00	.00	.00	.00
<b>TOTAL</b>			<b>.08</b>			<b>.11</b>			<b>.01</b>		<b>.066</b>

TABLE XXVI

PARTICIPATION IN OUT-OF-SCHOOL FFA ACTIVITIES AS REPORTED BY TWENTY PUPILS IN SCHOOL "C"

Activities	First Survey Period			Second Survey Period			Third Survey Period			Average	
	Pupils	Average		Pupils	Average		Pupils	Average		Total	
	Reporting	Duration		Reporting	Duration		Reporting	Duration		Average	
	'	of Total		'	of Total		'	of Total		Hours Per	
	'Per	Group(Hrs		'Per	Group(Hrs		'Per	Group(Hrs		Day Per	
No.	cent	Per Day)	No.	cent	Per Day)	No.	cent	Per Day)	No.	Pupil	
FFA project work	18	90	1.00	18	90	1.04	13	65	.74	16.03	.93
FFA meetings	0	0	.00	0	0	.00	0	0	.00	.00	.00
FFA programs	0	0	.00	0	0	.00	20	100	.56	6.6	.15
Judging contests	0	0	.00	2	10	.61	0	0	.00	.06	.203
Livestock shows	0	0	.00	11	55	1.42	0	0	.00	3.6	.47
Tours and field trips	0	0	.00	13	90	.74	19	95	.54	12.03	.426
Other	0	0	.00	16	80	.16	13	90	.09	11.03	.08
<b>TOTAL</b>			<b>1.00</b>			<b>3.97</b>			<b>1.93</b>	<b>2.259</b>	

TABLE XXVII

PARTICIPATION IN REGULAR SCHOOL ACTIVITIES AS REPORTED BY TWENTY PUPILS IN SCHOOL "C"

Activity	First Survey Period			Second Survey Period			Third Survey Period			Average	
	Pupils		Average	Pupils		Average	Pupils		Average	Total	
	Reporting		Duration	Reporting		Duration	Reporting		Duration	Average	
			of Total			of Total			of Total	Hours Per	
	No.	Per cent	Group(Hrs Per Day)	No.	Per cent	Group(Hrs Per Day)	No.	Per cent	Group(Hrs Per Day)	Day Per	Pupil
Band or music	0	0	.00	0	0	.00	0	0	.00	0	.00
Math or English	20	100	1.28	20	100	1.02	20	100	1.34	20	1.21
Commercial studies	10	50	.48	10	50	.31	10	50	.50	10	.43
Sciences	13	65	.65	13	65	.51	13	65	.64	13	.30
Industrial arts	10	50	.48	10	50	.39	10	50	.47	10	.446
Histories	2	10	.01	2	10	.01	2	10	.02	7.03	.01
Vocational agri- culture	20	100	.98	20	100	.84	20	100	.99	20	.936
Athletics	18	90	.88	18	90	.74	18	90	.89	18	.836
Other studies	5	25	.47	5	25	.36	5	25	.51	5	.446
Other activities	20	100	1.07	20	100	.94	20	100	1.12	20	1.37
<b>TOTAL</b>			<b>6.30</b>			<b>5.12</b>			<b>6.48</b>		<b>5.984</b>

As recorded in Table XXV the pupils in school "C" spend less than seven-tenths of an hour a day participating in FFA activities during the school day. More time was spent during the second survey period than during the other two periods combined due to the particular activities of this period. The second survey period, as you will recall, is from the tenth of March until the twenty-third of March. This is the time of year in which the spring livestock shows are held. The assumption maintained is that the participation of boys together in preparing and participating in these events accounts for the increase in time spent in FFA activities.

Table XXVI presents nearly the identical picture. It shows an increase in FFA project work and a large participation in livestock shows and contests during the second survey period. This is the only opportunity in which FFA members may compete against others in their own ranks. Participation in tours and field trips increased as the weather became more suitable for this activity. An approximate average of two and one-fourth hours per day are spent in out-of-school FFA activities by school "G".

The participation in "regular school activities" remain nearly constant. A decrease was shown during the second survey period due to the participation in spring livestock shows. There is no band or music participation within this group. Table XXVII shows that the required subjects are indicative of high participation, while the elective subjects revealed varied participation. Vocational agriculture is an elective subject but is required for FFA membership, thus the one-hundred per cent participation. Athletics is a major part of this school's activities, averaging nearly nine-tenths of an hour per day. Other studies such as foreign language, art, and drivers training use about one-half hour per day. Other school

activities show an average participation of one and one-third hours per day. The total average time spent at school is approximately six hours. It is assumed that if all students were transported by bus that the time would be greater.

TABLE XVIII

PARTICIPATION IN HOME ACTIVITIES AS REPORTED BY TWENTY PUPILS IN SCHOOL "C"

Activity	First Survey Period			Second Survey Period			Third Survey Period			Average	
	Pupils	Average	Duration	Pupils	Average	Duration	Pupils	Average	Duration	Total	Average
	Reporting	of Total	Group(Hrs	Reporting	of Total	Group(Hrs	Reporting	of Total	Group(Hrs	Hours Per	Day Per
	No.	cent	Per Day)	No.	cent	Per Day)	No.	cent	Per Day)	No.	Pupil
Regular work	20	100	3.07	20	100	2.17	20	100	2.00	20	2.41
Repair machinery	4	20	.04	0	0	.00	2	10	.02	.66	.006
Repair buildings	7	35	.06	4	20	.04	4	20	.05	5	.05
Gardening	10	50	.10	8	40	.11	12	60	.36	10	.19
Field work	4	20	.02	5	25	.14	11	55	.41	6.6	.19
Radio or television	20	100	1.40	20	100	.74	20	100	1.31	20	1.15
Sleeping	20	100	8.80	20	100	8.10	20	100	8.16	20	8.35
Miscellaneous	15	75	1.00	18	90	.56	20	100	.82	17.6	.79
<b>TOTAL</b>			<b>14.49</b>			<b>11.86</b>			<b>13.13</b>		<b>13.136</b>



TABLE XXIX

PARTICIPATION IN SPORTS AND RECREATION AS REPORTED BY TWENTY PUPILS IN SCHOOL "C"

Activity	First Survey Period			Second Survey Period			Third Survey Period			Average	
	Pupils	Average	Duration	Pupils	Average	Duration	Pupils	Average	Duration	Total	Average
	Reporting	Per	Group	Reporting	Per	Group	Reporting	Per	Group	Hours Per	Day Per
	No.	cent	Per Day	No.	cent	Per Day	No.	cent	Per Day	No.	Pupil
Bowling	0	0	.00	2	10	.04	0	0	.00	.66	.011
Swimming	0	0	.00	0	0	.00	8	40	.17	2.6	.056
Hunting	3	15	.04	6	30	.14	3	15	.07	4	.08
Fishing	0	0	.00	3	15	.07	5	25	.11	2.6	.06
Movies	3	15	.02	5	25	.16	8	40	.24	5.03	.14
Parties	3	15	.09	4	20	.06	4	20	.08	3.6	.076
Games	0	0	.00	3	15	.02	8	40	.09	3.6	.036
Loafing in town	15	75	.32	14	70	.41	15	75	.32	14.6	.35
Other leisures	7	35	.37	16	80	.45	6	30	.15	9.6	.32
<b>TOTAL</b>			<b>.84</b>			<b>1.35</b>			<b>1.23</b>		<b>1.129</b>

TABLE XXX

PARTICIPATION IN OTHER RECORDED ACTIVITIES AS REPORTED BY TWENTY PUPILS IN SCHOOL "C"

Activity	First Survey Period			Second Survey Period			Third Survey Period			Average	
	Pupils	Average	Duration	Pupils	Average	Duration	Pupils	Average	Duration	Total	Average
	Reporting	Duration	of Total	Reporting	Duration	of Total	Reporting	Duration	of Total	Hours Per	Day Per
	'Per	Group(Hrs	'Per	Group(Hrs	'Per	Group(Hrs	'Per	Group(Hrs	'Per	Group(Hrs	Day Per
	No.	cent	Per Day)	No.	cent	Per Day)	No.	cent	Per Day)	No.	Pupil
Church activities	15	75	.32	12	60	.30	14	70	.31	13.6	.31
Agricultural work off the home farm	0	0	.00	4	20	.25	4	20	.02	2.6	.09
Non-agricultural work	0	0	.00	3	15	.31	4	20	.06	2.03	.12
Studying for school	20	100	.97	16	80	1.33	15	75	.75	17	1.02
Other	0	0	.00	10	50	.16	6	30	.02	5.03	.06
<b>TOTAL</b>			<b>1.29</b>			<b>2.35</b>			<b>1.16</b>		<b>1.60</b>

In Table XXVIII it is shown that nearly two-thirds of the time spent at home is spent in sleeping. Sleeping time slightly decreased as the hours of daylight increased. The majority of the other one-third of home activity time was spent at regular work, such as chores, and listening to the radio and watching television. The introduction of television to this part of Oklahoma is the reason for an average of over one hour per day spent in this activity. Time spent, and rate of participation, repairing machinery and buildings is low and constant. Gardening and field work increase as spring weather advances. Nearly an hour a day was spent at miscellaneous activities such as eating, reading or talking. An average of thirteen hours and eight minutes per day are spent at home activities.

In Table XXIX it is revealed that sports and recreation play a very small part in the FFA member's day. Swimming did not utilize any time until warm weather arrived. Time spent hunting and fishing equalled that of movie time. Parties and games were participated in at a very low rate and for very little time. Loafing in town utilized over one-third of an hour per day.

Table XXX shows the other recorded activities and that of studying for school takes most of the time. The participation was high and for over one hour per day. Very few pupils participated in agricultural work off the home farm or in non-agricultural work. This increased slightly during the last two survey periods. Nearly three-fourths of the boys participated in church activities for an average of one-third hour per day. Other activities such as sickness and business trips utilize a very small part of the average time. An average of one hour and thirty-six minutes per day was spent on these activities in this group at school "C".

TABLE XXVI

PARTICIPATION IN FFA ACTIVITIES IN-SCHOOL AS REPORTED BY TWENTY PUPILS IN SCHOOL "D"

Activity	First Survey Period		Second Survey Period		Third Survey Period		Average				
	Pupils	Average	Pupils	Average	Pupils	Average	Total				
	Reporting	Duration	Reporting	Duration	Reporting	Duration	Average				
	No.	Per Group (Hrs of Total)	No.	Per Group (Hrs of Total)	No.	Per Group (Hrs of Total)	Hours Per Day Per Pupil				
Farm shopwork	10	50	.01	0	0	.00	8	40	.06	5	.02
Cooperative activities	0	0	.00	6	30	.02	6	30	.01	5	.01
FFA meetings	7	35	.10	17	85	.09	14	70	.01	12.6	.066
Other	10	50	.30	10	50	.08	0	0	.00	6.6	.126
<b>TOTAL</b>			<b>.41</b>			<b>.19</b>			<b>.08</b>		<b>.222</b>

TABLE XXXII

PARTICIPATION IN OUT-OF-SCHOOL FFA ACTIVITIES AS REPORTED BY TWENTY PUPILS IN SCHOOL "D"

Activity	First Survey Period		Second Survey Period		Third Survey Period		Average				
	Pupils	Average	Pupils	Average	Pupils	Average	Total				
	Reporting	Duration	Reporting	Duration	Reporting	Duration	Average				
	'	of Total	'	of Total	'	of Total	Hours Per				
	'Per	Group(Hrs	'Per	Group(Hrs	'Per	Group(Hrs	Day Per				
No.	cent	Per Day)	No.	cent	Per Day)	No.	cent	Per Day)	No.	Pupil	
FFA project work	13	65	.42	19	95	1.67	19	95	.82	17	.97
FFA meetings	0	0	.00	0	0	.00	0	0	.00	0	.00
FFA programs	0	0	.00	0	0	.00	0	0	.00	0	.00
Judging contests	0	0	.00	2	10	.16	4	20	.81	2	.32
Livestock shows	0	0	.00	7	35	1.57	0	0	.00	2.03	.52
Tours and field trips	13	65	.16	16	80	.02	18	90	.08	15.6	.086
Other	4	20	.02	0	0	.00	0	0	.00	1.03	.006
<b>TOTAL</b>			<b>.60</b>			<b>3.42</b>			<b>1.71</b>		<b>1.922</b>

TABLE XXIII

PARTICIPATION IN REGULAR SCHOOL ACTIVITIES AS REPORTED BY TWENTY PUPILS IN SCHOOL "D"

Activity	First Survey Period			Second Survey Period			Third Survey Period			Average	
	Pupils	Average		Pupils	Average		Pupils	Average		Total	
	Reporting	Duration		Reporting	Duration		Reporting	Duration		Average	
	'	of Total	'	'	of Total	'	'	of Total	'	Hours Per	
	'Per	Group(Hrs	'	'Per	Group(Hrs	'	'Per	Group(Hrs	'	Day Per	
No.	cent	Per Day)	No.	cent	Per Day)	No.	cent	Per Day)	No.	Pupil	
Band or music	0	0	.00	0	0	.00	0	0	.00	0	.00
Math or English	20	100	1.00	20	100	.86	20	100	1.00	20	.95
Commercial studies	4	20	.26	4	20	.19	4	20	.28	4	.24
Sciences	6	30	.35	6	30	.26	6	30	.37	6	.326
Industrial arts	13	65	.49	14	70	.36	14	70	.50	13.6	.45
Histories	10	50	.48	10	50	.37	10	50	.49	10	.446
Vocation agri- culture	20	100	.98	20	100	.89	20	100	.97	20	.946
Athletics	17	85	.59	15	75	.47	18	90	.60	16.6	.55
Other studies	20	100	.88	20	100	.71	20	100	.89	20	.826
Other activities	20	100	.15	20	100	.17	20	100	.24	20	.186
TOTAL			6.18			4.28			5.34		4.920

"FFA activities in-school" as recorded in Table XXXI by school "D" utilized less than one-fourth of an hour per day. The first survey period shows that there was nearly one-half hour per day spent on this group but the average was brought down by the last two survey periods. Rate of participation was very low in all but that of FFA meetings.

In Table XXXII it is shown that FFA project work had the highest rate of participation and the most time was spent on this activity. It greatly increased in the second period and then decreased during the third. This was due to the fact that many of the members sell their project after the stock shows and do not have to spend as much time on their project work until they acquire another project. School "D" pupils surveyed did not participate in any out-of-school FFA meetings or FFA programs during the entire survey period. It must be remembered that this is just for the ones surveyed. It does not take into consideration that some of the membership other than the twenty surveyed did not participate in any of these activities. It is assumed however, that since these twenty boys make up nearly fifty per cent of the membership the average should be quite true.

Table XXXIII shows no participation in band, and a low participation in commercial studies, sciences, and histories. A high participation in mathematics, english, industrial arts, vocational agriculture, athletics, and other studies. An average of more than two hours per day was spent in regular school activities during the first period than during the second survey period. This is due, as was shown in the preceeding table, to the large amount of time spent during the second survey period at livestock shows or judging contests. An average of almost five hours per day were spent in "regular school activities" in school "D". Many of the boys apparently did not ride the bus and some of them returned home for lunch.

TABLE XXXIV

PARTICIPATION IN HOME ACTIVITIES AS REPORTED BY TWENTY PUPILS IN SCHOOL "D"

Activity	First Survey Period			Second Survey Period			Third Survey Period			Average	
	Pupils	Average		Pupils	Average		Pupils	Average		Total	
	Reporting	Duration		Reporting	Duration		Reporting	Duration		Average	
	'	' of Total	'	'	' of Total	'	'	' of Total	'	Hours Per	'
	'Per	Group(Hrs		'Per	Group(Hrs		'Per	Group(Hrs		Day Per	
	No.	'cent	Per Day)	No.	'cent	Per Day)	No.	'cent	Per Day)	No.	Pupil
Regular work	20	100	1.70	20	100	1.40	20	100	2.14	20	1.75
Repair machinery	7	35	.05	2	10	.01	6	30	.08	5.03	.046
Repair buildings	10	50	.15	0	0	.00	4	20	.04	4.6	.06
Gardening	4	20	.06	4	20	.14	12	60	.87	6.6	.356
Field work	13	65	.50	10	50	.41	14	70	.94	12.03	.78
Radio or television	20	100	1.02	20	100	.81	20	100	.74	20	.856
Sleeping	20	100	9.17	20	100	9.04	20	100	8.62	20	8.94
Miscellaneous	20	100	.45	20	100	.37	20	100	.51	20	.44
<b>TOTAL</b>			<b>13.10</b>			<b>12.18</b>			<b>13.94</b>		<b>13.228</b>



TABLE XXXV

## PARTICIPATION IN SPORTS AND RECREATION AS REPORTED BY TWENTY PUPILS IN SCHOOL "D"

Activity	First Survey Period			Second Survey Period			Third Survey Period			Average	
	Pupils	Average		Pupils	Average		Pupils	Average		Total	
	Reporting	Duration		Reporting	Duration		Reporting	Duration		Average	
		of Total			of Total			of Total		Hours Per	
	Per	Group(Hrs		Per	Group(Hrs		Per	Group(Hrs		Day Per	
No.	cent	Per Day)	No.	cent	Per Day)	No.	cent	Per Day)	No.	Pupil	
Bowling	0	0	.00	1	5	.01	1	5	.02	.66	.01
Swimming	0	0	.00	0	0	.00	8	40	.06	2.6	.02
Hunting	13	65	.16	3	15	.06	0	0	.00	5.03	.07
Fishing	3	15	.02	6	30	.11	8	40	.17	5.6	.10
Movies	20	100	.84	14	70	.62	16	80	.81	16.6	.756
Parties	10	50	.09	0	0	.00	2	10	.04	4	.04
Games	13	65	.45	10	50	.36	12	60	.21	11.6	.34
Loafing in town	17	85	.41	15	75	.52	10	50	.38	14	.436
Other leisures	10	50	.21	9	45	.11	10	50	.17	9.6	.16
TOTAL			2.18			1.79			1.86		1.932

TABLE XXXVI

PARTICIPATION IN OTHER RECORDED ACTIVITIES AS REPORTED BY TWENTY PUPILS IN SCHOOL "B"

Activity	First Survey Period			Second Survey Period			Third Survey Period			Average	
	Pupils	Average		Pupils	Average		Pupils	Average		Total	
	Reporting	Duration		Reporting	Duration		Reporting	Duration		Average	
	'	of Total	'	'	of Total	'	'	of Total	'	Hours Per	
	Per	Group(Hrs		Per	Group(Hrs		Per	Group(Hrs		Day Per	
	No.	cent	Per Day)	No.	cent	Per Day)	No.	cent	Per Day)	No.	Pupil
Church activities	7	35	.15	5	25	.09	6	30	.17	6	.136
Agricultural work off the home farm	3	15	.05	4	20	.16	3	15	.03	3.03	.08
Non-agricultural work	10	50	.78	9	45	.81	5	25	.52	8	.70
Studying for school	20	100	.53	20	100	1.02	20	100	.34	20	.63
Other	0	0	.00	0	0	.00	0	0	.00	0	.00
<b>TOTAL</b>			<b>1.51</b>			<b>2.08</b>			<b>1.06</b>		<b>1.546</b>

In Table XXXIV it is shown that there was an average participation of one-hundred per cent in regular work, sleeping, radio or television, and in miscellaneous activities. Participation in and hours consumed were very low for repairing machinery, repairing buildings, and gardening. Approximately nine hours of the day were spent sleeping by the boys in School "D". There was a slight decrease in sleeping time the second period. This was due to the boys being away from home for part of the time. Gardening and field work increased as warmer weather advanced. The time spent listening to radio or watching television decreased as the days became longer.

As in the other schools surveyed, sports and recreation in school "D" do not play a very large part in the FFA member's day. Bowling, hunting, fishing, and parties utilized a very small amount of time. The three major activities as recorded in school "D" were movies, games, and loafing in town. Movie-going averaged three-fourths of an hour a day, games averaged one-third of an hour a day, and loafing in town approximately one-half an hour a day. School "D" averaged nearly two hours a day on recorded sports or recreation.

"Other recorded activities" as reported in Table XXXVI by the twenty pupils in school "D" shows that non-agricultural work has utilized the most time. Participation in this was low in numbers but the time spent was an average of forty-two minutes a day. Studying for school used about the same amount of time and the participation was one-hundred per cent. Agricultural work off the home farm was very low in participation and in the amount of time used. Church participation rate was low and the time averaged a little over one-tenth of an hour per day. There was no indication of any activities recorded as other or miscellaneous. These other recorded activities utilized just a fraction over one and one-half hours per day.

TABLE XXXVII

PARTICIPATION IN FFA ACTIVITIES IN-SCHOOL AS REPORTED BY TWENTY PUPILS IN SCHOOL "E"

Activity	First Survey Period			Second Survey Period			Third Survey Period			Average	
	Pupils	Average		Pupils	Average		Pupils	Average		Total	
	Reporting	Duration		Reporting	Duration		Reporting	Duration		Average	
	'	of Total	'	'	of Total	'	'	of Total	'	Hours Per	
	'Per	Group(Hrs	'	'Per	Group(Hrs	'	'Per	Group(Hrs	'	Day Per	
No.	'cent	Per Day)	No.	'cent	Per Day)	No.	'cent	Per Day)	No.	Pupil	
Farm shopwork	12	60	.06	4	20	.01	0	0	.00	5.03	.02
Cooperative activi- ties	4	20	.02	0	0	.00	5	25	.04	3	.02
FFA meetings	0	0	.00	0	0	.00	16	80	.06	5.03	.02
Other	0	0	.00	0	0	.00	0	0	.00	0	.00
<b>TOTAL</b>			<b>.08</b>			<b>.01</b>			<b>.10</b>		<b>.06</b>

TABLE XXXVIII

PARTICIPATION IN OUT-OF-SCHOOL FFA ACTIVITIES AS REPORTED BY TWENTY PUPILS IN SCHOOL "E"

Activity	First Survey Period			Second Survey Period			Third Survey Period			Average	
	Pupils	Average		Pupils	Average		Pupils	Average		Total	
	Reporting	Duration		Reporting	Duration		Reporting	Duration		Average	
	'	' of Total	'	'	' of Total	'	'	' of Total	'	Hours Per	
	'Per	Group(Hrs	'	'Per	Group(Hrs	'	'Per	Group(Hrs	'	Day Per	
No.	cent	Per Day)	No.	cent	Per Day)	No.	cent	Per Day)	No.	Pupil	
FFA project work	20	100	1.00	20	100	1.80	20	100	1.15	20	1.32
FFA meetings	16	80	.10	0	0	.00	0	0	.00	5.03	.03
FFA programs	4	20	.03	4	20	.18	0	0	.00	2.6	.07
Judging contests	0	0	.00	3	15	.18	4	20	.51	2.03	.23
Livestock shows	0	0	.00	18	90	1.70	0	0	.00	6	.566
Tours and field trips	12	60	.20	0	0	.00	18	90	.18	10	.126
Other	4	20	.04	0	0	.00	0	0	.00	1.03	.01
<b>TOTAL</b>			<b>1.37</b>			<b>3.86</b>			<b>1.84</b>		<b>2.352</b>

TABLE XXXIX

PARTICIPATION IN REGULAR SCHOOL ACTIVITIES AS REPORTED BY TWENTY PUPILS IN SCHOOL "E"

Activity	First Survey Period		Second Survey Period		Third Survey Period		Average		Total Average Hours Per Day Per Pupil		
	Pupils	Average	Pupils	Average	Pupils	Average					
	Reporting	Duration	Reporting	Duration	Reporting	Duration					
	'	of Total	'	of Total	'	of Total					
	'Per	Group(Hrs	'Per	Group(Hrs	'Per	Group(Hrs					
	No.	cent	Per Day)	No.	cent	Per Day)	No.	cent	Per Day)	No.	Pupil
Band or music	4	20	.02	0	0	.00	0	0	.00	1.03	.006
Math or English	20	100	1.50	20	100	.92	20	100	1.20	20	1.21
Commercial studies	4	20	.30	4	20	.12	4	20	.18	4	.20
Sciences	8	40	.20	10	50	.44	10	50	.62	9.03	.42
Industrial arts	13	65	.60	14	70	.62	14	70	.74	6.6	.65
Histories	7	35	.15	7	35	.28	7	35	.42	7	.28
Vocational agri- culture	20	100	1.00	20	100	.63	20	100	.98	20	.87
Athletics	8	40	.50	18	90	.81	19	95	.91	15	.77
Other studies	20	100	.90	20	100	1.10	20	100	1.46	20	1.15
Other activities	20	100	1.40	0	0	.00	0	0	.00	6.6	.46
<b>TOTAL</b>			<b>6.57</b>			<b>4.92</b>			<b>6.51</b>		<b>6.016</b>

Table XXXVII shows that there was a very low rate of participation and a small amount of time used for "in-school FFA activities" in school "E". The average amount of participation and time spent was the same for all of the activities in this group where there was any recorded participation. Less than four minutes per day was the average utilization for this group.

In Table XXXVIII the "out-of-school activities" in FFA work was about the same as for the preceding schools. The second survey period utilized the most time due to the time spent at the spring livestock shows and judging contests. Average participation was very low in all activities, with the exception of FFA project work. There was the usual increases and decreases as have been shown in the other schools studied. Project work time increased the second period and then decreased the third period. Livestock shows were recorded only in the second period, but they averaged over one-half hour per day for the entire study. School "E" averaged a little over one and one-third hours per day on "out-of-school FFA activities" for the full period studied.

In Table XXXIX the "regular school activities" are shown. These activities are nearly constant in time used. Time spent on these activities decreased the second survey period but regained the third period. Only two boys participated in band or music for a small amount of average time. There was a low participation rate in commercial studies, sciences, histories, and industrial arts. There was high participation in mathematics or english, vocational agriculture, athletics, and other studies that were not listed on the survey forms. Most of the boys surveyed are transported by bus. The average amount of time spent on this group was slightly over six hours per day for the entire survey period.

TABLE XL

## PARTICIPATION IN HOME ACTIVITIES AS REPORTED BY TWENTY PUPILS IN SCHOOL "E"

Activity	First Survey Period			Second Survey Period			Third Survey Period			Average	
	Pupils	Average		Pupils	Average		Pupils	Average		Total	
	Reporting	Duration		Reporting	Duration		Reporting	Duration		Average	
		of Total			of Total			of Total		Hours Per	
	Per	Group(Hrs		Per	Group(Hrs		Per	Group(Hrs		Day Per	
No.	cent	Per Day)	No.	cent	Per Day)	No.	cent	Per Day)	No.	Pupil	
Regular work	13	90	2.40	13	90	1.46	19	95	1.61	18.03	1.89
Repair machinery	4	20	.02	0	0	.00	4	20	.06	2.6	.026
Repair buildings	4	20	.02	7	35	.07	4	20	.05	5	.04
Gardening	0	0	.00	0	0	.00	3	40	.54	2.6	.18
Field work	9	45	.17	10	50	.11	16	80	.92	11.6	.40
Radio or television	13	90	.71	14	70	.60	12	60	.41	14	.57
Sleeping	20	100	9.60	20	100	9.30	20	100	8.47	20	9.12
Miscellaneous	20	100	.46	20	100	1.10	20	100	1.06	20	.87
TOTAL			13.38			12.64			13.12		13.096



TABLE XLI

PARTICIPATION IN SPORTS AND RECREATION AS REPORTED BY TWENTY PUPILS IN SCHOOL "E"

Activity	First Survey Period		Second Survey Period		Third Survey Period		Average				
	Pupils	Average	Pupils	Average	Pupils	Average	Total				
	Reporting	Duration	Reporting	Duration	Reporting	Duration	Average				
		of Total		of Total		of Total	Hours Per				
	Per	Group(Hrs	Per	Group(Hrs	Per	Group(Hrs	Day Per				
NO.	cent	Per Day)	No.	cent	Per Day)	No.	cent	Per Day)	No.	Pupil	
Bowling	0	0	.00	0	0	.00	0	0	.00	0	.00
Swimming	0	0	.00	0	0	.00	8	40	.06	2.6	.02
Hunting	0	0	.00	7	35	.06	2	10	.02	3	.026
Fishing	0	0	.00	5	25	.03	4	20	.05	3	.026
Movies	8	40	.26	7	35	.10	8	40	.11	7.6	.156
Parties	4	20	.20	8	40	.23	4	20	.09	5.03	.17
Games	20	100	.34	10	50	.06	10	50	.07	13.03	.15
Loafing in town	20	100	.34	11	55	.64	12	60	.26	14.03	.41
Other leisures	20	100	.28	3	15	.07	5	25	.08	9.03	.14
TOTAL			1.42			1.19			.74		1.098

TABLE XLII

PARTICIPATION IN OTHER RECORDED ACTIVITIES AS REPORTED BY TWENTY PUPILS IN SCHOOL "B"

Activity	First Survey Period			Second Survey Period			Third Survey Period			Average	
	Pupils	Average		Pupils	Average		Pupils	Average		Total	
	Reporting	Duration		Reporting	Duration		Reporting	Duration		Average	
	'	of Total	'	'	of Total	'	'	of Total	'	Hours Per	
	'Per	Group(Hrs	'	'Per	Group(Hrs	'	'Per	Group(Hrs	'	Day Per	
No.	'cent	Per Day)	No.	'cent	Per Day)	No.	'cent	Per Day)	No.	Pupil	
Church activities	12	60	.24	7	35	.10	6	30	.08	8.03	.14
Agricultural work off the home farm	12	60	.10	4	20	.25	10	50	.34	8.6	.23
Non-agricultural work	13	65	.16	0	0	.00	4	20	.16	5.6	.106
Studying for school	20	100	.60	14	70	.82	15	75	.82	13	.746
Other	2	10	.08	7	35	.21	8	40	.16	5.6	.15
<b>TOTAL</b>			<b>1.18</b>			<b>1.38</b>			<b>1.56</b>		<b>1.372</b>

In Table XII that of "home activities" shows that an average of slightly more than thirteen hours per day are spent at home participating in home activities. Average participation was high in regular work, field work, radio or television, sleeping, and miscellaneous. The amount of time spent was correspondingly high. Regular work indicated a decrease from the first period into the second period due to the boys being away from home for a few days. Gardening and field work revealed an increase as the study progressed. Radio or television time showed a steady decrease due to the increase in hours of day-light. Sleeping time showed a small decrease through the three periods.

In Table XIII there is the usual picture. Sports and recreation play a very small part in a farm boy's life. This is not as it should be, but the study indicates this true picture. Bowling, swimming, hunting, and fishing utilize a very small amount of time and low participation. Movie time spent was much lower than some of the schools preceeding this one. Parties seem to play a more important part with school "E" boys than movies, and game time equalled that of movies. This is because of the greater distance to the larger towns than in the other schools. Loafing in town maintained its high rate of participation but utilized less than one-half hour per day. Total time spent on sports or recreation was slightly over one hour per day.

Table XIII shows a low participation in everything but studying for school. Studying for school utilized more time than did church activities, agricultural work off the home farm, non-agricultural work, and others combined. Slightly more than one and one-third hours per day were spent on these other recorded activities.

TABLE XLIII

SOME DAILY EXTREMES OF VARIOUS ACTIVITIES AS REPORTED BY VARIOUS PUPILS

Activity	Range (Hrs. per day)	
	Low	High
FFA activities in school . . . . .	0	4
FFA project work . . . . .	0	6
Livestock shows . . . . .	0	18
Judging contests . . . . .	0	7
Athletics . . . . .	0	8
Church activities . . . . .	0	6
Regular work . . . . .	0	10
Farm field work . . . . .	0	11
Radio or television . . . . .	0	7
Sleeping . . . . .	2	16
Hunting . . . . .	0	4
Motion pictures . . . . .	0	6
Loafing in town . . . . .	0	8
Studying for school . . . . .	0	4
Agricultural work off the home farm . . . . .	0	10
Non-agricultural work . . . . .	0	8
Miscellaneous . . . . .	0	9

In Table XLIII is shown that there will be wide variations and extremes in any type of survey when as many as one-hundred pupils are studied. This is the reason why a large number of pupils must be surveyed so a true picture can be formed. The averages that appear in the preceding tables may present a somewhat clear picture while a study of just a few individuals would make the differences much more difficult to recognize.

These extremes were picked at random from the three-hundred survey forms that were analyzed, and there was no attempt made to record the period of time under survey or the school from which they came. It is the writer's opinion though that they are noteworthy of mention because it is the assumption that there will be extremes in any type of study made with a group of individuals.

These extremes are daily but they would also appear if the activities were recorded for the entire time periods as individual records. These extremes were mixed in with many others transform the study into a composite pattern that is definitely recognized as "average". No conditions are present to justify these extremes except the theory that there will always be present extremes in any type of group-study. When one studies more than one individual they are bound to be present unless all conditions, having a bearing on the individuals, are the same.

## CHAPTER IV

### SUMMARY AND CONCLUSIONS

This thesis is concerned with the study of the time-budgets of FFA members as they attend high school. Time is the oldest standard in existence and one of the most important. This field of study has probably received a smaller amount of research than any other. There has been several studies made on use of time with various groups, but to the knowledge of the writer there has never been a study made involving such a large group of high school boys for such a long period of time. It is important that youth realize the value of time and recognize the importance of utilizing a proper time-budget for their respective endeavors.

This study involves only FFA members and there has not been any attempt on the part of the study to compare this time spent with any other group. This time expenditure study was grouped into six different classes of activities and recorded in this manner. What do FFA boys do with their time? The average time budget as analyzed, from 300 survey forms completed by 100 FFA members in five central Oklahoma high schools, is found in Table XLIV.

TABLE XLIV

## SUMMARY OF TIME SPENT ON THE SIX CLASSES OF ACTIVITIES

Activity	Average duration per day per pupil surveyed	
In-school FFA activities	.31 hours	or 18 min.
Out-of-school FFA activities	1.98 hours	or 1 hr. & 59 min.
Regular school activities	5.74 hours	or 5 hrs. & 44 min.
Home activities	12.87 hours	or 12 hrs. & 53 min.
Sports and recreation	1.35 hours	or 1 hr. & 21 min.
Other recorded activities	1.75 hours	or 1 hr. & 45 min.
TOTAL	24.00 hours	24 hrs.

The table reveals that the major portion of the day is spent on two classes of activities, that of home activities and regular school activities. If the importance of activities is determined by the amount of time used, then these will rank first. If the importance of an activity is determined by the per cent of participation they would also rank first. It has been found that the students included in this study spend over three-fourths of the twenty-four hours in these two groups of activities.

#### Conclusions and Recommendations

A. The time spent on "in-school FFA activities" ranged from a low of three and one-half minutes per day in one school to a high of fifty-three minutes per day in another school. These are extremes but the average is found to be eighteen minutes per day for the five schools. From these findings it is concluded that some of the schools may have a better organized

FFA program within the school, or possess more adequate facilities. It is to be realized that this survey does not include the entire membership of the FFA from each school as only twenty boys were surveyed. Since the survey was gathered from approximately fifty per cent of the membership, these averages are considered applicable to the average FFA boy. Even though the amount of time spent on these activities is quite low, it is recognized that they are very important to boys enrolled in vocational agriculture. Farm boys have a tendency to stick together as they still feel apart from town youth. This is gradually changing as time goes by, but even at the present time there is evidence of the fact that rural youth have a more enjoyable fellowship when participating with members of their own group.

It is recommended that all vocational agriculture instructors should develop a well organized program of in-school FFA activities. Unorganized FFA activities may often be of less value than none at all. An excess amount of time spent on certain in-school FFA activities may possibly be more harmful in some instances than a spending of an insufficient amount of time.

B. "Out-of-school FFA activities" consumed an average of one hour and fifty-three minutes per day of the boy's time. The majority of this time was spent on FFA project work and the participation in livestock shows. It is only natural that this is true. If a boy has money invested in an FFA project program, it is to his benefit that he spend a lot of his time on these projects. There was very little difference in the averages of the different schools. The variations that did appear were due to the number of livestock shows in which they participated.

The out-of-school FFA activities are necessary in a well balanced FFA members time-budget. Although a boy may be absent from school for partici-



pation in this type of activity, it is usually the practice that he is not counted absent on official school records.

It should be the responsibility of the vocational agriculture instructor to permit only those boys who are scholastically eligible to participate in out-of-school activities. It is the responsibility of the school administrators to inform the vocational agriculture instructor of the scholastic standings of the pupils. It is the responsibility of the parents to require extra study on the part of the pupil to make up any work that is required. The responsibility should be assumed by the boy to cooperate with all concerned or he should not be allowed to participate.

When a group of boys are representing the school in an out-of-school activity, the instructor should have a definite understanding with the boys regarding the manner in which they are to conduct themselves. This responsibility definitely belongs to the instructor. If pupils are unable to conduct themselves in such a manner as to reflect pride on their school and organization, they should not be allowed to participate.

C. The study shows that the amount of time spent on regular school activities is nearly constant within a school or group of schools. In the five schools surveyed, the pupils spent an average of five hours and forty-four minutes per day participating in regular school activities. An explanation of the variation shown in different periods during the study is probably due to the varying characteristics of the times of the survey periods. While an increase was shown in out-of-school FFA activities during the second period, there was a decrease shown for regular school activities during the same period. This was in all probability due to participation in the livestock shows.

All of the schools studied offered either band or music, yet the participation and time spent for this activity was extremely low. It is assumed that the rural boys are not interested in these subjects because they have never developed any music appreciation of this type. It is the belief of the writer that the lack of this appreciation development is due to the busy schedule encountered on our farms and the lack of encouragement by the parents.

All regular subjects maintained a high rate of participation and utilized a large amount of school time. Although vocational agriculture is an elective subject, it is required for FFA membership. This explains the 100% participation. Athletics is a major activity during the school day, especially in the smaller schools. Extra activities at school used a small part of the pupil's day.

In summarizing this activity group it is believed by the writer that a large per cent of the pupils surveyed ate their lunch in town since no school cafeteria was available. It is further believed that the pupils recorded this time as loafing in town rather than a school activity.

In some of the schools the students are excused from school after their last class. They are free to go home and most of them follow this practice. This accounts for the lower amount of time spent at school than would be expected. The boys who depend on school bus transportation had a very high amount of time recorded as school activities. It is the duty of the school administrators to arrange the student's schedule to fit his respective needs. It is a duty of the vocational agriculture instructor to encourage those FFA members who are excused early to take full advantage of this time for their work. Only in cases of adverse weather conditions do those who are excused remain at school. Most of them are so busy

at home that they provide other transportation for themselves and go home and do farm work.

D. An average of twelve hours and fifty-three minutes per day was spent on home activities as reported by one-hundred FFA boys attending school. This is the part of the twenty-four hours where the boy is under the direct or indirect supervision and guidance of his parents. An average of eight hours and twenty-four minutes per day was spent for sleep. This is not out of proportion in comparison with the pupil's physical needs.

The other major item of time consumption is regular farm work. Every farm boy is assigned by his parents a certain chore type activity that they are expected to perform. This regular work is performed every day and as the boy's growth and age increases, so does his work. All of these home activities would remain about the same whether the boy was an FFA member or not, as long as he lived in the rural areas.

Since the major part of the day is spent at home on home activities it is the belief of the writer that the parent plays the larger role in directing the proper time use of a boy and the greater development of his talents. This may not be realized due to the busy activities of the parents but it should be emphasized as a general conclusion.

E. Sports and recreational activities used an average of one hour and twenty-one minutes per day of the FFA members time. This is extremely low in comparison with a boy's needs at this age. A very small per cent of such activities were organized or supervised. This is very discouraging because there is certainly a need for boys to be guided in their recreational efforts. The majority of this daily average was spent on attendance at movies or loafing in town.

It is not advisable to leave boys with idle time because they will not remain idle. It is assumed that parents fail to recognize the recrea

tional needs of farm youth. Very few parents ever participate with the boys because they are too busy or believe it is child's play. It appears that parents are content to see their boys find recreation in their own way. It is the belief of the writer that there has been no attempt by the parents or the schools to educate the youth in ways to choose and participate in wholesome forms of recreation out of school.

Many FFA youth prefer a movie to that of parties or games. There is little explanation for this other than the existence of a feeling of insecurity when mingling with others. Many FFA members become acquainted with new forms of recreation out of school when away on FFA activities. Those with automobiles available content themselves by driving around town as a form of recreation.

It is believed that our modern means of transportation, our increase in the size of farms, our decrease in rural population, and the lack of neighborliness in the rural areas are all causes of the poor recreational time usage by rural youth.

The vocational agriculture instructor can be of assistance in helping rural youth choose their forms of recreation and sports. Some of the training they receive in FFA participation will be of great benefit to them out of school.

F. "Other recorded activities" used one hour and forty-five minutes per day of the boy's time. In this group church participation was low and the average time spent was lower than it should have been. Those who participated in church activities were regular in attendance, but there were many who participated irregularly, and others recorded no participation. It is assumed that many rural people regard Sunday as the day to do those things they cannot find time for during the week.

The distance to the church of their choice is probably another reason for lack of participation.

Studying for school used over one hour a day out of the one hour and forty-five minute average for this group of activities. This is to be expected for boys enrolled in school and taking an average of four subjects per day. The time spent studying would have been higher if some of the boys had not used a study hour at school and recorded this as a school activity.

Paid agricultural work off the home farm utilized very little time because the parents provide enough work for the boys to do at home. Non-agricultural work is of little importance to this group of high school boys. If most of the boys had not been rural youth this would have been much higher. The boys who spent time working at jobs other than agricultural work were those boys who lived on the edge of town or on an acreage.

Miscellaneous activities in this group consumed a small average amount of time. This was such things as illness and business trips. Most boys do not take many business trips and also boys in this age group do not loose much time due to illness.

It is recommended that more church participation be undertaken and encouraged by the people in association with FFA members. This activity is just as important to the rural youth as to the young people of the city. In conclusion it is the writer's belief that a time-budget study course would be of benefit to all groups of people if offered in our educational systems of today. We have time on our hands, and it is up to us as individuals to use it properly for a more enjoyable and happy life.

It is recommended that vocational agriculture teachers recognize and assume the following responsibilities with regard to guiding and directing

the wise use of their students.

1. Sponsor a well balanced program of in-school FFA activities designed to meet the needs of the pupils and to prevent the spending of time in idleness.
2. Encourage the use of idle time for the purpose of attaining a better scholastic standing among FFA members.
3. Plan and personally direct a program of activities when the boys are away from school participating in out-of-school FFA activities.
4. Encourage a greater number of the pupils to participate in church activities by emphasizing its importance in a well balanced life.
5. Assume the initiative concerning the selection of wholesome sports and recreation.
6. Educate the parents by the use of the adult evening class as to the needs of rural youth for a better recreational program.
7. Educate others to utilize time properly by using yourself as a good example of a well balanced time-budget.
8. Educate the pupils to never fill their time with those things that tend to exclude the necessary and good things of life.

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