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LEISURE TIME ACTIVITIES
OF THE SENIOR HIGH SCHOOL PUPILS
OF THE CASS CITY HIGH SCHOOL
OF CASS CITY, MICHIGAN

Thesis For Degree Of M. A.
Michigan State College

WILLIS CAMPBELL

1948

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LEISURE TIME ACTIVITIES OF THE SENIOR HIGH
SCHOOL PUPILS OF THE CASS CITY HIGH
SCHOOL OF CASS CITY, MICHIGAN

By
WILLIS CAMPBELL

A THESIS

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CHAPTER I

INTRODUCTION

Statement of the Problem

The study reported in these pages was undertaken for a two-fold purpose: (1) to determine the leisure-time activities of students of Cass City High School, Cass City, Michigan, and (2) to ascertain how effectively the school was training the students for intelligent use of their leisure time.

OCCASION FOR THE STUDY

The Youth Guidance Committee for Tuscola County, of which the writer was chairman, was interested in investigating the leisure-time activities of the Cass City High School students for the purpose of combating tendencies toward juvenile delinquency. It was felt that the problem of juvenile delinquency could best be solved by correcting possible weaknesses in the leisure-time program of young people in this area.

To orient the reader, it should be said that many changes have taken place in the community of Cass City during the last twenty-five years. The town has doubled in size, and the younger generation has more spare time on its hands than was the case a few years ago. It was the point of view of the Youth Guidance Committee that, unless properly used, this spare time would often lead to petty crimes. At the same time,

the Committee recognized the fact that the youth problem is not all sex and gasoline, nor gin and jive. Very frequently the problem is nothing more than a search for an outlet for youthful enthusiasm and energy, an urge in each child to be an active part of the busy world. Given a reasonable opportunity to participate in worth-while activities, youth should cease to be a problem and become what it rightfully ought to be--the country's greatest asset.

SIGNIFICANCE OF THE STUDY

That juvenile delinquency often results from the improper use of leisure time is a fact almost unanimously agreed upon by educators of this post-war era. Charles P. Taft, director of the office of community war service, in an address before the Michigan Delinquency Committee, said: "No one, least of all our recreation division, claims that recreation is a cure-all for delinquency, but we do claim, and with plenty of justification from experience, that good recreation and high rates of delinquency are not found side by side." ¹

The following statement by Maurice G. Carmany, Secretary, Advisory Council Committees, Michigan Youth Guidance Program, although referring specifically to war-time conditions, is no less applicable to our present post-war situation: "War conditions place unusual strains on home life and the ability of

1. Juvenile Delinquency Study Committee, Michigan Juvenile Delinquency Report, p. 16.

parents to give children protection and guidance. The community, now more than ever before, has the responsibility to assist parents in fulfilling their obligation to their own children and providing the services outside the home that are necessary for the rounded development of children and youth."²

During the war, when it was comparatively easy for young people to obtain part-time employment, a large percentage of the nation's ten million high school pupils were kept fairly busy during their non-school hours. Now, however, with twelve million servicemen demobilized and returned to their former employments, and with approximately two million young people leaving school each year and finding positions, America's high school pupils are experiencing increasing difficulty in obtaining part-time work. As a result, they have more time on their hands than they had during the war years. The problem facing public school administrators is how to keep high school children busy with desirable life activities.

That there is a need for guidance of out-of-school experience can be attested by an examination of a typical time chart. The average high school pupil's time, measured by the year, is spent as follows: 41.7 per cent for sleep; 8.3 per cent for home responsibilities and meals; 13.0 per cent for school; 1.0 per cent for religious or spiritual instruction; and 36.0 per cent "left over". It was the point of view of the Youth Guidance Committee that educators and parents should be

2. Maurice G. Carmany, Child Welfare World, p. 1.

much concerned with this left-over time, for a misuse of it might often result in juvenile delinquency.

DEFINITION

The word "leisure" has been defined in many ways, but in this report it is used to designate "the time surplus remaining after the practical necessities of life have been attended to."³ Since the study dealt with pupils enrolled in school, formal school work will be regarded as a "practical necessity."

SCOPE

The study was limited to the leisure-time activities of approximately three hundred pupils enrolled in the senior high school of the Cass City Public Schools. It resolved itself into five parts:

1. A brief survey of the leisure-time facilities of the community.
2. A study of the ways in which the pupils were spending their leisure time.
3. A study of the influence of the school program on the leisure-time activities of the pupils.
4. A study of an ideal community in regard to leisure-time activities.
5. Implications of the study.

3. Herbert L. May and Dorothy Potzen, Leisure and Its Use, p. 3.

PROCEDURE

During the early part of the school year 1945-46, the three hundred students of the senior high school at Cass City were asked to fill out four questionnaires* designed to ascertain the leisure-time activities of the pupils. At the same time a survey of the community was undertaken to determine what facilities existed for the wholesome use of leisure time. Next, an investigation into the influence of the school upon the pupils' use of leisure time was made, special note being taken of the facilities and guidance offered. A typical rural community and the "ideal" secondary school program were then investigated for purposes of contrast and comparison, and the implications of the study drawn.

THE PROBLEM FACING THE CASS CITY HIGH SCHOOL AT
CASS CITY, MICHIGAN

From this study it was desired, first of all, to determine just how well the Cass City school program was succeeding in its efforts to provide the students with worth-while leisure-time activities. A second purpose of the study was to ascertain how effectively the school was training the students for a wise use of their leisure time.

* See Appendix: Exhibits A, B, C, and D.

CHAPTER II

THE LEISURE-TIME FACILITIES OF THE COMMUNITY

In order to determine the number and quality of leisure-time facilities available to the high school students of Cass City and the surrounding farm area from which many of the students come, it was necessary to make a survey (See Appendix, Exhibit A) of home facilities, school facilities, public facilities, and commercial facilities. It should be mentioned, to show that this study dealt with a typical rather than an atypical community, that the village of Cass City, which is located in the south-eastern part of Tuscola County, is a fairly prosperous farming community with a population of approximately 1,200 people and probably offers as much in the way of recreational facilities as the average rural community of its size.

HOME FACILITIES

No study of leisure-time facilities can be complete without including those found in the homes of the community. Two hundred eighty-seven pupils were asked to fill out questionnaires indicating the types of recreational equipment they had available for use in their homes. The material divided itself as follows:

1. Reading material -- books, magazines, and newspapers.
2. Radios and musical instruments -- pianos, violins, banjos, phonographs, etc.

3. Hobby equipment -- power tools, work shops, cameras, automobiles, fishing tackle, guns, etc.

4. Games -- playing cards and other games.

The questionnaires were designed to provide as complete a picture as possible of the home facilities for leisure-time activities. Table I, page 3, gives a compilation of the information gathered.

Practically all of the students had access to some reading material at home. Among the daily newspapers, The Detroit Free Press and The Detroit News were most common, with Saginaw, Bay City, and Port Huron daily papers next in popularity. One-half of the students reported that their families were regular subscribers to at least one magazine, and, of course, many of the families received two or more such periodicals. The subscriptions were about evenly divided between farm magazines and magazines of a general nature, such as the Woman's Home Companion, Liberty, and Good Housekeeping. The survey revealed that forty-eight per cent of the homes possessed a library of fifty books or more, but the titles listed indicated that many of the books were of inferior quality.

Approximately one-half of the rural homes had libraries of fifty books or more. Table II, page 9, lists the books that were most prevalent in these homes. It is interesting to note that they were mostly light reading material of a low teen-age level of appreciation. This is not an alarming situation,

TABLE I
HOME FACILITIES FOR LEISURE TIME ACTIVITIES
SENIOR HIGH SCHOOL PUPILS OF THE
CASS CITY HIGH SCHOOL
1945-46

Home facilities	Percentage of pupils having access to
<u>READING</u>	
Daily papers	60
Weekly papers	90
One to three magazines	50
Three to five magazines	42
Home library of fifty books	48
<u>RADIOS AND MUSICAL INSTRUMENTS</u>	
Radios in home	95
Radios in barns	6
Musical instruments, including pianos	65
<u>HOBBIES</u>	
Power tools	6
Workshops*	11
Cameras	11
Fishing tackle and guns	63
<u>GAMES</u>	
Playing cards	91
Other games	97

*Many of our farm students construct farm shops in connection with their Vocational Training classes. As a result, a fairly large number have these places to spend profitable leisure time.

TABLE II
THE TEN MOST POPULAR BOOKS FOUND
IN STUDENT'S HOMES

BOOKS THAT ARE COMMON IN HOME LIBRARIES OF PEOPLE LIVING IN TOWN*

1. The Bible
2. Horatio Alger Series
3. Pearl Buck's books
4. Madam Curie
5. Little Women
6. Hunger Fighters
7. The Horse and Buggy Doctor
8. The Keys of the Kingdom
9. Silas Marner
10. Uncle Tom's Cabin

BOOKS IN HOME LIBRARIES OF PEOPLE LIVING IN THE COUNTRY

1. The Bible
2. Horatio Alger Series
3. Zane Grey's books
4. Ferris Cody
5. Treasure Island
6. Tom Sawyer
7. Boy Scout Series
8. The Covered Wagon
9. Black Beauty
10. Robinson Crusoe

*Listed in order of their frequency

however, because automobiles and good roads make it possible for most rural people to get to a library on regular shopping days. A visit with the librarian at the Cass City Public Library revealed that increasing numbers of rural people were using the library. Country people check out about eighty books each week at the present time, as compared with twenty a few years ago.

The survey revealed that on the average the home libraries of the town people contained more up-to-date and mature reading than that found in the rural homes. This situation is partially accounted for by the fact that a larger percentage of the town people belong to such organizations as the Literary Guild and the Book of the Month Club.

The lists, however, of the ten most common books to be found in the homes do not show a marked difference between the rural and town areas. Books such as Madam Curie, Hunger Fighters, The Horse and Buggy Doctor, and The Keys to the Kingdom were found in the lists of people residing in town, probably because of the many book club members. Some of these same titles were found in the rural areas also.

Radios were reported in ninety-five per cent of the homes, and, because of the entertaining nature of most of the popular programs, they played an important part in the recreational activities of the students. According to the survey, the average pupil spent 1.85 hours per day listening to radio programs. In

order of their frequency, the ten leading programs were:

1. Lux Theater
2. Take It or Leave It
3. Hit Parade
4. Sports Casters
5. I Love a Mystery
6. Spotlight Bands
7. Henry Aldrich
8. Bob Hope
9. News Casters
10. Blondie

SCHOOL FACILITIES

The Cass City High School is located on five acres of ground in the northeast section of the village. The building is a three-story structure of brick construction. About one-sixth of the building is used for the elementary grades, and the remainder for the high school. East of the building is a 140' x 34' playground reserved for the use of the grade school children. When the weather is good, this playground, which is equipped with swings, slides, volley ball courts, and a baseball diamond, provides the grade school pupils with adequate recreational facilities for use during recess periods and the noon hour. In cold weather a large part of this ground is flooded to

provide a school skating rink. During the winter months the gymnasium, which measures 60' x 54', is used by the entire school for supervised games. An intramural schedule of volley ball and basketball keeps rural students occupied from 12:30 until 1:00 o'clock each day when they cannot get outside. A high school bowling league using commercial alleys provides wholesome leisure-time activity for about twenty-five boys. The bowling matches, which are scheduled for vacant periods of the school day, have developed some spirited rivalry.

The athletic plant and equipment outside the school building are not adequate to take care of the needs of the school program. Buildings at the outdoor plant are poor, and the entire plot needs grading. About one hundred students participate in each of the major sports, and these young people should be provided with good physical equipment if they are to derive the maximum benefit from the school athletic program.

The school library is located in a 30' x 65' room on the first floor of the high school building. It contains 1,641 volumes covering a wide range of subjects, as indicated in Table III, page 13. Most widely called for are the works of fiction, general works, and books dealing with science, history, and literature. The teachers encourage the use of many of these books by assigning them as references for classroom work.

TABLE III
CLASSIFICATION OF LIBRARY BOOKS OF THE
CASS CITY HIGH SCHOOL
CASS CITY, MICHIGAN
1944-45

Classification	Number of Volumes
General Works	60
Philosophy	9
Religion	15
Social Sciences	120
Languages	60
Sciences	225
Useful Arts	159
Fine Arts	5
Literature	230
History	239
Biography	100
Travel	50
Fiction	369

The eleventh and twelfth grade students draw heavily on library material in the preparation of their classroom assignments. Fiction is especially popular with the ninth and tenth grade girls. The boys apparently take more interest in outside activities, and, as a result, do not check out as many works of fiction as the girls.

A homeroom period in the morning provides a daily opportunity for the students to meet and plan various activities, such as intramural athletic contests and assembly programs. Also, the high school band of some sixty pieces conducts its rehearsals during the homeroom period and the hour following.

PUBLIC FACILITIES

A community swimming pool, measuring 75' x 35', provides a place of recreation for the people of Cass City and the surrounding area. During the morning hours, the pool is reserved for the use of younger children, who pay no admission charge. During the afternoons and evenings, the pool is open to older groups, and a small charge is made. The bath house is equipped with showers and is modern and sanitary in every way. Adjoining the bath house is a wading pool for the very young children. Seven thousand admissions were recorded last year, which indicates that the pools are extensively used. The swimming pool is the first unit of a proposed recreational park to be constructed on the

site of the former fairgrounds.

A community youth center, which consists of two large rooms located in the business section of the town, provides a wholesome place for young people to spend part of their leisure time. This center is sponsored by various civic clubs in town and is operated by community-minded citizens, who donate time and money to the enterprise. One room is equipped for reading and games of a quiet nature, while a larger room has a shuffle board, piano, ping pong table, and other recreational equipment. Three thousand six hundred play hours were spent there last winter, and its use is increasing.

Cass City also has a very good public library, operated by civic organizations of the community. It contains about 2,550 volumes, consisting mostly of fiction.

COMMERCIAL FACILITIES

A moving picture theater offers programs every evening during the week and presents continuous shows from one o'clock until midnight on Sundays. The pictures are usually of a fairly good quality with the possible exception of the Saturday night Wild West films. Table IV, page 19, shows that the movies are second choice with the girls as a leisure-time activity, and fourth with the boys.

A bowling alley with four well-kept alleys provides a good place for students to spend part of their leisure time. The establishment is clean and free from rough talk. A high school bowling league provides wholesome and healthful competition for about twenty-five of the students.

The "Wigwam" at Caro, Michigan, provides a place to dance nightly, with soft drinks as the only beverage served to minors. A dance hall at Bay Port provides entertainment during the summer months. Only a very small percentage of the students patronize these establishments, however.

SUMMARY

At the time the survey was conducted, ninety-eight per cent of the homes of the Cass City high school students were taking a daily newspaper, and ninety per cent subscribed to a weekly paper. Radios were found in ninety-five per cent of the homes. Forty-eight per cent of the students reported home libraries of fifty books or more, but many of the books, both in town and in the rural areas, were found to be very light reading.

The school furnishes space and equipment for playground activities, athletics, reading, music, and clubs. The town provides an athletic field, swimming pool, youth center, and library. Commercial establishments offer bowling, moving pictures, and dancing.

CHAPTER III

HOW PUPILS SPEND THEIR LEISURE TIME

In a small community such as Cass City, it is a comparatively easy matter to check the leisure-time activities of high school students. Some of the problems facing city educators, such as the sale of liquor and marihuana to minors, are non-existent in the average small community. Also, a large percentage of the students at Cass City, come from farm homes and have chores to occupy much of the time that might otherwise be devoted to objectionable activities. And even the town students are under the close supervision of their homes.

Over a period of several months, a study was made of the leisure-time activities of approximately three hundred high school students coming from both town and country homes. Each one of these students submitted a schedule of his leisure-time activities for a one-week period. Two hundred seventy-seven such reports were received. Table IV, page 19, shows the activities listed in the order of their popularity with the students. Swimming is near the top of the list because the outdoor swimming pool attracts many young people in their leisure time. It is, of course, a seasonal activity, as is hunting, which also occupies quite a prominent place. It is interesting to note that the boys engaged in a wider range of activities than the girls. Also, it will be noted that the

boys spent more time on outdoor activities, as was to be expected, while the girls led in the indoor sports. The movies were more popular with the girls than with the boys. A good percentage of both boys and girls reported church attendance as a leisure-time activity. Thirty-three per cent of the pupils polled named reading as a major form of recreation. They indicated that fiction was their first choice of reading material.

Table V, page 20, shows the average time per week devoted to each of the activities listed.

TABLE IV

LEISURE TIME ACTIVITIES OF SENIOR HIGH SCHOOL PUPILS OF
THE CASS CITY HIGH SCHOOL, 1944-45 LISTED IN ORDER OF
THEIR POPULARITY*

Activity	Boys	Girls	Total
Listen to radio	102	72	174
Swimming	80	65	145
Movies	48	79	127
Hunting	105	3	108
Reading	60	40	100
Church attendance	45	50	95
Music	40	38	78
Youth Center	56	26	76
Cards	28	39	67
Basketball	25	28	53
Dancing	12	36	48
Bicycle riding	18	22	40
Roller skating	10	28	38
Baseball	35	0	35
Football	32	0	32
Fishing	18	4	22
Bowling	15	2	17
Checkers, Chinese	12	4	16
Ping Pong	9	4	13
Volley ball	11	0	11
Horseback riding	6	5	11
Horse-shoes	6	0	6
Tennis	6	0	6
Croquet	3	0	3
Boxing	2	0	2
Wrestling	2	0	2

*There were 294 students in school on the day this
questionnaire was submitted.

TABLE V
AVERAGE TIME PER WEEK SPENT PER PUPIL IN THE
ACTIVITIES LISTED IN TABLE IV

Activities	Boys	Girls
Listen to radio	7 hrs.	10 hrs.
Swimming	3 hrs. (in season)	2 hrs. (in season)
Movies	2½ hrs.	3 hrs.
Hunting	6 hrs. (in season)	½ hr. (in season)
Reading	4½ hrs.	5½ hrs.
Church attendance	1 hr.	1 hr.
Music	1 hr.	1½ hrs.
Youth center	½ hr.	½ hr.
Basketball	2½ hrs. (in season)	½ hr. (in season)
Dancing	1½ hrs.	2½ hrs.
Bicycle riding	1 hr.	½ hr.
Roller skating	1½ hrs.	1½ hrs.
Baseball	6 hrs.	-----
Football	6 hrs. (in season)	-----
Fishing	1 hr.	-----
Bowling	1 hr.	-----
Cards	1 hr.	½ hr.
Checkers	1½ hrs.	½ hr.
Ping Pong	1½ hrs.	1 hr.
Volley ball	1 hr.	-----
Horseback riding	2 hrs.	3 hrs.
Horse-shoes	½ hr. (in summer)	-----
Tennis	2 hrs.	1 hr.
Croquet	½ hr.	1 hr.
Boxing	1 hr.	-----
Wrestling	½ hr.	-----

TABLE VI

LEISURE TIME ACTIVITIES OF HIGH SCHOOL STUDENTS ARRANGED
WITH RESPECT TO SEX AND POPULARITY

Activity	Boys	Girls	Total
Roller skating	82	101	183
Movies	40	100	140
Dancing	46	86	132
Reading	68	43	111
Outdoor sports (Baseball - Football)	63	36	99
Swimming	56	40	96
Bicycle riding	49	44	92
Hiking	45	27	72
Horseback riding	36	33	69
Bowling	40	11	51
Home parties	4	41	45
Picnics	14	31	45
Radio	30	12	42
Hunting	35	1	36
Fishing	28	2	30
Music	10	14	24
Art work	1	14	15
Ice skating	7	8	15
Tennis	7	8	15
Table pool	0	9	9
Drive a car	8	4	12
Sewing	0	6	6
Photography	4	2	6
Play cards	2	0	2

CHAPTER IV

THE SCHOOL PROGRAM AND LEISURE

What Pupils Like to Do with Their Leisure Time

A questionnaire (Exhibit B, page 51) was submitted to 275 students asking them to list the activities they engaged in during their leisure hours. A list of these activities was then prepared and the students were requested to indicate the amount of time they devoted to the various pastimes (Exhibit C, page 52). Later on these same students were given another questionnaire (Exhibit D, page 53) asking for additional information, such as the amount of money spent on movies, the kind of books read, etc.

School Influences

The reader is asked to consider Table IV, page 19, in terms of the influence which the school can exert when the administrators and teachers know exactly what many of the students are doing in their spare time.

Listening to the Radio

Practically one hundred per cent of the students indicated that they listened to the radio for recreation. This is not a strange fact, for it was found that ninety-five per cent of the homes had radios. There was no difference between the country homes and the town homes in this respect.

Maxwell Stewart believes that the radio exerts a powerful influence upon young people:

"The radio is more used than books. A study recently made in a New York High school revealed the rather startling fact that high school students spent an average of two hours and five minutes a day listening to the radio as against one hour and twenty minutes reading. Good educational broadcasts have been found to make little appeal either to the students or older youths. Although nearly all youth listen to the radio, a New York State survey showed that only 2 per cent listened to forum or educational programs."⁴

More boys than girls reported that listening to the radio was their first choice of recreational activity, although the girls spent more hours per week listening to radio programs. The country student led his town cousin in this activity, presumably because he did not have the leisure-time diversification that is found in small towns. Note that some of the students from the country had radios in their barns to permit them to tune in on their favorite programs while milking the cows or doing other barn work.

Through teacher guidance, many good programs are called to the attention of students, and in some cases credit is given by English teachers for written reports of the programs listened to. Cass City High School is fortunate in having a master radio in the main office by means of which programs can be tuned in at any time during the day and relayed to any classroom in the building. For example, the broadcasts of the International Livestock Show at Chicago are relayed to the animal

4. Maxwell S. Stewart, Youth in the World Today, p. 25.

husbandry class, permitting the students to listen to one hour of excellent live-stock events direct from this great show. Grade children always hear the National Spelling Bee direct from Washington and spell the words just as they are given in the national contest.

The radio has vast recreational, educational, and cultural possibilities.⁵ Ogburn lists 150 social effects of the radio, grouped under eleven general headings, namely, (a) uniformity and diffusion, (b) recreation and entertainment, (c) transportation, (d) education, (e) the dissemination of information, (f) religion, (g) industry and business, (h) occupations, (i) government and politics, (j) other inventions, and (k) a variety of miscellaneous influences.⁶

Games and Hobbies

Playing cards were found in most homes, and games of some type in practically all homes. Seventy-six students reported some definite hobby, such as working in a farm shop, collecting stamps, building airplanes, and trapping. More than one-half of these students had either guns or fishing tackle, which indicates, of course, that they were interested in sports of that nature. Many of the teachers are individually interested in one or more of these hobbies and directly or indirectly encourage student participation.

5. Neumeyer and Neumeyer, op. cit.

6. Recent Social Trends (1933) I, 152-57.

Movies

Knowing that the movies command much of the leisure time of the young folks, the English department of the high school has tried in three ways to make this time as profitable as possible. First, good pictures that are soon to appear on the screen are discussed in the English classes. Second, the classes have sponsored some of the better films, such as David Copperfield. Third, the department has recommended to the local movie house certain highly rated films. The faculty members are of the opinion that much can be done through teacher guidance to increase the benefits of leisure time spent at the movies.

Maxwell Stewart points out the important role that movies play in the lives of our young people:

"Surveys in various sections of the United States have shown that most youth are dependent on the movies, automobiles, dance halls, and pool-rooms for their amusement outside the home. Young people working away from home are particularly limited to these types of recreation. Perhaps the most popular of these, when they have the money, is the movies. A recent inquiry by the Children's Aid Society in New York City showed that 'while twelve boys and girls are passing three hours a week in thrills and adventures at the motion pictures, only one is at home getting the same thing out of books.' Among older youths in New York State, one out of three go to at least two shows a week. Even when the movies are not actually harmful, they fall far short of being a satisfactory form of recreation. They are expensive; they tend to keep young people indoors when they ought to be getting fresh air and exercise; and, most serious of all, many movies tend to create a false set of social standards. Scenes of wealth and elegance can

scarcely fail to make young persons unhappy who are without even ordinary comforts. Thwarted or weak-minded youth may even turn to crime to obtain the luxuries shown on the silver screen."⁷

Approximately seventy-five per cent of the students of Cass City High School attend the movies at least once a week, with the girls quite noticeably in the lead in number of visits. The committee on Educational Research of the Payne Foundation estimated that the average person of the United States attended the movies oftener than once in every two weeks.⁸

Reading

Reading is an art that must be made attractive through training and access to desirable books. The average home library in the typical rural home does not provide for a diversified reading program, and therefore much help must come from the school.

Most popular among the school library books were those dealing with fiction, travel, and biography, with works on literature, science, and the useful arts ranking next in order. Works on fine arts, religion, and philosophy were used chiefly as a result of teacher guidance. It is now planned to increase the number of books in the departments of fiction, travel, and general works.

Newspapers and current periodicals were next in popularity. The school subscribes to two daily newspapers and to the magazines starred in Table VII, page 27. This table lists the magazines read by the students, with the reasons for their choice.

7. Maxwell S. Stewart, op. cit., p. 24.

8. Neumeyer and Neumeyer, op. cit., p. 116.

TABLE VII

Magazines read by Cass City High School students, Cass City, Michigan, listed in order of their popularity, 1945-46, with reasons for their popularity.

Name of Magazine	Reason for Choice
*Life	Many pictures
*Popular Mechanics	Illustrated, short description
*Readers' Digest	Condensed, short
*Scholastic	Student appeal, variety
*McCall's	Teachers' guidance
*Collier's	Human interest stories
*Popular Science	Illustrated, short articles
*Good Housekeeping	Teachers' guidance
*Popular Photography	Camera Club interest
*Liberty	Short Stories
Woman's Home Companion	Teachers' guidance
*Atlantic Monthly	Teachers' guidance
*Harper's	Teachers' guidance
*Science Digest	Interest in science
*Scribner's	Teachers' guidance
*The Sky	Interest in astronomy
*Etude	Interest in music

*Magazines to be found daily in the school library.

The school library is under the supervision of a teacher trained in library technique. She spends part of her day in the library and has senior girls for assistants the rest of the day. These girls are instructed from time to time on problems that come up in a day's work.

Music

Music ranks high as a leisure-time activity, probably because much time is given this work in regular school hours. The school has a sixty-six piece, uniformed Senior Band, and the young people comprising it make many trips to towns in this vicinity to provide music for various functions. A Junior Band, consisting of thirty beginners, is given sixty minutes of instruction each school day. A high school orchestra provides dance music for high school parties. Boys and Girls Glee Clubs give seventy-five young people an opportunity to participate in vocal music. All together, approximately two hundred young people are receiving special music training in the school. These students are about equally divided between boys and girls.

That music is recognized as an important leisure-time activity is indicated by the following paragraph from Neumeyer and Neumeyer:

The non-commercial musical activities promoted for the recreational and cultural value to the performers have great possibilities. Music is an integral part of much of our recreation. Orchestras, bands, and choruses accompany plays and pageants; singing games and dances, and acting songs are being popularized; informal cultural singing in schools, camps, churches, clubs, settlements, and play centers constitutes an

important phase of education and recreation; and because of its therapeutic value, music is used in reformatories and institutions for the mentally sick. Musical activities are fostered by many organizations.⁹

Bowling

By means of a school bowling league, it has been possible to encourage students to participate in this wholesome leisure-time activity. Good bowlers instruct beginners in the art of bowling. An interesting thing about this league is the fact that practically all of the members are students who have no other activity, such as baseball, basketball, or music, to occupy their spare time. Bowling is done from 3:00 to 4:00 P.M. on Wednesdays at commercial alleys, and weekly accounts are given in the school paper as to team standings, high scores, and the highlights of the various matches. Approximately thirty students participated in last year's competition, and individual trophies were awarded at the end of the season. It is planned to organize a girls' league next year.

Football, Basketball, Baseball

The major sports of football, basketball, and baseball, as in most schools of similar size, are the backbone of the school's athletic program. A schedule of eight games with neighboring schools keeps the football squad busy in the fall, with about thirty-five boys participating in these games at one time or another. A second team also schedules games with nearby towns. These games give beginners who could not hope to play in regular

9. Neumeyer and Neumeyer, op. cit., Chap. VIII, pp. 119-120.

varsity games a chance to participate in football.

Basketball attracts about the same number of candidates as football. Because of intramural basketball games played at noon during the winter months, interest in this sport runs high. At the regularly scheduled basketball games with other schools, from fifteen to twenty students participate in the first and second team games.

Baseball is probably the most universally played game, with a squad of some forty players turning out for places on the team. Intramural competition provides an opportunity for about 150 students to participate in baseball, making it a very worth-while pastime.

Ping Pong

Many of the students play ping pong in the gymnasium during the noon hour, and, as a result of the interest created in the game, many ping pong tables have been built in the country and in various places about town. The youth center, a private club, and many private homes now have ping pong tables.

Teacher Guidance

The school program exerts both a direct and an indirect influence upon the students' use of leisure time. In their own individual ways, many of the teachers encourage participation in worth-while activities. Recently a fine movie from which students could derive educational benefit came to the local theater. As a result a favorable teacher comment, most of the

students saw this picture. Table VIII, page 32, shows the number of teachers in the school giving guidance in those activities, listed in Table IV, page 19.

Guidance in specialized reading is given by all fourteen of the high school teachers. Recognizing the importance of good moving pictures from both the educational and recreational standpoints, the teachers have encouraged the showing of the better historical and scientific films in the local theater. Credit in some classes has been given for educational radio programs listened to, and thirteen teachers attempted to guide students in their choice of programs. The teachers have also encouraged students to make use of the community youth center, where they may spend their leisure time in recreational pastimes under the supervision of an adult leader.

School and Community Activities

The school works in close cooperation with the community library, the youth center, and the swimming pool project. Education today does not stop at the doorstep at four o'clock. The school's responsibility extends to the leisure hours which follow the school day. The importance of these after-school hours is recognized by Neumeyer and Neumeyer:

Juvenile Delinquency and Play Needs. Leisure may be the root of many evils. It is during the unoccupied hours after school or after work that the boy, in search for adventure and recreation, frequently indulges in undesirable activities, because he is not able to find normal outlets in supervised recreation.

TABLE VIII
NUMBER OF TEACHERS GIVING GUIDANCE IN
ACTIVITIES LISTED IN TABLE IV

Activity	Number of teachers
Listen to radio	13
Swimming	2
Movies	13
Hunting	0
Reading	14
Church attendance	5
Music	9
Youth center.	10
Basketball	5
Dancing	6
Roller skating.	0
Baseball	4
Football.	5
Bowling	3
Ping Pong	3
Volley ball	4
Tennis	0
Boxing	2
Wrestling	2

The National Recreation Association has collected statements from juvenile judges, probation officers, social workers and others, which show that properly directed recreation has reduced delinquency from 25 to 75 per cent in areas of much delinquency.¹⁰

Youth Center

Cass City is fortunate in having a youth center, which is kept up by the community and operated by public-spirited citizens. It has two large rooms, one for shuffleboard, ping pong, and other games that require considerable space, and another smaller room for quieter games and reading. These rooms are open in the winter evenings, except Sunday, from seven until ten o'clock, and students over twelve years of age may spend a profitable evening there reading or playing various games. Public-minded citizens provide the leadership and guidance for this worth-while project and are continually adding new equipment. One supervisor can take care of both rooms on every day except Saturday, when it is necessary to have one in each room. A board of governors composed of a ministerial group and several civic leaders plan the year's work. Some pertinent facts taken from the daily records for an average fiscal year are as follows:

1. Seven hundred individuals used the rooms during the year.
2. Some individuals used the room 75 per cent of the possible time.
3. Fourteen was the average age of the youngsters.

10. Neumeyer and Neumeyer, op. cit., Chap., XIII, pp. 202-203.

4. Sixty per cent of the individuals were boys.
5. Fifty per cent of the individuals were from the poorer homes of the community.
6. Sixty different supervisors took their turn at directing affairs.
7. School delinquents were frequent callers.

Community Library

Since the community library is used by students and others alike, no check can be made as to the number of students who use it. The librarian estimates, however, that about one person in three checking out books is a student from the school. The books checked out are mostly recent works of fiction. The fact that the library is open Wednesday evening and all day Saturday makes it possible for students to visit the library during non-school hours. It is operated by public spirited citizens who feel that leisure time spent in reading books is time well spent.

Swimming

Swimming is a popular seasonal pastime and is particularly popular in Cass City because of the new community swimming pool. Since Cass City is thirty miles from a bathing lake, it was evident that some bathing facility had to be provided for the use of youngsters in hot weather. The pool is used by an average of one hundred people per day. One of the high school teachers operated the pool during the summer months and made the following interesting observations regarding its use:

1. The pool was used by many underprivileged children.
2. Delinquent students in school were regular customers.
3. Swimming satisfied the youngsters' desire for recreation because so much energy was used up.
4. Swimming is a healthful and muscle-building sport, calling for the use of more muscles at one time than any other form of exercise.

CHAPTER V

A TYPICAL RURAL COMMUNITY WITH REFERENCE TO LEISURE-
TIME ACTIVITIES
COMMUNITY NEEDS

Most small rural communities must become united before full community needs are met. The war stimulated community cooperation, as evidenced by the bond drives, paper drives, Red Cross drives, community chest drives, and other types of cooperative community activities. A better use of leisure time should result from this unity of community spirit. The Educational Policies Commission of the National Education Association, speaking of community needs, said:

Farm people...were not unmindful of their community needs during the war. Nor did they fail to see that their improved economic state would soon bring improvements in home and community life within their reach. As the end of the war drew near, in community after community someone came forward to call people together and invite them to consider how, with more money at their disposal than they had ever had before, they could provide better schools for their children, better houses for their families, better health services, recreational facilities, and cultural opportunities for everyone. The people, many of them already accustomed to working together on matters of common concern, responded not only with plans but with action. Through the years that have followed, this process of building for the good life in rural communities has gone on apace. The states and the federal government have helped in many ways, but credit for the advances in rural community life belongs chiefly to the people of the Farmvilles.¹¹

¹¹. Educational Policies Commission, Education for All American Youth, 1944, Chap. III, pp. 31-32.

THE SECONDARY SCHOOL

The secondary school must play its part in any idealistic plan to build better citizens of tomorrow. The Educational Policies Commission lists seven prerequisites of a successful secondary school as follows:

1. Living democratically in the school.

Citizenship education begins with the Life of the school. Here, in a society which is familiar and relatively simple, pupils learn the meaning of democracy and the methods of democratic action through direct experience in face-to-face relations.

2. Extending civic activities into the community.

the students' direct experience in civic affairs is broadened as rapidly as possible by extending their activities into the local community.

3. Moving out to the larger scene.

Citizenship education moves out to the state, national, and world situations by way of the experiences which pupils have had in school and community. As they move outward, pupils should be led to see and understand the connections.

4. Developing competence in the study of public problems.

Help students master methods of studying and judging public problems. Familiarize them with some of the important issues on which citizens are currently expected to pass judgment and to act. Stress thorough study of a few problems, rather than superficial treatment of many.

5. Developing competence in political action.

Citizens must learn not only how to make sound judgments, but also how to register their convictions so they will count. Students should, therefore, study methods of political action, at the state, local, and national levels. They should also evaluate these methods in terms of their effectiveness and their consistency with democratic principles.

6. Building knowledge as a tool of civic competence.

Equip students with knowledge and understanding of contemporary society and of historical background, to enable them to deal with new issues as they arise and think clearly regarding social goals for the future. Seek to develop understanding of trends, movements, and relationships. Through all, stress understanding and appreciation of democracy, of American ideals, and of the achievements of the American people in realizing

their ideals.

7. Foster loyalty to the principles and ideals of American democracy. Encourage youth to set up goals for achievement by their generation which will surpass those of their fathers, and which will bring the community, the nation, and the world nearer to the attainment of democratic ideals.¹²

No matter how good the teacher and the school program, there will always be children who, perhaps because of some underlying personality disorder, or because of an unfortunate home situation, will show symptoms of maladjustment. Frequently the understanding teacher can herself do much to help the disturbed child by her personal interest in him. This pre-supposes of course, enough teachers in the school to permit small classes in which each child can get individual attention and guidance.¹³

12. Educational Policies Commission, op. cit., 73-87 pp.

13. Mrs. Edith Karlin Lesser, Understanding Juvenile Delinquency. Washington: U. S. Department of Labor, Publication 300, 1943. 29 pp.

PERSONAL DEVELOPMENT

Personal development according to the writer is a broad purpose which needs to be translated into specific aims in order to serve as a guide to educational practice. To the teachers in progressive rural schools, personal development means growth in six aspects of living:

1. Health of body and mind.
2. Family life.
3. Recreational and leisure-time interests and activities.
4. Understanding and appreciation of the cultural heritage.
5. Intellectual achievement.
6. Character, conceived as conduct in relation to other persons, motivated by ethical ideals and principles.

These--and with them, occupational proficiency and civic competence--are areas of growth, not titles of courses. They are educational purposes, not compartments. It is not to be expected that courses of instruction will be found to correspond precisely to each area or that the activities of the school

can be neatly classified under one or another of these headings. Learning is the result of interaction between the whole of a boy or girl and the whole of a situation; and both learners and situations are usually too complex to permit easy classification.

CHAPTER VI

SUMMARY AND REVIEW OF FINDINGS

This study was undertaken for the purpose of determining the leisure-time activities of the students of Cass City High School, Cass City, Michigan. It was hoped that such a study would help to combat tendencies toward juvenile delinquency by suggesting methods of improving the students' use of leisure time. Educators and youth guidance leaders are apparently unanimous in the opinion that juvenile delinquency results primarily from idleness on the part of boys and girls. The task, therefore, is to determine what weaknesses exist in the present use of leisure time and, more important, to determine what we, as educators, can do to direct students' leisure-time energies into proper channels.

The study revealed that fairly adequate recreational facilities exist in the homes, school, and community of Cass City. Table IV page 10 lists the activities engaged in by Senior High students. The homes must be considered an important unit in determining the leisure-time activities, for we found twelve of the twenty-six activities named found in the homes. The others are divided between the school and community. Homes provide reading material, radios, games, etc.; the school furnishes playground facilities, reading material, music, and clubs; the community offers an athletic field, a swimming pool, a moving-picture theater, a bowling alley, a library, and a

recreation center.

The study further revealed that most of the students are making at least a partial use of the recreational facilities available to them, but that a small percentage are resorting to their own devices in the use of their leisure time. It becomes the problem of the school, therefore, to guide and encourage these young people toward a better use of their idle hours and to provide, if possible, further facilities for their enjoyment and benefit.

The school at Case City has exerted and continues to exert a guiding influence in the students' use of leisure-time. Our roller skating program alone has provided for fifty parties per school year with an average attendance of 125 boys and girls. Parties last three hours which means that in this activity alone, we have provided 18,750 leisure hours of good wholesome entertainment for students. The cost has been kept low so that all may come. Teachers have encouraged students to listen to educational radio broadcasts, to see the better-grade moving pictures, to read books and periodicals of a worthwhile nature, to participate in orchestras, bands, and glee clubs, and to take part in basketball, baseball, football, swimming, bowling, and other sports. Individual teachers, acting independently, have encouraged student participation in such diversified activities as hunting, dancing, and church affairs. In addition to teacher guidance, the school has provided the best of reading material, music, radio programs, and the like.

Also, the community of Cass City has cooperated with the school in providing leisure-time facilities. Various civic groups, for instance, have made available to the young people a library, an athletic field, and a youth center. Many public-spirited townspeople contribute their time and energy to the maintenance and operation of these facilities.

The ideal secondary school, according to the Educational Policies Commission, should perform seven functions: it should (1) teach democratic living, (2) extend its activities into the local community, (3) move out to the larger (i.e., state, national, and world) scene, (4) develop competence in the study of public problems, (5) develop competence in political action, (6) develop civic competence, and (7) foster loyalty to the principles of American democracy. In addition to these broad social aims, the school should provide for individual development in matters of (1) health, (2) family life, (3) recreation, (4) culture, (5) intellect, and (6) character. A school that meets these objectives will, by so doing, exert a maximum influence in reducing juvenile delinquency.

CHAPTER VII

IMPLICATIONS OF THE STUDY

The study reported in the preceding pages suggests that the Cass City High School has achieved a certain measure of success in its attempt to combat juvenile delinquency by providing for an improved use of the students' leisure time. It is impossible, of course, to state with assurance what the results might have been if the school's contribution had been anything other than what it was. It can be assumed with confidence, however, that training for the worthwhile use of leisure time should be a very important part of the objective of every school system. Educators are placing an increasing emphasis on the need of educating our youth to use their spare time wisely, both now, as students, and later, as adults.

Unfortunately, however, there is no agreement as to what education for leisure means. Some educators are inclined to think of it in terms of the development of skills. Religious leaders stress moral conduct and the spiritual values of leisure. To some extent, they join hands with the educators, psychologists, sociologists, and social workers who deal with personality adjustment and social welfare. The psychiatrists stress mental health and stability. The physical educators are concerned primarily with physical fitness and only second-

arily with the carry-over values of wholesome recreation. Social reformers are interested in preventing or eliminating detrimental influences. The emphasis depends largely upon one's background.

Training for the enjoyment and worthwhile use of leisure time requires more thought and effort and is more difficult than the training of individuals for vocations. Individuals must be educated in the light of their inclinations, interests, and skills. It is not possible to follow the established procedures used in much of our vocational education. The worthy use of leisure time requires a philosophy of life as well as the development of interests and skills. Such a philosophy must be compatible with the democratic times in which we live if personal freedom is to be maintained and at the same time wholesome results are to be secured. A person's interests, attitudes, desires, tastes, habits, loyalties, and entire personality and character must be so oriented to the current situation that he will choose and pursue creative and constructive forms of leisure activities.

The school, if it is alert to the need and importance of such training, can make a valuable contribution to the individual, the community, the nation, and the world by directing young people's leisure-time energies into desirable channels. It can provide both guidance and facilities for constructive,

beneficial leisure-time activities. But the program, to be successful, must be an alert and continuous one. The program will not run itself; it must be run by conscientious, sympathetic, and enthusiastic teachers and administrators who will take the initiative in providing facilities, encouragement, and guidance, and who will not hesitate to adjust the program to changing conditions. Those responsible for the success of such a program must be willing to act upon every suggestion that promises beneficial results. For instance, the Cass City study revealed that about one-third of the students attended church and were interested in matters of religion. As a result of this finding, the school set up a table of religious periodicals and books in the library, offering the students the best types of religious reading. By actual count, an average of twenty-four students per day found some reading of interest to them in these books and periodicals. An unforeseen and encouraging development was that these students organized a society known as the "Miracle Book Club" and now meet regularly under the guidance of an adult leader selected by the group itself.

The whole matter of leisure-time activities resolves itself into a guidance program in the home, school, church, and community. Most children are born basically sound and able to make their separate ways in the world providing their

environment is such that good rather than evil influences filter in. Boys hang out at poolrooms not because they are naturally perverse, but because nobody has bothered to provide, or even to suggest, anything better for them to do.

If the homes, schools, churches, and communities of the United States will provide the necessary guidance and facilities for worthwhile leisure-time activities, it will not be necessary to worry about the future citizens of America.

APPENDIX

APPENDIX

Report Forms

EXHIBIT A, Weekly Leisure Time Activities	40
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APPENDIX

EXHIBIT A

On the sheet provided, will you please list your leisure time activities in which you engage each week. Leisure time is defined as; the time surplus remaining after the practical necessities of life have been attended to. Examples: dancing, listening to the radio, fishing, cards, reading, etc.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.
- 16.
- 17.
- 18.
- 19.
- 20.

EXHIBIT B

Below is a list of the activities of the Senior High School students. Will you please indicate below the number of hours per week spent in these leisure time activities.

<u>PLEASE UNDERLINE</u>	Boy,	Girl,	Town,	Country
<u>ACTIVITY</u>	<u>HOURS PER WEEK</u>			
1. Listen to radio				_____
2. Swimming				_____
3. Movies				_____
4. Hunting.				_____
5. Reading.				_____
6. Church Attendance				_____
7. Music.				_____
8. Youth Center				_____
9. Basketball.				_____
10. Dancing.				_____
11. Bicycle riding				8&_____
12. Roller skating				_____
13. Baseball.				_____
14. Football.				_____
15. Fishing.				_____
16. Bowling.				_____
17. Cards.				_____
18. Chinese checkers.				_____
19. Ping Pong				_____
20. Volley ball				_____
21. Horseback riding.				_____
22. Tennis				_____
23. Horseshoes.				_____
24. Croquet.				_____
25. Boxing				_____
26. Wrestling				_____

EXHIBIT C

What would you like to do in your leisure time?
Leisure time is "time surplus after the practical necessities of life are attended to". Be honest because it might lead to getting some of the recreation you desire. Please list them in their order of importance.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

EXHIBIT D

Will you please answer the following questions truthfully. Notice that some of the questions call for a day's activity, a week's activity, and a month's activity.

HOW DO YOU SPEND YOUR LEISURE TIME

1. How many times did you attend the movies during the past week? _____ times.
2. How many hours on an average do you listen to the radio each day? _____ times.
3. How many parties or dances did you attend during the past week? _____.
4. How many books not required by school courses did you read in the last month? _____.
5. Do you have any hobby? Yes _____ No _____.
If yes, what is it? _____.
6. How many hours spent in the past week in games, sports, and similar recreational pastimes? _____ hours.
7. In how many extra-curricular school activities do you have a part? _____ Name them.
_____.
8. Do you play any musical instrument? Yes _____
No _____ If yes, what is it? _____.
9. What number of outside activities or organizations claim part of your time? _____.
10. On an average, how much spending money do you have each week? _____.
11. Are you from the country? Yes _____ No _____.

EXHIBIT E

Below is a list of magazines. From this list we want to find the ones most popular with High School students. Give reason for your choice.

Example: Life - Many pictures
Reader's Digest - Condensed information

Time

Popular Science

Fortune

Popular Mechanics

Science Digest

Flying

Shyways

Harpers

Good Housekeeping

Collier's

Better Homes and Gardens

Life

Coronet

Saturday Evening Post

Scouting

Cosmopolitan

Photography

Woman's Home Companion

Sports Afield

Ladies Home Journal

Radio Journal

Red Book

EXHIBIT F

To all teachers:

The table below lists leisure time activities of our high school students. Check any activities where help in the form of guidance has been given students.

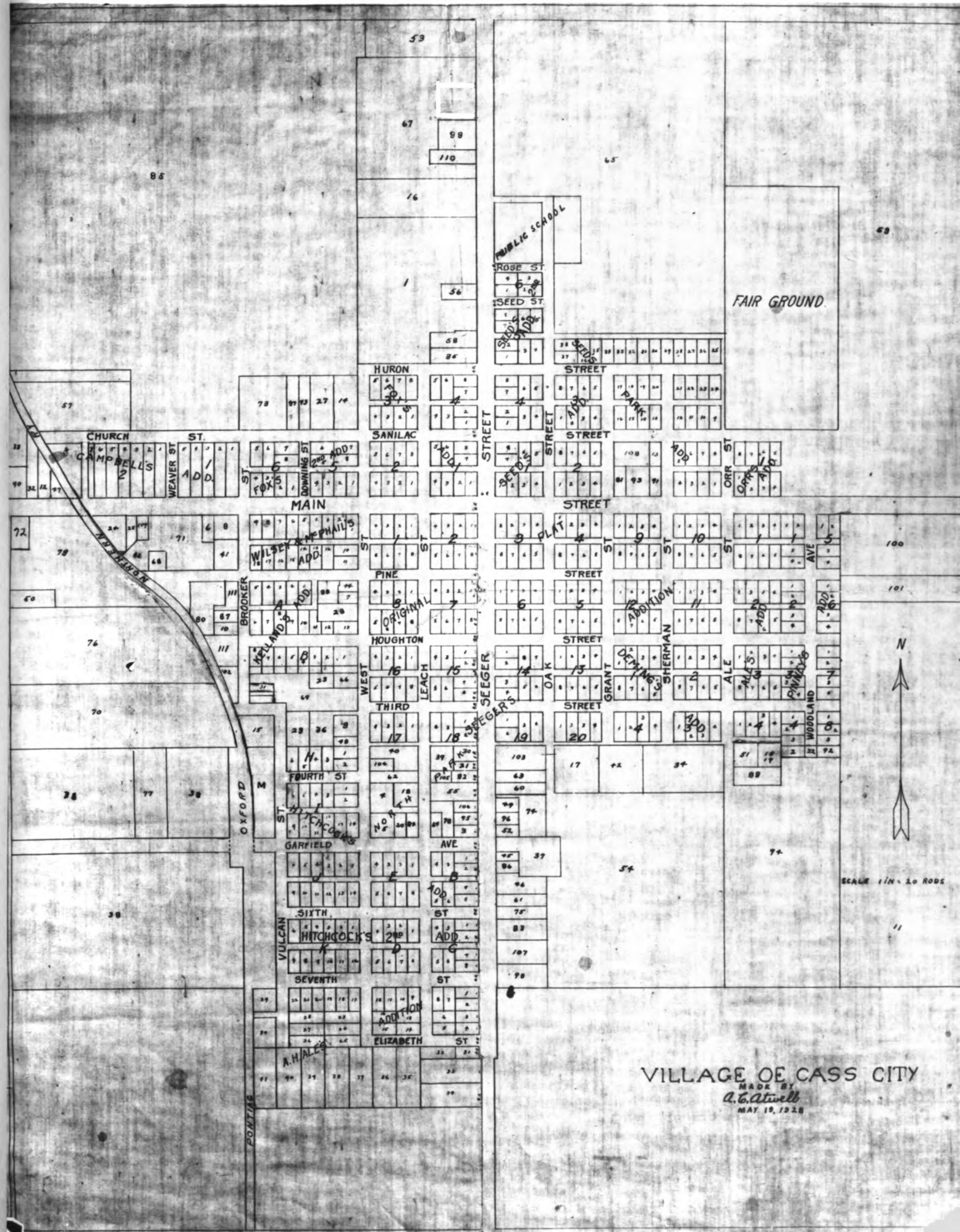
Activity

Listen to radio	.	.	.	.	.	.	.	.
Swimming	.	.	.	.	.	.	.	.
Movies	.	.	.	.	.	.	.	.
Hunting	.	.	.	.	.	.	.	.
Reading	.	.	.	.	.	.	.	.
Church attendance	.	.	.	.	.	.	.	.
Music	.	.	.	.	.	.	.	.
Youth Center	.	.	.	.	.	.	.	.
Basketball	.	.	.	.	.	.	.	.
Dancing	.	.	.	.	.	.	.	.
Bicycle riding	.	.	.	.	.	.	.	.
Roller skating	.	.	.	.	.	.	.	.
Baseball	.	.	.	.	.	.	.	.
Football	.	.	.	.	.	.	.	.
Bowling	.	.	.	.	.	.	.	.
Fishing	.	.	.	.	.	.	.	.
Cards	.	.	.	.	.	.	.	.
Checkers	.	.	.	.	.	.	.	.
Ping Pong	.	.	.	.	.	.	.	.
Volley ball	.	.	.	.	.	.	.	.
Boxing	.	.	.	.	.	.	.	.

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VILLAGE OF CASS CITY

MADE BY
A. C. Atwell
MAY 15, 1928

MICHIGAN STATE UNIVERSITY
INSTRUCTIONAL MATERIALS CENTER
COLLEGE OF EDUCATION

