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ABSTRACT

A COMPARATIVE STUDY OF SPORTS PREFERENCES IN SPECTATING AND FARTICIPATING IN TWO GRAND RAPIDS AREA HIGH SCHOOLS

by Joyce E. Buckley

This study presents a comparative picture of personal sport preferences in spectating and participating patterns of two groups of high school girls: one group represents the population of an inner-city school; the other a suburban area. The author believes that this is an initial attempt to investigate the family and educational variables which may influence the respondents in respect to sport activities.

A questionnaire was constructed to obtain information concerning the subjects' spectating and participating patterns in sports along with those of the parents. Information was also obtained on family background. The questionnaire was administered November 18, 1966.

The data was subjected to statistical analysis including frequency and percentage tables for selected variables. Certain variables were tested via Chi-Square: The level of significance obtained may be found at the bottom of selected tables.

Joyce E. Buckley

Chi-Square analysis revealed no significant relationships between participating and spectating variables. There are however, definite patterns in sport spectating and participating within these two groups of students.

A COMPARATIVE STUDY OF SPORTS PREFERENCES IN SPECTATING AND PARTICIPATING IN TWO GRAND RAPIDS AREA HIGH SCHOOLS

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В**у**

Joyce E. Buckley

A THESIS

Submitted to Michigan State University in partial fulfillment of the requirements for the degree of

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CHAPTER I

THE PROBLEM

Statement of the Problem. This study presents a comparative picture of the personal sports preferences in spectating and participating patterns of two groups of high school girls: one group represents the population of an inner-city school; the other, a suburban school. The author believes that this is an initial attempt to investigate the family and educational variables which may influence the respondents in respect to sport activities.

Need for the Study. American life is marked with a high degree of competitiveness in everyday living. Whether this competition lies in grades, occupation, or mate-seeking is of little consequence, since all of these situations are conducive to producing a varied amount of tension. Thus, leisure time provides essential "safety valve" releases for our society.

The majority of our society welcome quitting time each day and the freedom of weekends to relax and release these resultant tensions. The methods employed to achieve the desired ends however, are frequently as elusive as the totally satisfying occupation. In one of his articles Tumin states the problem in these words:

In the interim, as a result of the impact of the average work situation, the worker tends to spend his most energetic hours at a job which does not draw his talents out of him; does not exercise his creative potential; does not afford him a sense of power and domination over the product and the machine but rather makes him feel subordinate to both; and provides him with no sense of significant contribution to and membership in the society. To the extent that these conditions prevail, it is my hypothesis that the average worker comes to his home-life and communitylife with a net deficit of psychic satisfactions. He therefore, brings to these extra occupational life spheres a high demand upon them by way of the kinds of gratifications he seeks and the degrees of intensity with which he seeks them. (7, 270)

In a child centered society such as the United States, the home and school, namely parents and educators are responsible for presenting the basic foundation necessary to the student to enable her to live a satisfying and meaningful life. Cne essential aspect of this framework is the development of skills to be used in leisure time.

It is the author's intention to examine these skills through a survey of sport preferences in spectating and participating, to determine the need for reorganization of physical education curricular content in each school. Through this investigation the author hopes to help prepare the student to use her leisure time in sport activities that would allow for personal satisfaction or gratificiation, maintain a standard of physical fitness advantageous to her particular position or occupation, provide a basic knowledge and skill in a variety of sport activities available in the respective communities, and to have fun in her leisure time.

<u>Procedures</u>. During the fall term, 1966, a questionnaire was constructed to investigate the sport preferences in spectating and participating patterns of high school girls in two Grand Rapids area schools.

The questionnaire was administered by the author in the respective schools on November 18, 1966, using a stratified random sample. The population consisted of fifty sophomore and fifty senior girls from each of the two schools.

Limitations of the Study. One-half of the respondents had not been involved in regular physical education classes for two years, therefore the respondents were dependent upon an accurate memory. To aid recall, an extensive list of sports¹ was added to the questionnaire. The conclusions of the study will apply only to the two schools from which the samples were drawn. And lastly, the lack of similar studies will make it impossible to compare results and validate the interpretation of data.

CHAPTER II

METHODS

After receiving permission from the principals of the schools involved, the author sent ten copies of the questionnaire to one of the schools as a trial test for clarity of the questions. After minor revisions, the questionnaire¹ was mimeographed and each copy prenumbered. The schedule consisted of four pages with forty questions and an extensive sports recall list². It was distributed in the respective schools on November 18, 1966 by the author.

The sample size consisted of two hundred subjects, fifty sophomores and fifty seniors from each school. The subjects were chosen at random from the female tenth and twelfth grade population having a study hall in the morning at one school and in the afternoon at the other.

The students met in an empty room and were seated on only one side of the tables in the room to avoid unnecessary conversation and comparison of answers. The questionnaires were then distributed along with verbal instructions for responding.

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1See Appendix A for entire questionnaire. 2See Appendix C for sports recall list. The students were directed to sign their names on a prenumbered sheet of paper beside the number of their questionnaire. The author accompanied this sheet around the room. It was possible to obtain the Differential Apptitude Test Battery¹ scores and the race of each student from the cumulative records in this manner. The above method of obtaining the information was used to free the student to answer the questions with complete anonymity.

A coding sheet² was constructed recording by hand all responses directly from the observations. While authorities on questionnaire construction state it is best to construct the code sheet before the questionnaire is given it was impossible to do this because of the varied response received on most questions.

After construction of the coding sheet the data was transferred to coding forms using numerical characters to represent responses. The data was then key punched onto IBM cards with each observation requiring two cards.

The processes described above are very time consuming unless the individual has previous knowledge and skills in key punching. For a moderate fee the Computer Institute will key punch and verify cards. If pressed for time it is a very wise idea to hire this job out to professionals saving the individual a week or two or work at odd moments.

1This information was not used due to lack of uniformity. 2See Appendix B for coding sheets.

The card sort was used to obtain percentages on questions without rankings. The computer was employed to obtain percentage tables for sixty-three selected variables, to subject certain of the variables to the Kolmogorov-Smirnov Two sample test of difference between means, and the Chi-Square Two sample Test of Independence.

Garrett describes this test as useful when we wish to investigate the relationship between traits or attributes which can be classified into two or more categories. (3,262) Tabulations are made in a contingency table, that is a double entry or two-way table in which the possession by a group of varying degrees of two characteristics is represented. (3, 263) Garrett explains further that when the expected or independence values have been computed, the difference between the observed and expected values for each cell is found. This difference is then squared and divided in each instance by the independence value. The sum of the quotients by a certain formula gives Chi-Square (3, 264). Chi-Square and Kolmogorov-Smirnov may be found in CISSR Technical Report no. 41.01 (8). This program is functional at this time for the majority of the tests described in Siegel (6) and thus is designed for nonparametric analysis of primarily nominally or ordinally measured data.

Any person planning on using the computer for problems of this type should allow approximately three

weeks to get the program set up correctly and in getting the printed output. Several other technical bulletins give the basic information necessary to set up a program and are available in the Computer Library or in room 506 Computer Center.

The following references were consulted during construction of the questionnaire: Deming (2, 1-23) Jahoda, Duetsch and Cook (4, 324-462) and Lazarsfeld and Rosenberg (5, 83-93).

CHAPTER III

FRESENTATION AND ANALYSIS OF DATA

This study constituted an investigation of the family background, sport preferences in spectating and participating and expressed plans for future participation in leisure time sport activities. The data was obtained through a questionnaire administered to one hundred ninety-seven tenth and twelfth grade girls in two Grand Rapids area high schools on November 18, 1966.

This chapter will include a breakdown by percentage and frequency tables of data obtained from selected questions in the survey.

Background Information

Family. The ages of the subjects as of November 18, 1966 are indicated in Table 1 on page 9. A large number, one hundred fifty-eight, (81%) of the total were either fifteen or seventeen years old.

One-half of the subjects were in grade ten and ninety-nine (50%) were in grade twelve.

Tables 2 and 3 on page 9 indicate the number of brothers and sisters within each family respectively while Table 4 on page 10 gives the total number of children.

AGE OF SUBJECTS

Age in Years	Number	Fercentage
14	3	1.5
15	76	38.5
16	19	9.5
17	81	41.5
18	15	7.5
19	3	1.5

TABLE 2

NUMBER OF BROTHERS

Number of Brothers	Number	Fercentage
0	55	28.0
1 1	57	29.0
2	51	25.5
3	16	8.0
4 E	9 r	4.5
26	2	1.0
7	2	1.0

TABLE 3

NUMBER OF SISTERS

Number of	Sisters N	umber	Percentage
0		63	32.0
1		71	35.5
2		24	12.0
3		21	10.5
4		6	3.0
5		6	3.0
6		5	2.5
7		1	.5

TAPLE 4

Number	Frequency	Percentage
0	20	10.2
1	45	22.5
2	40	20.0
3	31	15.5
4	22	11.0
5	12	6.0
6	12	6.0
7	7	3.5
8	3	1.5
.9	1	• 5
10	1	• 5
11	1	• 5
12	2	1.0

TCTAL NUMBER OF BROTHERS AND SISTERS

One hundred sixty-three (82.5%) of the respondents have two brothers or less and one hundred fifty-eight (80%) have two or less sisters. Less than (20%) thirty-nine respondents reported over four children in the family while twenty (10%) were only children.

Thirty-four (17.3%) reported their father did not live at home, while only nine (4.6%) reported their mother not present in the home.

A higher number, one hundred thirteen (57.53)reported their mother had a high school education or more than the father with eighty-nine, (45.2%). Tables 5 and 6 on page 11 gives the entire breakdown.

FATHERS! EDUCATION

Grades Completed	Number	Fercentage
1st - 6th	3	1.5
7th - 9th	31	15.8
10th	24	12.2
11th	17	8.6
12th	56	28.5
Some College	17	8.6
College Graduate	14	7.0
Business School	2	1.0

TABLE 6

Number	Percentage
1	• 5
29	14.8
21	10.5
25	12.7
86	43.5
20	10.5
5	2.5
2	1.0
	1 29 21 25 86 20 5 2

MOTHERS! EDUCATION

The occupational information is divided into groups derived from the United States Census Report. The majority of fathers, one hundred twenty-four (64%) are blue collar workers while forty-seven, (23.8%) are white collar. Twenty-four, (12.2%) did not report their fathers' occupation. Table 7 on page 12 depicts this information.

FATHERS! OCCUPATION

Occupation	Number	Fercentage
1234 567890	13 13 15 6 42 76 •• 8 •• 24	6.6 6.6 7.6 3.0 21.5 38.5 4.0 12.0
Key: Level 1 Level 2 Level 3 Level 4 Level 5 Level 6 Level 7 Level 8 Level 9 Level 0 The spe	<pre>= Professional, Technical and Ki = Managerial Offices and Proprie = Clerical and Kindred Workers = Sales Workers = Craftsmen, Foremen and Kindred = Cperatives and Kindred Workers = Private and Household Workers = Service Workers (excluding pri = Laborers, except miners = Occupation not reported nding money of the respondents is</pre>	ndred Workers tors Workers vate household) illustrated
in Table 8 o	n page 13. One hundred six (51.5	%) had between

in Table 8 on page 13. One hundred six (51.5%) had between 32.00 - 5.00 to spend each week: 11% had less than 32.00and 17% had 310.00 or more. One hundred nine (55%) obtained their spending money by earning it, fifty-five (28%)acquired it through allowances, and twenty-four (12.2%)received their money partially through an allowance and earning it. Only ten (5%) were simply given the money.

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TABLE 8

SPENDING MONEY

Amount	Frequency	Percentage
1.99 and less	22	11.0
2.00 - 2.99	32	16.0
3.00 - 3.99	23	11.5
4.00 - 4.99	11	5.5
5.00 - 5.99	40	20.0
6.00 - 9.99	9	4.5
10.00 -14.99	18	9.0
15.00 -19.99	4	2.0
20.00 -24.99	4	2.0
25.99 - 29.99	6	3.0
30.00 -39.99	3	1.5
40.00 -49.99	2	1.0
50.00 and above	1	.5

TABLE 9

Amount	Frequency	Percentage
<pre> \$ 1.99 and less 2.00 - 2.99 3.00 - 3.99 4.00 - 4.99 5.00 - 5.99 6.00 - 6.99 7.00 - 7.99 8.00 - 8.99 9.00 - 9.99 10.00 and more } </pre>	75 34 27 7 8 1 0 2 0 3	38.0 17.0 13.5 3.5 4.0 .5 1.0 1.5

RECREATIONAL SPENDING

Table 9 above represents the money spent on recreational activities by the respondents each week. One hundred seventy-three (88%) spend three dollars or less each week on recreational activities. This is the money the respon-

L Note: The recei	-	Verified in (or sc (* 1)* 1.2* If non-circulating	Title (with autho	For use of Net Author (or period	Call-No.	Date of request:	ch as bowling, and the money spent on food
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dents spend being admitted to sport activities or paying

dents spend being admitted to sport activities or paying for time and use of the equipment such as bowling, and billiards. This figure may include the money spent on food consumed at such activities also.

Sports

The respondents were asked to list their favorite spectator sports in order of preference. Table 10 on page 15 gives the preferences by rank. The following sports listed alphabetically received the highest rankings; baseball, basketball, bowling, dancing, football, swimming, and wrestling. Of the seven cited above five are major competitive sports in the two schools. The respondents have also been exposed to these sports repeatedly through the mass media, including television, radio, newspapers and magazines. In a study on graduate students at Eichigan State University by Fhillips the same listing received similar mention (9,21)

Table 11 on page 16 presents the sports participation patterns for the population. Basketball, bowling, dancing, roller skating, swimming, tennis, volleyball, and water skiing received the highest rankings in the overall picture. A similar pattern is noted in Fhillips (9, 20). Note that the sports cited, with the exception of two, are coed individual sports suitable for dating, recreational and leisure time activities. The team sports that may be available to women in a community are also mentioned.

SPECTATOR SPORT FREFERENCES

Sport	1st choice	2nd choice	3rd choice	4th choice
Backyard Games	• •	• •	22	
Badminton	2	• •	• •	1
Baseball	4	2	14	20
Basketball	60	<u>5</u> 8	22	12
Billiards	• •	• •	• •	2
B oati ng	2	1	1	1
Bowling	8	11	10	6
B oxi ng	• •	2	• •	3
Canoeing	• •	1	1	• •
Dancing	5	7	12	10
D ivi ng	• •	1	3	4
Drag Ra ci ng	1	1	2	4
Fencing	• •	2	• •	• •
Field Hockey	•••	••	• •	1.
Football	67	56	20	12
Golf	• •	1.	2	3
Gymnastics	1	1	5	6
Horsemanship	4	2	5	4
Ice Hockey	••	2	• •	4
Ice Skating	2	7	5	?
Judo	1	• •	• •	4
Nountain Climbing	••	• •	1	• •
Polo	1	••	• •	••
Roller Skating	6	2	5	5
Sailing	• •	• •	• •	1
Sliding	••	••	••	1
Snow Skiing	2	2	6	6
Soccer	••	••	2	4
Softball	1	3	2	4
Surring	4	3	••	1
Swimming	9	0	19	15
Synchronized Swimmin	£••	• •	2	••
Tennis Mench Teethall	5	5	12	11
Touch Football	••	1		••
Trach and Fleta	Ŧ	T	0	O
Tramporrne	••	••	Ţ	••
T MIDTILE	1	1 1	••	2
VULLEY DELL	2]1	1. 1.	(r	4
Water DALLING	17 0	'+ r	5	0
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TABLE 11

SPORT PARTICIPATIC

	1st	2nd	3rd	4th
Sport	choice	choice	choice	choice
Archery	1	1	1	1
Backvard Games	~		1	1
Badminton	• •	4	• •	7
Baseball	2	6	6	10
Basketball	32	31	19	10
Bicycling	••	2	2	• •
Billiards	• •	4	2	8
Boating	• •	2	2	3
Bowling	22	16	11/4	11
Camporaft	• •	• •	1	2
Chinese Soccer	• •	• •	1	1
Dancing	15	11	13	9
Drag Racing	• •	1	• •	1
Field Hockey	• •	1	••	1
Fishing	••	2	2	1
Football	8	13	6	7
Golf	2	2	3	1
Gymnastics	2	3	2	4
Hiking	••	••		1
Horsemanship	10	3	ර 1	4
Hunting	• •	• •	T	• •
	••	1 1	••	• • J,
Ice Skating	1	4		4
	T	••	1	2
Rickoall Bollon Skating	•• 10	12	1 /1	2. E
Soiling	12	2	⊥~ 1	<u>フ</u> ル
Skin & Souba Diving	<u>ک</u>	1	1	4
Snow Skiing	6	3	3	•• 11
Soccer	ž	1	5	Ŕ
Softball	11	10	2	6
Speedball		1	1	0
Surfing		-	1	••
Swimming	19	24	12	q
Table Games	••	7	- 3	5
Tennis	9	7	14	11
Tobogganing	• •	2	• •	2
Touch Football	• •	• •	• •	1
Track and Field	• •	2	• •	2
Trampoline	2	5	4	3
Tumbling	• •	• •	1	1
Volleyball	13	11	16	15
Water Skiing	15	11	3	ĺ

NEW SPORT

Sport	Frequency	Percentage
Archery	1	• 5
Basketball	12	6.0
Billiards	3	1.5
Bowling	9	4.5
Dancing	6	3.0
Diving	2	1 .O
Fencing	4	2.0
Fishing	1	• 5
Football	9	4.5
Golf	3	1.5
Horsemanship	9	4.5
Ice Skating	7	3.5
Judo	12	6.0
Mountain Climbing	3	1.5
Polo	1	• 5
Roller Skating	7	3.5
Sailing	3	1.5
Skin & Scuba Diving	3	1.5
Sky Diving	1	• 5
Snow Skiing	31	15.5
Softball	1	• 5
Surfing	10	5.0
Swimming	12	6.0
Tennis	14	7.0
Trampoline	1	• 5
Tumbling	1	• 5
Volleyball	1	• 5
Water Skiing	18	9.0
Wrestling	2	1.0

When asked which new sport each respondent would like to learn if given the opportunity, basketball judo, snow skiing, swimming, tennis and water skiing were most frequently mentioned. Women students do not appear to be interested in team sports, rather they tend to prefer activities that may be useful in the future. The reader is referred to Table 12 above for the complete table.

SPORTS LEARNED FROM FAMILY

Sport	Frequency	Percentage
	<u>^</u>	
Archery	3	1.5
Backyard Games	18	9.0
Badminton	12	6.0
Baseball	16	8.0
Basketball	16	8.0
Bicycling	7	3.5
Boating	10	5.0
Bowling	41	20.5
Boxing	1	• 5
Campcraft	3	1.5
Canoeing	4	2.0
Dancing	4	2.0
Fencing	2	1.0
Fishing	18	9.0
Flying	1	•5
Football	12	6.0
Golf	9	4.5
Gymnastics	1	•5
Hiking	1	• 5
Horsemanship	3	1.5
Ice Skating	10	5.0
Judo	1	• 5
K ickball	3	1.5
Sailing	2	1.0
Shooting	1	•5
Skin & Scuba Diving	1	•5
Snow Skiing	4	2.0
Soccer	1	• 5
Softball	11	5.5
Swimming	45	22.5
Table Games	28	14.0
Tennis	17	8.5
Tobogganing	1	• 5
Touch Football	3	1.5
Track and Field	ī	• 5
Volleyball	3	1.5
Water Skiing	20	10.0
Wrestling	1	• 5

SPORTS LEARNED FROM FAMILY

Sport	Frequency	Percentage
Archerv	3	1.5
Backvard Games	18	9.0
Badminton	12	6.0
Baseball	16	3.0
Basketball	16	8.0
Bieveling		3,5
Boating	10	5.0
Bowling	41	20.5
Boxing	1	.5
Camporaft	- 3	1.5
Canoeing	4	2.0
Dancing	4	2.0
Fencing	2	1.0
Fishing	18	9.0
Flying	1	•5
Football	12	6.0
Golf	9	4.5
Gymnastics	1	• 5
Hiking	1	• 5
Horsemanship	3	1.5
Ice Skating	10	5.0
Judo	1	• 5
Kickball	3	1.5
Sailing	2	1.0
Shooting	1	• 5
Skin & Scuba Diving	1	• 5
Snow Skiing	4	2.0
Soccer	1	• 5
Softball	11	5.5
Swimming	45	22.5
Table Games	28	14.0
Tennis	17	8.5
Tobogganing	1	• 5
Touch Football	3	1.5
Track and Field	1	• 5
Volleyball	3	1.5
Water Skiing	20	10.0
Wrestling	1	• 5

SPORTS PLAYED WITH FAMILY

Sport	Frequency	Percentage
A		Ľ
Archery		• >
Backyard Games	14	
Badminton	9	4.5
Baseball	10	5.0
Basektball	7	3.5
Billiards	9	4.5
Boating	12	6.0
Bowling	35	17.5
Campcraft	6	3.0
Dancing	2	1.0
Drag Racing	1	• 5
Fencing	2	1.0
Fishing	17	8.5
Flying	1	• 5
Football	5	2.5
Golf	7	3.5
Gymnastics	6	3.0
Hiking	1	• 5
Horsemanship	1	. 5
Hunting	2	1.0
Ice Skating	6	3.0
Roller Skating	7	3.5
Sailing	1	• 5
Sliding	2	1.0
Snow Skiing	24	2.0
Softball	9	4.5
Swimming	40	20.0
Table Games	21	10.5
Tennis	15	7.5
Tobogganing	2	1.0
Touch Football	1	• 5
Volleyball	6	3.0
Water Skiing	14	7.0
Weight Lifting	1	.5
Wrestling	2	1.0
-		

Family Influence. One hundred thirty-four (66%) reported to have learned a sport or sports from the family with backyard games, bowling, fishing, swimming, table games and water skiing mentioned most frequently. This

FATHERS' SPORT PREFLAENCES

Sport	1st choice	2nd choice	3rd choice	4th choice
Backyard Games	••	6	3	1
Badminton	3	2	2	1
Baseball	15	1	7	2
Basketball	7	4	5	1
Billiards	5	5	7	4
Boating	2	6	3	5
Bowling	33	11	7	6
Campcraft	1	1	• •	1
Canoeing	• •	1	• •	1
Dancing	· 3	2	3	1
Diving	• •	1	• •	• •
Drag Racing	• •	1	• •	••
Fencing	• •	1	• •	• •
Fishing	21	12	7	4
Flying	1	• •	• •	• •
Football	2	10	2	1
Golf	19	7	2	1
Gymnastics	• •	• •	1	• •
Horsemanship	••	• •	1	••
Hunting	11	21	8	1
Roller Skating	• •	1	• •	1
Sailing	• •	1	• •	••
Skin & Scuba Diving	• •	••	• •	2
Sliding	• •	• •	• •	1
Snow Skiing	• •	1	• •	2
Softball	4	4	3	• •
Swimming	6	5	10	• •
Table Games	6	9	6	14
Tennis	4	2	3	1
Tobogganing	••	1	• •	••
Volleyball	2	2	1	2
Water Skiing	3	3	1	• •
Wrestling	••	••	1	1

information is contained in Table 13 on page 18. As will be seen later the family is an important reference group in regard to sport exposure.

Sport	1st choice	2nd choice	3rd choice	4th choice
Backvard Games	٢٢	4	2	2
Badminton	3	3	3	-
Baseball	3	1		••
Bieveling	1	-	1	••
Billiards	2	1	-	•••
Boating	ũ	ū	••	••
Bowling	34	11	2	1
Camporaft		, 5	~	2
Dancing		й	• •	2
Fishing	14	LL LL	••	1
Golf	3	, ,	2	1
Hiking)	1	~	1
Hunting	2	~	1	-
Tee Skating	~ 1	••	_	• •
Boller Skating	2	• •	••	••
Sailing	~	••	•• 1	• •
Sliding	••	••	1	• •
Snow Skiing	3	1	1	2
Softhall	à	1	1	~
Swimming	14	Â	7	••
Table Games	25	13	7	1
Tennis	~J	1 4	(-
Tobogganing	-	1	••	• •
Vollevhall	•• 5	- 3	••	2
Water Skiing	4	2	-	~
HANNE OWEETIND	1	~	•••	• •

Table 14 on page 19 relates the sports played with the family by choice. Bowling, fishing, swimming, table games, backyard games, tennis and water skiing are most frequently mentioned. One hundred thirty-seven (68%) reported they played games with members of the family.

Tables 15 on page 20 and 16 above, present fathers' and mothers' sport participation patterns. The most frequently mentioned sports for fathers were baseball, bowling, fishing, golf and hunting, while bowling, fishing swimming and table games led with mothers.

Required Physical Education Program

All of the respondents have had or are now completing their four years of required physical education. Table 17 of page 23 indicates the sport skills presented in the physical education classes. One hundred forty-one (71.5%) have learned volleyball with other high concentration areas being in basketball, dancing, field hockey, soccer, softball, swimming and tennis. All of the above sports, with the exception of tennis and swimming, are conducive to large class participation and are relatively easy to handle in terms of teacher preparation and student participation. The facilities and equipment needed are usually readily available and finally the values derived from team sports in terms of cooperation and individual differences make them an essential part of a program.

When asked which sports the respondents would like to have learned, we find archery, dancing, judo, swimming, and tennis leading with over 20% expressing desires for these. Table 18 on page 24 presents the entire listing. While team sports are valued by the instructor as good for the student, the student expressed desires in individual activities that would serve as after school recreational activities.

23

TABLE 17

Sport	Number	Percentage
Amehamu	20	1 / 1
Poolstond Compo	24 2	
Dadwinton) 10	1.5
Badminton Deceber 3		
	31	15.5
Basketball	97	48.5
Bowling	20	10.0
Chinese Soccer	. 5	2.5
Dancing	44	22.0
Diving	1	• 5
Exercise	2	1.0
Field Hockey	41	20.5
Fliccer Ball	9	4.5
Football	7	3.5
Free Exercise	1	• 5
Golf	1	• 5
Gymnastics	34	17.0
Judo	1	• 5
Kickball	19	9.5
Soccer	94	47.0
Softball	56	28.0
Speedball	6	3.0
Surfing	1	.5
Swimming	44	22.0
Table Games	30	15.0
Tennis	56	28.0
Track and Field	25	12.5
Trampoline	13	6.5
Tumbling	26	13.0
Vollevball	141	7 0 5
	- · · -	

SPORTS LEARNED IN PHYSICAL EDUCATION

Talbe 19 on page 25 indicates the sports in which the respondents plan to participate after leaving school. Bowling, swimming, tennis and water skiing are mentioned most frequently while volleyball appears on the lower end of the scale. These sports are similar to those mentioned by the parents as recreational activities in which they still engage.
SPORTS WOULD LIKE TO HAVE LEARNED IN P.E.

Sport	Frequency	Percentage
Archery	47	23.5
Backvard Games	5	2.5
Badminton	Ŭ,	2.0
Baseball	2	1.0
Basketball	7	3.5
Billiards	37	18.5
Boating	3	4.0
Bowling	37	18.5
Canoeing	14	7.0
Dancing	57	28.5
Diving	14	7.0
Fencing	19	9.5
Field Hockey	5	2.5
Football	21	10.5
Gymnastics	1 6	8.0
Golf	22	11.0
Hiking	2	1.0
Horsemanship	17	8.5
Hunting	2	1.0
Ice Skating	6	3.0
Judo	5 8	29.0
Mountain Climbing	2	1.0
Roller Skating	11	5.5
Sailing	6	3.0
Shooting	4	2.0
Skin & Scuba Diving	12	6.0
Snow Skiing	27	13.5
Soccer	9	4.5
Softball	5	2.5
Speedball	2	1.0
Surfing	4	2.0
Swimming	50	25.0
Table Games	3	1.5
Tennis	44	22.0
Touch Football	4	2.0
Track and Fleid	2	
Trampoline	20	
Tumbling	Ø	4.0
	0	
water Skiing	20	
wrestling	٢	1.5

PARTICIPATION AFTER GRADUATION

Sport	Frequency	Percentage
Ameloam	 	2 0
Archery Declarad Compa	0	3.0
Backyard Games	4	2.0
Badminton	D C	3.0
Baseball	7	3.5
Basketball	20	10.0
Bicycling	6	3.0
Billiards	20	10.0
Boating	23	11.5
Bowling	91	45.5
Campcraft	3	1.5
Canoeing	5	2.5
Dancing	29	14.5
Drag Racing	2	1.0
Fencing	2	1.0
Fishing	12	6.0
Flying	1	• 5
Football	3	1.5
Golf	16	8.0
Gymnastics	6	3. 0
Hiking	4	2.0
Horsemanship	32	16.0
Hunting	4	2.0
Ice Skating	9	4.5
Judo	6	3.0
Kickball	2	1.0
Mountain Climbing	3	1.5
Polo	ī	.5
Roller Skating	37	18.5
Sailing	11	5.5
Skin & Scuba Diving	3	1.5
Snow Skiing	30	15.0
Soccer	1	- 5
Softball	14	7.0
Surfing	2	1.0
Swimming	94	47.0
Table Games	25	12.5
Tennis	39	19.5
Tobboganing	6	3.0
Touch Football	2	1.0
Track and Field	3	1.5
Trampoline	Ĩ4	2.0
Tumbling	1	~ · · · K
Vollevball	17	• J R K
Water Skiine		· · · · · · · · · · · · · · · · · · ·
Maret DVIIIR	- 1 - 1	22.0

TAELE 20

MEMBERSHIP IN SCHOOL CLUB

Club Name	Frequency	Percentage
Art	11	5.5
Band	6	3.0
Ch oir	7	3.5
Chorus	2	1.0
Commerical	5	2.5
Co-op	6	3.0
Dramatics	10	5.0
Forensics	5	2.5
French	9	4.5
Future Homemakers	15	7.5
Future Teachers	7	3.5
G-Teens	15	7.5
G.A.A.	26	13.0
Glee Club	9	4.5
Honor Society	2	1.0
Journalism	3	1.5
Latin	6	3.0
Magazine	1	• 5
Newspaper	1	• 5
Pep Club	49	24.5
Red Cross	5	2.5
School Play	1	• 5
Ski Club	?	3.5
Spanish	4	2.0
Volleyball	1	• 5
Yearbook	3	1.5

Table 20 above, and Table 21 on page 27 represent the respondents club affiliations in and out of school. One hundred thirteen, (57%) are members of school groups with pep clubs and G.A.A.'s most frequently cited. Ninety-nine (50.5%) of the population belong to clubs outside of school with church affiliated groups receiving the strongest member-ship.

MEMBERSHIP IN CLUB OUTSIDE OF SCHOOL

Club Name Fr	requency	Percentage
Art	1	. 5
Bowling	1	5
Catechism	3	1.5
Central Volunteers	ī	- 5
Church Choir	16	8.0
Dance	1	• 5
Elks	5	2.5
Escrow	ī	.5
Fan Club	1	• 5
Four - H	1	.5
Girls League	5	2.5
Horizon Club	4	2.0
Job's Daughters	3	1.5
Junior Achievement	5	2.5
Juniorletts	4	2.0
Kaydettes	5	2.5
Luther League	2	1.0
Methodist Youth Fellowship	5	2.5
N.A.A.C.P.	2	1.0
Pioneer Girls	4	2.0
Reformed Youth Fellowship	18	9.0
Roller skating	3	1.5
Sewing Club	2	1.0
Ski Club	1	• 5
Softball	4	2.0
Teenagers Only	4	2.0
TOPS	1	• 5
U.S. Baton Twirling Assoc.	1	• 5
Young Peoples	37	18.5
Young Republicans	1	• 5

The last Table in this chapter presents the future occupations of the respondents with the following occupations most freqleutly mentioned: Cosmetology, office secretary, registered nurse and teacher. Some 20% of the population were undecided in their choice of careers at this time.

FUTURE OCCUPATIONS

Occupation	Frequency	Fercentage
Accountant	1	۲
Airline Stewardess	13	• J 6 F
Antict	1	(,) r
Cognetalogist	20	• 5
	20	
Doctor		• 5
Experimental Psychologist		• 5
Fashion Illustrator	2	1.0
IBM Operator	3	1.5
Interior Decorator	4	2.0
Lab Technician	2	1.0
Legal Secretary	1	• 5
Medical Secretary	1	• 5
Modeling	2	1.0
Occupational Therapist	1	• 5
Office Secretary	36	18.0
Photography	1	• 5
Politics	1	. 5
Practical Nurse	5	2.5
Registered Nurse	22	11.0
Seamstress	1	. 5
Social Worker	4	2.0
Teacher	30	15.0
WAC	1	J U U
Writer	$\overline{l_4}$	2.0

CHAPTER IV

ANALYSIS OF SELECTED VARIABLES

This chapter will examine reported differences in the population by race for selected variables. It should be noted at the outset that one hundred forty-five (73.6%) of the population are white and fifty-two (26.4%) are Negro making the ratio 4:1. All of the Negro population attended an inner-city school which was one of the two schools selected for this study.

Tables 23 and 24 on page 30 present the breakdown of children in each family by sex. In the white population 83.4% had two or less brothers and a similar group is evidenced in the Negro population with this total being 77.2%. There is a slight increase noted in the Negro population with 71.3% having two or less sisters and 82% of the whites reporting the same.

In tabulating the upper end of the scale 1.4% of the whites and 13.2% of the Negroes have five or more brothers and similar figures were reported in the number of sisters with 3.5% of the whites and 13.5% of the Negro population in this division. It is apparent from the data that there is no difference in the sub populations having two or less brothers and sisters. However, at the other end of the continuum of five or more brothers and sisters, the Negro

.

TABLE 23

NUMBER	OF	BROTHERS	ΒY	RACE
--------	----	----------	----	------

Number of Brothers	White	Percent	Negro	Percent
0 1 2 3 4 5 6 7	43 43 35 14 6 2 0	29.5 29.5 24.3 9.7 4.1 1.4	11 13 15 2 3 3 2 2	21.2 25.0 31.0 3.7 5.8 5.8 5.8 3.7

TABLE 24

Number of Sisters	White	Percent	Negro	Fercent
0 1 2 3 4 56 7	53 50 16 16 3 2 0	36.5 34.5 11.0 11.0 2.1 2.1 1.4	8 21 8 5 3 3 3 1	15.4 40.5 15.4 9.6 5.8 5.8 5.8 1.9

NUMBER OF SISTERS BY RACE

population outweighs the whites 4:1.

Table 25 on page 31 depicts educational achievements of the male parent by race. While 38% of the Negro population did not know their fathers' educational status only

Chi-Square for Table 23 at 14 degrees of freedom = .15 Chi-Square for Table 24 at 14 degrees of freedom = .13



FATHERS	EDUCATION	ΕY	RACE
---------	-----------	----	------

Grades Completed	White	Percent	Negro	Fercent
1st - 6th 7th - 9th 10th 11th 12th Some College College Grad. Bus. School	1 24 20 13 44 13 12 2 13	.7 17.2 13.8 9.0 30.5 9.0 8.3 1.4	2 5 4 3 12 4 2 0 20	3.7 9.7 7.7 5.8 23.0 7.7 3.7

TABLE 26

*	Occupation	White	Percent	Negro	Fercent	
	1	11	7.6	2	3.8	
	2	12	8.3	1	1.9	
	3	15	10.4	0	••	
	4	6	4.1	0	••	
	5	34	24.5	8	15.4	
	0 7	54	51.5	20	30.5	
	8	5	3.4	3	5.8	
	9	6	4.2	18	35.0	

FATHERS' OCCUPATION BY RACE

Chi-Square for Table 25 at 16 degrees of freedom = .003

KOL level of significance=.16 for Table 25.

HIL level of significance=.003 for Table 26

* Refer to Table 7 on page 12 for division of occupations.

9% of the whites reported likewise. Of those reporting, 26.8% of the Negroes and 40.7% of the white fathers did not complete high school.

Fathers' occupation has also been subdivided in Table 26 on the previous page by race. Of the whites, 26.5% held white collar jobs while 5.7% of the Negro population held similar positions. 53.9% of the Negroes and 62% of the whites fell in the craftsmen and operatives category of the occupational index. If the assumption is made that a white collar job requires some kind of training in a training program, business school or college it is evident that the white population with this educational requirement is less than the number reportedly holding these jobs. In comparison more Negroes would have the educational qualifications than are holding white collar jobs.

It was difficult to make comparisons because of the relatively low proportion of whites not knowing their fathers' occupation, 4.6% in relation to the high percentage 35% of Negroes not knowing this information.

Mothers' education is presented in Table 27 on page 33. Of the white female parents 29.7% and 54% of the Negroes did not complete high school. Since all but two of the respondents in the survey indicated that they planned to complete high school the attempts of both family and school to keep the child in school until graduation is evidently successful for the female student.

MOTHERS !	EDUCATION	ΒY	RACE
-----------	-----------	----	------

Grades Completed	White	Percent	Negro	Percent
1et = 6th	1	7	0	
7th = 9th	18	12.5	ğ	17.4
10th	10	6.9	1Ó	19.2
11th	14	9.6	9	17.4
12th	68	47.0	13	25.0
Some College	15	10.4	3	5.8
College Grad.	14	9.6	1	1.9
Bus. School	1	•7	1	1.9
Don't Know	4	2.7	6	11.6

*Occupation	White	Percent	Negro	Percent
1	7	4.8	1	1.9
$\overline{2}$	ò	••	ō	_ • •
3	12	8.3	2	3.8
4	9	6.2	1	1.9
5	Ó	• •	0	• •
6	19	13.1	6	11.6
7	3	2.1	6	11.6
8	10	6.9	13	25.0
9	2	1.4	2	3.8
0	83	57.5	21	40.5

MOTHERS' OCCUPATION BY RACE

0 = housewife on mothers' occupation only.

* Refer to Table 7 on page 12 for Occupational Index.

Table 28 on the previous page depicts the occupation of the mothers. Of the Negroes 40.5% did not work and 57.5% of the white mothers reported the same. Of the Negro population working outside of the home, 25% are employed in service occupations, while 6.9% of the white population hold similar jobs. Once again there is evidence that the home is an important influence on the student in reference to job opportunities available according to educational achievement.

In Table 29 on page 35 the spending money of the population is subdivided. The Negro population has more money to spend on the average than the white group. The higher amount of money may be accounted for in several different ways. In checking the number of respondents that work after school during the school year, 56% of the negro and 44% of the white population responded in a positive manner. This money may be for school lunches since a higher proportion of the Negro than white mothers work. The student may buy her lunch rather than carrying a sack It may also be that the student has extra money lunch. to stop at a snack shop with friends after school to socialize because there may not be a spot at home such as a recreation room to bring her friends without either parent or sibling interference. Lastly, the value placed on saving money is different in the two groups. Cavan states this idea in the following manner:

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Supplying immediate phsycial needs is a positive value. Lower-class individuals are frequently haunted by fears of hunger and cold; money is spent as it is acquired. When there is extra money, there is a tendency to overeat, or to buy unnecessary clothing or even luxuries. Lower-class groups have their own ideas of what constitutes a decent standard of living and they try to meet this standard. Extra money may be spent on showy articles, a fine automobile or an expensive television set. Fermanent economic security through savings and investments is not a lower-class value. (1,79)

TABLE 29

Amount	White	Percent	Negro	Percent
3 1.99 and belo	w 21	14.5	1	1.9
2.00 - 2.99	25	17.1	7	13.4
3.00 - 3.99	19	13.6	4	7.7
4.00 - 4.99	9	6.2	2	3.8
5.00 - 9.99	33	23.0	16	30.2
10.00 -14.99	7	4.8	11	21.2
15.00 -19.99	3	2.1	1	1.9
20.00 -29.99	7	4.8	2	3.8
30.00 -39.99	3	2.1	0	••
40.00 -49.99	ō	• •	2	3.8
50.00 - above	1	•7	0	• •

SPENDING MONEY BY RACE

Table 30 represents the amount of money spent on recreational activities by race. The number not reporting this information is almost equal, therefore we can go ahead and look at the rest of the information. As a group, the Negro spends more money on recreation than the white population. The reasons being similar to those cited above. The majority of Negroes must go outside of the home for

KCL level of significance=.14 for Table 29.

RECREATIONAL SPENDING BY RACE

Am	ount	White	Percent	Negro	Percent
\$	1.99 and less	59	41.0	15	29.0
	2.00 - 2.99	26	18.0	8	15.4
	3.00 - 3.99	14	9.7	13	25.0
	4.00 - 4.99	7	4.8	Ō	••
	5.00 - 5.99	6	4.1	2	3.9
	6.00 - 6.99	0	• •	0	••
	7.00 - 7.99	0	• •	0	• •
	8.00 - 8.99	2	1.4	0	• •
	9.00 - 9.99	0	• •	0	• •
	10.00 and more	1	•7	2	3.8

TABLE 31

SCHOOL CLUBS BY RACE

Club	White	Percent	Negro	Percent
Δ == t	10	6.0	1	1 0
	10	0.9	1	1.9
Band	0	44 • 1	0	•••
Choir	5	3.4	2	3.8
Chorus	2	1.4	0	••
Commercial	2	1.4	3	5.8
Co-op	4	2.7	2	3.8
Dramatics	8	5.5	2	3.8
Forensics	2	1.4	3	5.8
French	4	2.7	5	9.6
Future Homemakers	s 15	10.5	Ō	••
Future Teachers	ź	1.4	5	9.6
G-Teens	15	10.5	ō	
G.A.A.	22	15.2	4	7.7
Glee Club	7	4.8	2	3.8
Honor Society	ż	1.4	0	
Journalism	2	1.4	1	1.9
Latin	6	4.1	õ	_ • •
Magazine	1	.7	0	
Newspaper	1	.7	Õ	••
Pep Club	34	23.5	15	29.0
Red Cross	1	.7	 L	7.7
School Play	1	.7	Ņ	1 • 1
Ski Club	2	4.8	õ	• •
Spanich	י 1	ידי ידי ידי	3	٠. ۲ 8
Vollewboll	1	• (J•0
VOILEYDALL	1	• (2 1	0	• •
TeHLCOOK	ر	۲۰۲	V	• •

OUTSIDE SCHOOL CLUBS BY RACE

Club	White	Percent	Negro	Percent
Art	1	.7	0	
Bowling	ō	• •	1	1.9
Catechism	5	3.4	0	••
Central Voluntee	r Ó	••	1	2.9
Church Choir	11	7.6	5	9.6
Dance	1	•7	ō	• •
Elks	0	••	5	9.6
Escrow	0	• •	ī	1.9
Fan Club	1	•7	0	• •
Four- H	1	•7	0	••
Girls League	5	3.4	0	••
Horizon Club	3	2.1	1	1.9
Job's Daughters	3	2.1	0	• •
Junior Achievemen	nt 1	•7	4	7.7
Juniorletts	0	• •	4	7.7
Kaydettes	2	1.4	3	5.8
Luther League	2	1.4	0	• •
Meth. Youth Felle	ow. 5	3.4	0	• •
N.A.A.C.P.	0	••	2	3.8
Pioneer Girls	4	2.8	0	••
R.C.Y.F.	18	12.4	0	• •
Sewing Club	1	•7	0	• •
Ski Club	1	•?	0	• •
Softball	4	2.8	0	••
Roller Skating	1	•7	2	3.8
Teenagers Only	1	•7	3	5.8
TOPS	1	• 7	0	• •
U.S.Twirling Asso	00.1	•7	0	••
upward Bound	1	•7	1	13.5
Loung reoptes	27	10.0	19	19.5
roung republicans	5 1	• (U	• •

recreation other than television, where the white child in this study, from the suburban school may have ping-pong, billiards and space for dancing and listening to music within the home and away from the rest of the family.

KOL level of significance=.05 for Table 30

Table 31 on page 36 indicates the school club membership of the two sub populations. The Negro population had largest membership in pep club, french, and future teachers; the whites in pep club, G.A.A. and G-teens. It appears that the Negro respondent, when a member of a school club is more oriented toward an academic club than the white population.

Table 32 on page 37 depicts outside of school club membership for the two groups. The white membership centered in church groups such as Young Peoples, and Reformed Christian Youth Fellowship and the Negroes in church choir, Elks, and Upward Bound. Church affiliation is evidently very strong for the suburban white population, whereas the Negro population has some affiliation in the churches but shows heavier emphasis in social organizations and those that give them a better chance at upward mobility such as Upward Bound.

In the white population 38.5% were members of school clubs and 61.5% were not. In the Negro population exactly 50% reported membership in some club and 50% did not.

Outside of school membership in clubs found the Negro leading with 61.5% reporting membership and 38.5% not belonging. Of the whites 47.8% belong to outside clubs and 52.2% do not.

The last comparison to be made in this section will be race and future occupation. Table 33 on page 39 presents this information. Of the whites 22% were undecided in their choice of occupations while only 7.7% of the Negroes

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TABLE 33

OCCUPATION BY RACE

Occupation	White	Percent	Negro	Percent
Accountant	1	.7	0	
Airline Stewardes	10^{-10}	6.9	2	3.8
Artist	1	.7	õ	J •0
Cosmetology	15	10.4	4	7.7
Doctor	1	.7	ò	1 • 1
Experimental Psv.	ō	• 1	1	1.9
Fashion Tilus.	, 1	.7	1	.7
TBM Operator	2	1.4	1	1.9
Interior Decorato	$\tilde{\mathbf{r}}$	2.1	1	1.9
Lab Technician	1	.7	1	1.9
Legal Secretary	ō	• •	1	1.9
Medical Secretary	7 Ō	••	1	1.9
Modeling	2	1.4	ō	- • •
Occupational Ther	. 1	•7	0	
Office Secretary	24	16.6	12	23.0
Photography	1	•7	0	••
Politics	1	•7	0	• •
Practical Nurse	2	1.4	3	5.8
Registered Nurse	16	11.0	6	11.6
Seamstress	0	• •	1	1.9
Social Worker	1	•7	3	5.8
Teacher	23	15.8	7	13.5
WAC	2	1.4	Ö	••
Writer	1	•7	0	• •
		-		

shared the same response.

The occupations chosen most frequently by the white subgroup were Airline Stewardess, Cosmetology, Office Secretary, Registered Nurse and Teacher. The Negro subgroup chose the same fields with the addition of Practical Nursing.

The higher percentage of white respondents indicating no preference in occupation leads the author to the assumption that the white student does not feel as great a need to choose an occupation at the high school level. This could be a result of several factors, some of them the following: The student feels more dependent on the home and the security within the family, a predominantly middle-class value; it could be the parents are also in a good enough financial condition that implements the student's indecision, ic.. she will be taken care of until she decides just what she wants to do; and finally, the student may also feel that it will not be difficult to get a job with a high school diploma and there is no worry of financial discrimination in the picture.

1.

The Negro student on the other hand, may want to earn a living in order to become a contributing member of the family. She may also want to be independent of the family and feels the best way to do this is through a definite occupational plan or training.

The female population appears quite realistic in its choice of occupations for the future and is aware of the qualifications needed to fill the job. While all of the jobs cited require the completion of high school, only one requires a college degree at this time. Those respondents choosing office secretary in many instances are quite capable education wise to take the job after completion of high school because of the courses offered to the student. Perhaps it could be stated that the female population of our society is better qualified to earn a living with her high school education than the male.

CHAPTER V

SPORT PREFERENCE PATTERNS

Chapter five takes up the sport preference patterns of the two subpopulations in spectating and participating.

Table 34 on page 42 presents first and second choices in spectating for the two groups. Once again we see basketball and football leading all other sports for both groups. Over one-fourth of the white population (25.5%) chose basketball and 33% chose football first, accounting for over two-thirds of the total in the sut-group. The Negro population reversed their selection with basketball getting 44.5% and football 21% of the first choice vote.

In second choice selections the whites again chose basketball 31% and football 29%. The Negroes chose basketball 25% and football 27% on second preference. Bowling began to take on greater importance for the Negroes second choice with 11.6% designating preference in this sport.

In first choice selections basketball receives twice as much attention as football for the Negro sub-population. In recent years this particular school has had very good winning basketball teams and the star players are predominantly Negro. Thus since members of their own racial group are in the spotlight the Negro student can gain satisfaction and recognition through supporting the winning basketball team.

Sport	W. 1st Ch oice	W. 2nd Choice	N. 1st Choice	N. 2nd Choice
Badminton	1.4			
Baseball	2.1	.7	1.9	1.9
Basketball	25.5	31.0	44.5	25.0
Boating	1.4	.7	1.9	1.9
Bowling	2.8	3.4	7.7	11.7
Boxing	• •	••	• •	3.8
Dancing	2.1	2.7	3.9	3.9
Diving	• •	• •	• •	1.9
Drag Racing	•7	1.4	••	• •
Fencing	• •	•7	••	1.9
Football	38.0	29.0	21.0	27.0
Golf	• •	•7	• •	1.9
Gymnastics	•7	•?	••	• •
Horsemanship	2.8	1.4	• •	• •
Ice Hockey	••	•7	••	••
Ice Skating	•7	4.1	1.9	1.9
Polo Pollos Chatter	•7	••	r • •	~ ~
Roller Skating			5.0	3.9
Snow Skiing	1.4	1.4	• •	• •
SUNCINA	2 1	1.4	1 0	• •
Suring	之•1 儿 1	2.1	1.9 5.8	2 9
Tennia	-7•⊥ 3 ≤	之•7 1 止	J •0	5.0
Track & Field	ر ار	+ • -	1.9	۲ • ر
Touch Football	••	••	1 • /	1.9
Trampoline	.7	••	••	/
Volleyball	1.4	.7	••	•••
Water Skiing	2.8	2.8		
Wrestling	2.1	3.4	• •	• •

SPECTATING SPORT PREFERENCES BY RACE

Football, on the other hand is not as popular at this school because the team usually does not win, nor are as many Negro boys stars in football. The student does not satisfy her need to feel recognition by supporting a losing team.

It is relatively easy for the Negro boy to acquire skill in basketball because of the equipment and facilities needed to practice the skills. The playgrounds in the area have basketball hoops and the boys own basketballs and spend a great deal of their summer vacation shooting baskets and organizing teams in the neighborhoods.

Football requires more space, players and equipment. In this particular area of the city there is very little open space at the students disposal. The student therefore does not play football in his free time as much as basketball.

The white population from the suburban area has had several winning football teams in recent years and the student population supports these teams very heavily. Football games are also usually scheduled on weekends when the student can get parents, friends, or the family car to attend games.

Basketball games are not as easy to attend for the suburban population because over half are held on a school night and the distance from school is much greater, requiring transportation of some type that is not readily available, especially in the middle of Michigan winters.

Table 35 on page 44 presents sports participation patterns of the population. The white sup-group chose the following sports as first choice: Basketball 13.9%, bowling 10.4%, swimming 10.4%, volleyball 8.3%, and water skiing 8.3%. In second choices the whites chose basketball

PARTICIPANT SPORT BY RACE

	Choice	Choice	Choice	Choice
Archery	•7	•7	••	• •
Badminton	• •	2.1	• •	1.9
Baseball	1.4	3.5	• •	1.9
Basketball	13.9	11.0	25.0	9.5
Bicycling	• •	1.4	• •	• •
B illiar ds	• •	2.1	• •	1.9
Boating	• •	•7	• •	• •
Bowling	10.5	5.5	13.4	15.4
Canoeing	•7		••	• •
Dancing	7.6	4.8	7.7	7.7
Drag Racing	• •	•7	• •	• •
Field Hockey	• •	•7	• •	••
Fishing	••		•••	3.8
Football	4.2	8.3	3.8	1.9
Golf	1.4	1.4	• •	••
Gymnastics	1.4	1.4	••	• •
Horsemanship	6.2	1.4	1.9	••
Ice Hockey	••	••		1.9
Ice Skating	1.4	•7	7•7	5.8
Judo	•7	• •	• •	••
Kickball		••		1.9
Roller Skating	2.7	4.6	15.4	13.4
Salling	1.4	1.4	• •	• •
Skin & Scuba	· •	•7	• •	• •
Snow Skiing	4.1	2.1	• •	•••
Soccer	1.4	· •	• •	1.9
Sol Coall	4.2	2.0 15 5	r 0	1 0
Table Cames	10.4	1 5.5 1.8	D • G	1.9
Tennic	•• ۲ ۲	2 8	1 0	۰. ۲ 8
Tobogganing	ر •ر	1 L	1.7	2.0
Track & Field	• •	1.4	• •	3 8
Trampoline	- 7	. 7	1 0	0•ر
Vollevhall	8.3	6.2	3.8	3 8
Water Skiing	8.3	6.8	1 0	1 0
Nrestling	.7		1.07	エ・フ
	• (••	• •	• •

11% and swimming 15.5% most frequently with the others dropping further down the scale. The range of sport participation is much greater also in the white sub-group than in the Negro.

The Negro population placed heavy emphasis on basketball 25%, bowling 13.4%, roller skating 15.4% and softball 9.5% for their first choices in playing. Second choices were basketball 9.5%, bowling 15.4%, roller skating 13.4% and softball 11.6%.

The total population was responding to which sports they liked to play the most, not necessarily those they did play the most.

Since the majority of respondents did not learn to play basketball, volleyball or softball from or with the family as is evidenced in Tables 13 and 14 on pages 17 and 18 respectively, the respondents have learned these three sports outside the home from the peer group, recreation leaders or the school.

In examining the sports whites most like to play other than those mentioned above we find that bowling, swimming, and water skiing are popular sports within the family. The respondents therefore do gain something in recreational activities from the family too. The latter two have a particular social reward attached to them that is often desirable for the white female: that is attracting males. All of the white students live within ten miles of lakes

and the suburban group has an indoor pool for year-round use within the school. One of the best places to go boy hunting in the summer is the public beach and the boys share a similar opinion about girl hunting. A girl can accomplish many feats on a beach that she cannot do as easily elsewhere in our society, such as displaying her physical attributes to an audience and competing with other girls for male attention. She can work on a tan that is a status symbol in her peer group and she can also compete with the male on an acceptable medium such as being able to swim and water ski, just so she does not outdo her male companions.

Bowling is also a good coed activity with no special equipment needed and is easily accessible to both subpopulations. Since families bowl together they visibly approve of this activity for the child as a wholesome form of recreation.

The Negro respondents were particularly interested in roller skating. It is a good place to go and meet with the peer group and participate in an acceptable recreational activity by parental standards. It is relatively close to the home of the respondents. The roller rink can be rented for group parties a little more cheaply than a hall for dancing and there is little need for chaperones at skating parties by adult thinking.

Since this sport tends to be considered "lowerclass" it is not looked upon with a great deal of disfavor

by the white sub-group. Farents in the group frown upon it because of the unstructured setting in which it takes place. Since mother did not meet father at the roller rink in the white group it is out of bounds for the child, unless the child would like mother to go along and case the place for possibilities.

CHAPTER VI

ANALYSIS OF PHYSICAL EDUCATION CLASS ACTIVITIES AND FUTURE SPORTS PARTICIPATION

This chapter will include a discussion of the reported physical education class activities and the future sports in which the respondents plan to participate.

Table 36 on page 49 is a compilation of Tables 17 and 19 in chapter three. The following sports received a moderate to heavy response in both columns: bowling, dancing, swimming, table games, and tennis. While twenty students learned to bowl in class, ninety-one plan to bowl after high school. Another similarity exists in swimming with forty-four learning in school and ninetyfour planning to swim later. Dancing, table games and tennis also received favorable responses, the frequency for table games being thirty to twenty-five, tennis fifty-six to thirty-nine and dancing forty-four to twentynine.

With the exception of dance, the above mentioned sports also were most frequently played with members of the family. It is evident once again that the family has a strong influence on shaping participating patterns of the sibling.

COMPARISON OF SPORTS LEARNED IN PHYSICAL EDUCATION CLASSES

	Learned	in P.E.	Future	use
Sports	Number	Percent	Lumber	Percent
		. I	/	
Archery	29	14.5	6	3.0
Backyard Games	3	1.5	4	2.0
Badminton	12	6.0	6	3.0
Easeball	31	15.5	7	3.5
Basketball	97	48.5	20	10.0
Bowling	20	10.0	<i>9</i> 1	45.5
Chinese Soccer	. 5	2.5	• •	
Dancing	44	22.0	29	14.5
Diving	1	• 5	• •	••
Exercise	2	1.0	• •	• •
Field Hockey	41	20.5	• •	• •
Fliccer Ball	9	4.5	• •	• •
Football	7	3.5	3	1.5
Free Exercise	1	• 5	• •	• •
G olf	1	•5	16	8.0
Gymnastics	34	17.0	6	3.0
Judo	1	• 5	6	3.0
Kickball	19	9.5	2	1.0
Soccer	94	47.0	1	• 5
Softball	56	28.0	14	7.0
Speedball	6	3.0	• •	• •
Surfing	1	- 5	2	1.0
Swimming	44	22.0	94	47.0
Table Games	30	15.0	25	12.5
Tennis	56	28.0	30	19.5
Track and Field	25	12.5	3	1.5
Trampoline	13	6.5	Ĺ	2.0
Tumbling	$\overline{26}$	13.0	1	~. ~
Vollevball	141	70.5	17	8.5
	- · -		÷ (○•)

AND FUTURE SPORTS PARTICIPATION

The type of dancing in which teenagers participate today is largely the product of television, records, and teenage idols. The organized program perhaps can take credit for the basic steps upon which the variations stem. Steps such as the waltz, fox-trot, and tango are screened

out of the teenagers repertoire for fifteen years or so, only to be revived in middle-age or at sophisticated social functions.

In examining Table 36 it is apparent that team sports are heavily emphasized in physical education classes but the respondents do not plan to participate in them to any great extent after high school. We know the value of team sports for junior and senior high school students however we are not sure of the quantity needed to derive the quality product.

Several sports are not mentioned in Table 17 that are in Table 19. They are bicycling, billiards, boating, campcraft, canoeing, drag racing, fencing, fishing, flying, hiking, horsemanship, hunting, ice skating, mountain climbing, polo, roller skating, skin and scuba diving, snow skiing, tobogganing, touch football and water skiing. Of this list three were emphasized heavily in after school participation; roller skating, snow and water skiing.

As was mentioned in chapter five, roller skating is a very popular sport with the Negro respondents for the reasons previously stated. It is evidently learned from the peer group and becomes a necessary skill if the individual wants to establish contact or run with the group of students who hang out at the roller rink.

Water skiing is at least partially learned from the family, although it is not participated with the family as frequently as it is learned. Snow skiing is not picked up in the school or family and still manages to have many followers. Snow and water skiing are suspected of being status sports in the white population much the same as roller skating is in the Negro.

Evidently the adolescent picks up sports from his peer group. In order to stay a member in good standing in this group it is proposed that the individual must posess a certain degree of finess and sophistication is status selected sport skills. Since snow and water skiing are currently the latest sports adaptable to our weather and easily accessible to both male and female they fit all of the qualifications necessary to establish a select group.

The remainder of the sports in which the respondents planned to participate after finishing school are primarily sports that need little formalized instruction in order to participate in them and to derive some degree of satisfaction.

If a group of students becomes particularly interested in a sport however, not offered in the program and are willing to learn the proper procedures or skill progression necessary for enjoying the sport without having the physical equipment involved then the sport should be a part of the program until it is replaced by something more current. An example of this may be drawn for the reader to examine.
If you have two hundred and fifty students two times per week and fifty start expressing a desire to learn water skiing then it is up to the instructor to find out how badly the students want to learn the sport. The fundamentals of water skiing can be taught on dry land or in a pool with a rope and a pair of skiis. Most likely a student might have this equipment at home or a local sporting goods dealer would in most cases be happy to supply the needed articles for awhile. If the students really want to learn that sport they will probably do so without a lake or a motor boat. If on the other hand they were not that interested in the sport it would not take long to find out.

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Many of the above mentioned list of sports not taught in formal classes could be taught with relative ease even where the instructor deos not know a great deal about the particular sport. Now that we have loop films, overhead projectors, and movies we have lost many of our previously held reasons for not teaching sports that are geared to coed dating, recreation and leisure time activities.

CHAPTER VII

SUMMARY

This study presents a comparative picture of personal sport preferences in spectating and participating patterns of two groups of high school girls: one group represents the population of an inner-city school; the other a suburban area. The author believes that this is an initial attempt to investigate the family and educational variables which may influence the respondents in respect to sport activities.

A questionnaire was constructed to obtain information concerning the subjects' spectating and participating patterns in sports along with those of the parents. Information was also obtained on family background. The questionnaire was administered November 18, 1966

The data was subjected to statistical analysis including frequency and percentage tables for selected variables. Certain variables were tested via Chi-Square. The level of significance obtained may be found at the bottom of selected tables.

Chi-Square analysis revealed no significant relationship between participating and spectating variables. There are however, definite patterns in sport spectating and participating within these two groups of students.

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APPENDIX A

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QUESTIONNAIRE

QUESTIONNAIRE

No.		
1.	What grade are you in?	
2.	How old are you?	
3.	How many of your brothers live at home?	
4.	How many of your sisters live at home?	
5.	Does your father live at home?	
6.	Does your mother live at home?	
7.	With whom do you live?	
8.	What was the highest grade completed by your father?	
9.	What was the highest grade completed by your mother?	
10.	What does your father do for a living?	
11.	What does your mother do for a living?	
12.	What does the person who supports you do for a living?	
13.	Who supports you?	
14.	How much money do you have to spend each week?	2
15.	How do you get your spending money?	
16.	How many rooms in your house or apartment not counting the bathrooms?	
17.	How many bathrooms do you have in your house or apartment?	
18.	Do you have cold running water?	ves no
19.	Do you have hot running water?	<u>yes no</u>
20.	How many pair of shoes do you own?	
21.	How much money do you spend on recreational activities each week?	<u> </u>

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22.	What four sports do you like to watch the most. List them in order of preference.	<u>1</u>
		2
		3
		4
23.	What four sports do you like to play the most. List them in order of preference.	<u>1</u>
		2
		3
		4
24.	If you could learn any sport you wanted, which one would you choose.	
25.	Have you learned any sports from or with your family? If yes, please name them	<u>Yes No</u> 1
		2
		3
		4
2 6.	Do you participate in any sports with your family. If you place list them in order	Yes No
	of frequency.	с 1
	of frequency.	2
	of frequency.	2
	of frequency.	2 3
27	Dieses list one spents in which your	<u>1</u> 2 3 4
27.	Please list any sports in which your father or the man of the household participates in order of frequency.	1 2 3 4 1
27.	Please list any sports in which your father or the man of the household participates in order of frequency.	$ \begin{array}{c} 1 \\ 2 \\ 3 \\ 4 \\ 1 \\ 2 \\ 2 \\ 2 \\ \end{array} $
27.	Please list any sports in which your father or the man of the household participates in order of frequency.	1 2 2 3 4 1 2 3 3 3
27.	Please list any sports in which your father or the man of the household participates in order of frequency.	$ \begin{array}{c} 1 \\ 2 \\ 3 \\ 4 \\ 1 \\ 2 \\ 3 \\ 4 \\ 4 \\ 4 \\ 4 \\ 4 \\ 4 \\ 4 \\ 4 \\ 4 \\ 4$
27.	Please list any sports in which your father or the man of the household participates in order of frequency. Please list any sports in which your mother or woman of the household participates in order of frequency	$ \frac{1}{2} \\ \frac{2}{3} \\ \frac{4}{3} \\ \frac{1}{2} \\ \frac{2}{3} \\ \frac{4}{4} \\ \frac{1}{2} \\ \frac{3}{4} \\ \frac{1}{4} \\ \frac{1}{2} \\ \frac$

(......

		3
		4
29.	How many years of physical education have you taken since entering junior high?	
30.	What sports did you learn in physical education classes.	1
		2
		3
		4
31.	What sports would you like to have learned	1
-	in physical education classes. Please list them in order of preference	2
	_	3
		4
		ς
32.	What sports do you plan to participate in when you get out of school for fun or rec- reation. List them in order of preference	
	· · · · · · · · · · · · · · · · · · ·	1
		2
		3
		4
		5
33.	Are you a member of any club in school?	<u>yes no</u>

If yes, please list the clubs or organizations.



34.	Are you a member of any club or organization outside of school? If so, please list.	yes no
	1	
	2	
	3	
	4	
	5	
35.	Do you hold an office in any club or organization listed in no.'s 33 and 34. If so, please list the office and the club in which it is held.	
	1	
	2	
	3	
	<u>4</u>	
3 6.	Do you plan to graduate from high school	yes_no
37.	Do you work after school during the school year? If yes please name your job.	
38.	Do you plan to go to college or to a school of some kind after high school?	yes no
39.	If the answer to no. 38 was yes, what job will you be preparing for?	
40.	If the answer to no 38 was no, what job do you expect to obtain after leaving or graduating from high school?	

CODING FORM

APPENDIX B

CODING FORM

IBM CARD COLUMN	QUESTION NO.	CODE
1 - 3 4 - 5 6 7 - 8 9 -10 11 12	Questionnaire ident. no. D.A.T. Score Race 1 2 3 4	$\begin{array}{r} 001 - 200 \\ 01 - 99 \\ 1 = \text{ white } 2 = \text{Negro} \\ 10 & 12 \\ 14 - 20 \\ 0 - 9 \\ 0 - 9 \end{array}$
13 14 15	5 7 7	1= yes 2= no 1= yes 2= no 1= parents 2= father 3= mother 4= sister 5= brother 6= aunt or uncle 7= grandparents 8= foster family or guardian 9= self
16	8	1= 16th grade 2 =79th grade 3= 10th grade 4= 11th grade 5= 12th grade 6= some college 7= college graduate 8= business school 9= don't know
17	9	same as above
18	10	<pre>0= do not know 1= prof. and technical and kindred workers 2= managerial offices and proprietors (includes farmers) 3= clerical and kindred 4= sales workers 5= craftsmen, foremen and kindred workers 6= operatives and kindred 7= private and household 8= service workers (excluding private household) 9= laborers, except miners</pre>
19	11	same as above except for 0= do not work

TEM CARD COLUMNS	QUESTICN NC.	CODE
20 2 1	12 13	<pre>0 - 9 same as in no. 10 1 = father 2 = mother 3 = parents 4 = sister 5 = brother 6 = grandparents 7 = relative 8 = foster parent 9 = A.D.C. 0 = self</pre>
22 - 25 26	14 15	numerical from \$00.00 -99.00 0 = none 1 = allowance 2 = earn it 3 = given 4 = combination
27	16	0 = more than 9 rooms 1 = 9 exact number
28 29 30 $31 - 32$ $33 - 36$ $37 - 44$ $45 - 52$ $53 - 54$ $55 - 63$ $64 - 72$ $73 - 76$ $77 - 80$ $1 - 3$	17 18 19 20 21 22 23 24 25 25 25 26 26 26 27 Questionnaire ident. no. ident. no. (card 2)	<pre>1 = 9 exact number 0 = 9 exact number 1 = yes 2 = no 1 = yes 2 = no 01 = 20 numerical from \$00.00 = 99.00 check sports pref. list check sports pref. list 1 = yes 2 = no check sports pref. list 1 = yes 2 = no check sports pref. list 1 = yes 2 = no check sports pref. list check sports pref. list</pre>
$\begin{array}{r} 4 & - & 7 \\ 8 & - & 15 \\ 16 & 26 \\ 27 & - & 36 \\ 37 & - & 46 \\ 47 & - & 55 \\ 47 & - & 55 \\ 56 & - & 64 \\ 65 & - & 69 \end{array}$	27 28 29 30 31 32 33 33 34 34 34	check sports pref. list check sports pref. list 1 - 4 check sports pref. list check sports pref. list check sports pref. list 1 = yes 2 = no check club listing 1 = yes 2 = no check outside of school clubs 65 = president 66 = vice-president

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IBM CARD COLUMNS	QUESTION NO.	<u>CCDL</u>
		68 = treasurer 69 = chairman
70 71 73 - 73 74 75 - 76 77 78 - 80	36 37 37 38 39 40 series numbering	1 = yes 2 = no 1 = yes 2 = no check after school job list 1 = yes 2 = no check job list check job list

SFORTS LIST

Archery Backyard Games Badminton Baseball Basketball Bicycling Billiards Boating Bowling Boxing Campcraft Canoeing Chinese Soccer Dancing Diving Drag Racing Exercise Fencing Field Hockey Fishing Fliccer Ball Flying Football Free Exercise Golf Gymnastics Hiking Horsemanship Eunting

Ice Hockey Ice Skating Judo Kickball Nountain Climbing Polo Roller Skating Sailing Shooting Sliding Skin & Scuba Diving Sky Diving Snow Skiing Soccer Softball Speedball Surfing Swimming Synchronized Swimming Table Games Tennis Tobogganing Touch Football Track & Field Trampoline Tumbling Volleyball Water Skiing Weight Lifting Wrestling

QUESTION 33

- 01 Art 02 Band 03 Basketball 04 Choir 05 Chorus 06 Commercial 07 Co-op 08 Dramatics 09 Forensics 10 French 11 Future Homemakers 12 Future Teachers 13 G-Teens
- 14 G.A.A.

- 15 Glee Club 16 Honor Society 17 Journalism 18 Latin 19 Magazine 20 Newspaper 21 Pep Club 22 Red Cross 23 School Play 24 Ski Club 25 Spanish 26 Ushers Club 27 Volleyball 28 Yearbook

QUESTION 34

01	Art Club
02	Bowling
03	Catechism
04	Central Volunteers
05	Church Choir
06	Dance
07	Elks
08	Escrow
09	Fan Club
10	Fou r-H
11	Girls League
12	Horizon Club
13	Job's Daughters
14	Junior Achievement
15	Juniorletts
16	Kaydettes
17	Luther League
18	Methodist Youth Fellowship
19	N.A.A.C.P.
20	Fioneer Girls
21	Rainbow Girls
22	Reformed Christian Youth
23	Roller Skating
24	Sewing Club
25	Ski Club
26	Softball
27	Teenagers Only
28	T.O.P.S.
29	U.S. Twirling Assoc.
30	Upward Bound
31	Young Democrats
32	Young Peoples Church Group

33 Young Republicans

QUESTION 37

QUESTION 39

01 Accountant 02 Airline Stewardess 03 Artist 04 Cosmetologist 05 Doctor 06 Experimental Psychologist 07 Fashion Buyer 08 Fashion Illustrator 09 IBM Operator 10 Interior Decorator 11 Key Punch Operator 12 Lab Technician 13 Legal Secretary 14 Medical Secretary 15 Modeling 16 Occupational Therapist 17 Office Secretary p 18 Photography 19 Politicians 20 Practical Nurse 21 Registered Nurse 22 Seamstress 23 Social Worker 24 Teacher 25 Theater 26 WAC 27 WAVE 28 Writer 29 Undecided

QUESTION 40

- 01 Armed Forces 02 Bookkeeper 03 Dog Trimmer 04 House wife 05 Office Worker
 - 06 Sales Clerk
 - 07 Secretary 08 Typist
 - 09 Nurse's Aid

09 Hospital Aid 10 House Cleaning

07 Dish washer

01 Babysitter

02 Bus Girl 03 Cashier

04 Clerk

06 Dancer

05 Cook

11 Receptionist

08 Elevator Operator

- 12 Secretary
- 13 Singer
- 14 Teacher Aid
- 15 Waitress

APPENDIX C

SPORTS RECALL LIST

