

A STUDY OF THE INTERESTS AND ACTIVITIES
OF FOURTEEN YEAR OLD BOYS AND GIRLS

by

EUNICE MARIE CANNON

B. S., Texas Southern University, 1945

A THESIS

submitted in partial fulfillment of the
requirements for the degree

MASTER OF SCIENCE

Department of Child Welfare and Euthenics

KANSAS STATE COLLEGE
OF AGRICULTURE AND APPLIED SCIENCE

1953

Docs
LO
2668
T4
1953
C3
C2

TABLE OF CONTENTS

PURPOSE.....	1
REVIEW OF LITERATURE.....	1
PROCEDURE.....	9
DATA AND ANALYSIS.....	11
SUMMARY AND CONCLUSIONS.....	39
ACKNOWLEDGMENT.....	45
BIBLIOGRAPHY.....	46
APPENDIX.....	50

11-10-53 MZ

PURPOSE

The writer was interested in studying the social needs and interests of fourteen year old youth in Booker T. Washington school in Conroe, Texas. It seemed pertinent to study, also, the parent's reactions to the social life of their teenage boys and girls.

The writer taught Home Economics in Booker T. Washington school and lived in Conroe. It appeared to her that the community offered little in the way of wholesome recreation for youth. She was interested, therefore, in a survey of the community to see to what extent the needs and interests of the youth were being met by the community. It was hoped that, on the basis of this study, activities and facilities for youth in the community might be suggested which would meet the criteria of social needs and interests of fourteen year old boys and girls.

REVIEW OF LITERATURE

For the purpose of this study, the writer was interested in literature relating to the social development of the adolescent. Social problems seem too numerous in many communities and the writer believes that modern family and community living contribute to such a situation. Each generation sets up standards of its own which differ widely from those of the preceding one. Such differences lead to conflicts.

To grow up to be a happy, well adjusted person, and to be

able to make a worthwhile contribution to society is a large task for youth. They need adults to serve as guides who will remember the changes that come with each generation. This belief is supported by Zachry and Lightly (37) who said:

To grow up to be fit and happy members of contemporary society, is not a simple process. This development is not only complex with all its satisfaction, it is often difficult as well. The chief duty of the school is to give the help young people need in order to make socially constructive adjustments in the course of their growth. Organized society expects it to continue, supplement, and, when necessary, even offset the influence of the home and other agencies in the public interest.

In a comparatively spontaneous and complex society such as that of present day America, community needs are correspondingly diverse, fluctuating, and obscure. But even here and now in any given community in the United States today, basic values can be singled out that would be essential to public interest. These are fundamental in determining development. They derive from the democratic organization of the community.

A democratic society holds the individual in respect. It affords substantial opportunity for personal differences in intellectual and emotional self-realization. At the same time, it imposes upon the individual a high degree of responsibility for adapting himself to the needs of others in his conduct.

The writer believes that few people realize the influence of early experiences upon adjustment during adolescence. A knowledge of this relationship shows the importance of good training to prepare one to live in any society. Blos (3) stated that, obviously, the appraisal of personality is based primarily on behavior and on the role and status a person occupies in a group or in society.

It is during the developmental period that the individual must achieve a workable reconciliation between highly idiomatic

meanings and socially regulated conduct in order to take a mature place in society. Brady (5) stressed the importance of early training.

Social behavior includes all that children do in relation to other people. Children are learning their social behaviors all the time, each child differently in some respects from others. Families have had a hand in determining social behavior long before the child reaches school, but schools frequently fail to find out what the child's previous socializing experiences have been. Families influence social behavior by what they teach, directly or indirectly, consciously or unconsciously. Families also influence social behavior by the way they fail to teach.

Brechenridge and Vincent (6) called to our attention the importance of the adolescent's recognition of his own role in achieving social success.

An individual adolescent's social success depends upon general development and training. All of these standards will, of course, vary from community to community, but, in general, they show the development of young people's ideas of themselves and their standards for friendship. How these young people accept each other and discover the best ways to manage their friendships and personal relationships is dependent upon their general background of self control, their training in consideration for the needs and wishes of others, their own individual conception of the masculine or feminine roles in life and their general level of psychosexual development.

Breckenridge and Vincent (6) further related that

Basic to good moral growth are: (1) Good physical health in so far as possible. Children who are strong as a rule have more courage to stand on their own feet, and to resist temptation. (2) Emotional security, a sense of being loved and wanted, and of companionship and sharing. (3) Adequate occupation and avenues for the expression of adventure and excitement along wholesome lines. (4) Continued discipline in self-control so that he becomes able in increasing measure to curb childish impulses. (5) Continually widening social horizons so that his ability to know, to tolerate, to sympathize, to understand, and, therefore, genuinely to consider the

rights and privileges of other people will constantly develop. (6) Inspiration (usually provided by religious training), to desire the right strongly enough to find sincere satisfaction in doing it.

In speaking of moral and social growth, Pringle (31) said:

Because a human being is a real unit, an organic whole, physically, intellectually, socially, and morally, whatever affects the social aspects of his life favorably also affects all the other phases of his nature favorably, including especially the moral.

The moral life is the response that the individual makes to the social order in which he lives. From this it follows that it is one of the functions of the social activities of the school to furnish this moral training which comes from all kinds of social contact. Character is perfected and strengthened by vigorous and frequent contact with the will of others; and this social impact is most effective when experienced in a group all the members of which are striving for a common purpose. It is only through vigorous social experiences that unsocial or purely individualistic tendencies can be overcome.

Recreation, especially for growing boys and girls, is considered an essential for health as well as contributing to the learning and entertainment of youth. Havighurst (14) suggested that: "Boys and girls of similar tastes and interests should be thrown together for social activities of the school."

Pringle (31) stressed the value of social activities for youth.

If properly managed, social activities provide a safe channel for adolescent impulses, give skill in the interpretation of social situations, furnish training in leadership, help to form right attitudes and habits of cooperation, develop the intellect, supply a motive for loyalty, create a moral atmosphere, and give a real satisfaction and joy.

Although many of the problems of youth are personal in nature, many fall within the personal-social-civic and economic areas of

living. In the overcrowded homes, the adolescent's privacy is constantly invaded. As stated by Stiles (33), "Instead of crowded living quarters bringing the members of the family closer together, it tends to drive them apart causing each to search for happiness outside the home."

Doob (8) said,

Pressure outside the home often contributes a fundamental basis for undesirable behavior, although it is sometimes difficult to separate neighborhood factors from forces within the home itself. This situation applies particularly to densely populated areas where the economic income of the family is low, where improper housing conditions exist, and where recreational facilities are poor. In crowded homes that are monotonous with little or no cultural or spiritual advantages, boys tend to join undesirable gangs, while girls become restless and dissatisfied, seeking pleasure in too many movies and questionable dance halls or road houses. An adolescent girl deprived of a normal social environment feels insecure and often compensates by refusing to follow accepted standards of conduct in school.

No one force or condition can be blamed or held responsible for the conduct of the adolescent. The problems of youth are not altogether economic or educational. During the decade following 1930, there were studies made in many communities of the out of school youth. These studies showed the drabness, the lack of social contact and the lack of vitalizing recreational experiences for millions of youth.

A canvas in 1936 of 2,000 members of rural clubs, mostly in colleges and universities, was conducted by the Youth Section of the America Country Life Association. This study showed that the outstanding needs of these youths in their home communities fell in the fields of recreation, organizations, education, religion,

health, standards of living and enjoyment.

Although no amount of recreation can compensate for idle time that should be spent at work, a vitalizing, stimulating, recreational program with opportunities for young people to associate together in an atmosphere of play is one of the great needs of rural America. In some cases, a lack of vision and knowledge on the part of the older generation has been responsible for this state. These people fail to provide a place where young people can associate together or to create occasions which will bring young people together. It is little wonder that youth, then, are attracted by the dazzling lights of the city in order to escape life in their home communities.

O'Shea (30) wrote about this lack:

Business men and community people complain that young people run the streets when they ought to be on some job. Yet almost no jobs are available for 14 and 16 year old boys and girls. Those who control the resources do not recognize that we are undergoing sociological changes which make methods of training imperative.

When the boy-life of a town is unorganized, when neither the school nor the church nor the parents can keep boys occupied in wholesome ways, then they will loaf. They will congregate in places where much that they hear encourages vicious speech and conduct, and the chances are that sooner or later some or all of them will become offenders in one way or another.

The individual home cannot, as a rule, solve many of these problems of training its boys properly. Training children in these times is a community problem largely.

Adolescence, when viewed in its moral aspects, presents many problems. One of the sharpest concerns of adults about the "moral" behavior of adolescents is that concerned with sex

behavior. This is a matter of concern since learning to handle the newly awakened sex impulse offers adolescents themselves one of their major problems. The way in which the adolescent meets this task is strongly influenced by his childhood experiences. Strain (34) said,

The answer to most social problems are more sports and games that all can take part in. Dancing together for boys and girls is a favorite form of recreation. It has everything, companionship, friendly contact, harmony of sound in music, rhythm of movement, all relaxing and warming pleasure bringing. Learning to dance means also learning social grace and good manners.

Meyers (27) stated,

Too few Americans realize how many new, varied and difficult responsibilities have been heaped upon the school. We older people grew up in small cities, towns and rural communities that reconciled a natural environment with simple, almost ideal social conditions. We enjoyed the free, exhilarating life of nature, balanced by the discipline of a stable family life and an orderly, purposeful society that educated us far more than our primitive schooling.

That organized community life has been shattered by rapid urban centralization, resulting from an industrial revolution whose tempo was accelerated by two world wars and a depression. For children it was a major disaster, because it robbed them of that implicit education in moral, mental and emotional values that are the products of an orderly life in an orderly community.

The more our children were deprived of these cultural community influences, the more we placed upon the schools the responsibilities which were formerly those of the home, church and other community agencies. In short, all the fears, animosities, and social tensions of a chaotic era are projected upon the public school. All the moral, mental, and emotional problems that arise because people live a disorderly life in a disorderly community are blamed on the public school system.

Community people must face facts and become aware of the part they take in community organization and citizen building.

The school can develop activities that can be shared by all. Schools can also protect children's physical, mental and emotional health. This difficult task can be carried out only if such resources as the public and private agencies concerned with child health, welfare, and recreation are coordinated and if these agencies are used for preventive as well as remedial purposes.

The writer believed that a recreation program would satisfy personality needs as stated by Groves, et al., (12).

Your personality is a composite of your ideals and attitudes, your intelligence, your health habits, and your mental and emotional habits. How important it is, therefore, that we choose desirable habits. The development of one's personality is influenced by their family, the community, the people we meet, the friends we choose, and the books we read.

Groves, et al., (12) emphasized the value of outdoor recreation.

With all the outdoors for a playfield there are many enjoyable activities; hiking, camping, hunting with guns or camera; flying kites; knowing the habits of animals and birds; learning about trees and stars; collecting moths, butterflies, and wild flowers; owning pets; and planning and making a garden. Then there is swimming, fowling, fishing, building dams, skating and skiing.

If there is no special building for recreation purpose, a community center, settlement house, church, or school may house the indoor recreation program. Such a program, if well considered, plans play for the whole family - father, mother, and children.

It is the opinion of the writer that, since so many activities can be done without a recreation center, and those activities that need housing can be carried on in the school or church, the thing that must be done is to organize the people

of the community toward such effort. Waring (36) considered this important for good family life. She stated:

There is scarcely any organized activity in the community which does not contribute something to the enrichment of family life. Nothing that enriches the life of an individual can fail to contribute through him as a family member to the family as a whole. Each organization in which he takes an active part extends or improves his knowledge and skill, widens his interests, and increases his social contacts. In turn, he is an expanded personality as he lives among his family, and his influence varies accordingly.

Too much emphasis cannot be put on the value of recreation out of doors. There are physical benefits of improved health and, therefore, improved appearance. There is the added opportunity of making friends. Murphy (26) concluded:

Although in agriculture experiments, one may try out different soils for growing different plants, children are more subtle. In fact, they are so complicated that a generation of intensive research has failed to produce definite laws of soil-rain-sun level of simplicity. As for defining laws regarding the kind of social behavior to expect from different types of children, under different conditions, we have not yet even made a beginning.

Havighurst and Taba (15) also wrote:

An individual's behavior is a product of social environment in which he has lived and of his own personal make-up. The social environment -home, church, school, neighborhood, age group, community - establishes a code for good conduct.

PROCEDURE

The subjects selected for this study were twenty-five fourteen year old boys and twenty-five fourteen year old girls who were students in the Booker T. Washington School in Conroe, Texas.

The Interests and Activities Section of the California Test of Personality, Elementary Form A, was modified to fit more appropriately the teen-age group of the specific community involved in this study. A questionnaire was constructed by the writer and given to subjects at the same time that the Interests and Activities Test was administered. This questionnaire was designed to study the youth's reaction to the social life provided by their homes and communities.

The writer selected twenty homes of these fifty youth in which she thought the parents would cooperate in the study. A letter was sent to the parents explaining the purpose and procedure of the study. An appointment was made and the writer then visited each of the twenty homes. These parents filled out a questionnaire constructed by the writer. This questionnaire was designed to obtain parental reaction to the social activities offered by the community and to the demands made by teen-agers in relation to their social interests and activities. The writer was present during this time and was able to discuss the questionnaire, to answer any questions that were asked by the parents, and to see the homes of the boys and girls who participated in the study. The statements made by the parents were compared with those of the pupils to see how parents felt as compared to how pupils felt about the social resources of the community.

DATA AND ANALYSIS

The 1951 Census compiled for Conroe, Texas, revealed a total population of 7,500¹ including 2,000 Negroes.² In 1952 a Negro school population of 670 was reported. This represented 265 families.

Conroe had four Negro residential sections which were, until recently, exclusively Negro. According to the city welfare agency, two of the Negro sections had no sewers; only during the last three months had a third section been given sewerage; and the fourth and oldest section, that has been almost surrounded by whites but with few penetrations, had sewers only here and there. Of the 265 Negro families with school age children, 212 or 80 percent use outdoor privies.

The natural gas company service was limited to a total of 2,500 meters with an estimate of 65 percent Negro consumption by the 2,000 citizens.³ Gulf State Utilities Company's report showed that electricity served about 80 percent of the Negro homes.⁴

The community of Conroe had twelve Negro churches: three Methodist; four Church of Christ; four Baptist; and one Spiritual. The recreational facilities, other than the high school campus, were limited to one theater and one ball park opened by

-
1. Report from the Office of the Chamber of Commerce, 1952.
 2. School census report for 1951.
 3. Report from the office of Moran Utilities Company, July 8, 1951.
 4. Gulf States Utilities Company report, June 8, 1951.

special appointment or permission. Approximately 40 percent of the Negro population took a daily paper and 35 percent bought magazines including those similar to the True Story series.¹

Data on birth records during the last five years showed 15 percent illegitimacy. According to school records, pregnancies have been frequent in grades seven, eight and nine.² A study of these records revealed that 50 percent of expectant mothers married before the baby was born, 25 percent afterward, and 25 percent did not marry at all.

Houston, Texas, is only forty-five miles from Conroe. Houston is called the "Industrial Center of the South" and is the second largest sea port in the United States.³ Naturally, it had varied activities and offered excitement for people from neighboring towns. Therefore, many young as well as older people made frequent trips to Houston.

The writer felt that the home conditions resulting from the poor utilities service, the lack of recreational facilities provided by the city, and the fact that Houston is only 45 miles away were factors contributing to the deficiency of wholesome recreational facilities and activities for boys and girls in the community. The writer believes that, until the community

1. Ben L. Cavin, Economic Survey of Scholastics, May, 1950.

2. Loc. cit.

3. Houston Chamber of Commerce report, 1952.

acts to meet this need, the school must take a larger part of the responsibility.

Booker T. Washington school was located in the southeast section of Conroe. It was a stucco building housing fourteen classrooms, one storage room, the agriculture shop, the principal's office, the library and the auditorium. There were four annexes with two rooms each. There was, therefore, a total of twenty-two classrooms. After September, 1952, the school occupied a new and very modern structure.

Twenty teachers, one principal and one secretary made up the administrative staff. All of the teachers had either a B. S. or an A. B. degree; seven had Masters degrees; and at least eight were working toward Masters degrees.

Extra-curricular activities of the school included basketball, track, football, softball, glee club, and pep squad. There were such organized groups as the Book Club, the Science Club, the History Club, the Sports Club, the Dramatics Club, and the New Homemakers and the New Farmers of America. These clubs were managed almost entirely by pupils with teachers acting as advisors and directors. None of the clubs listed was compulsory but pupils were encouraged to be a member of one or more of them.

The questionnaire, filled out by the parents during the writer's interview with them, included information relative to living conditions and socio-economic position in the community. Although these data were obtained from only twenty of the fifty homes from which the subjects of this study were drawn, the

Table 1. Family history, fathers.

Family: code number **	Age	Grade com- pleted in school	Religion	Years: in town	Occupation	Income *
1	31	El. 2	Methodist	8	Sawing logs	Not given
2	34	El. 1	Catholic	6	Mechanic	\$4,000
3	35	Not given	Holy	35	Pulp wood cutter	Not given
4	42	El. 3	None	42	Oilfield	\$3,000
5	36	El. 6	Baptist	5	Truck driver	\$3,000
6	37	Hi. 4	Methodist	15	Porter	\$2,000
7	38	Hi. 4	Methodist	10	Gravel loader	\$1,000
8	38	None given	None	38	Sawmill	\$1,000
9	38	El. 7	None	14	Garage	\$2,000
10	40	Not given	Catholic	31	Pulp wood cutter	\$3,000
11	45	Not given	None	7	Sawmill	\$1,000
12	45	El. 6	Baptist	Not given	Sawmill	Not given
13	49	El. 7	Church of God	20	Pulp wood cutter	\$3,000
14	49	El. 3	Saints	49	High line helper	\$2,000
15	51	El. 6	Baptist	Not given	Railroad	\$3,000
16	51	Hi. 4	Baptist	5	Grocery store	Not given
17	54	El. 4	Methodist	9	Sawmill	\$1,000
18	Not given	El. 7	Methodist	5	Oilfield	\$3,000

* Reported only once for each family.

** Numbers on Tables 1 and 2 refer to the same family.

Table 2. Family history, mothers.

Family: code number **	Age	Grade com- pleted in school	Religion	Years: in town	Occupation	Number of children *
1	25	El. 8	Methodist	8	Cook	5
2	32	El. 8	Catholic	6	Housewife	7
-	33	Hi. 4	Methodist	33	Cook	5
3	35	Don't know	Holy	35	Cook	6
4	35	El. 5	Baptist	35	Housewife	5
5	29	Hi. 3	Baptist	5	House keeper	6
6	37	Hi. 1	Methodist	15	None	6
7	35	Hi. 4	Baptist	19	House clean	10
8	36	El. 7	Church of God	36	Laundry	3
9	Can't give	El. 8	None	3	No job	3
10	32	None given	Catholic	13	Maid	5
11	41	Hi. 2	Baptist	7	Maid	7
-	42	El. 8	Baptist	22	Maid	1
12	44	None given	Baptist	33	Maid	3
13	41	El. 8	Church of God	20	House keeping	4
14	42	El. 8	Saint	42	Private home	5
15	38	Hi. 4	Holy	17	House. cleaning	7
16	39	Hi. 4	Baptist	5	Maid	5
17	54	El. 5	Methodist	9	Housewife	4
18	Not given	El. 7	Methodist	5	Housewife	8

* Reported only once for each family.

** Numbers on Tables 1 and 2 refer to the same family.

- No husband or father.

writer feels that a picture is presented of a fairly typical group of people of this community. These data are summarized in Tables 1 and 2. Table 1 presents information regarding the fathers of these twenty children. Two of these youth had no father living. The ages of the fathers ranged from 31 to 54 with an average age of 38. Table 2 presents information about the mothers. The ages of the mothers ranged from 25 to 54 with an average age of 35. The largest families of this group of 20 children included seven, eight, and ten children; the smallest family had only three children; the average for the group was five children. The parents of the largest family were 35 and 38 years old.

The income, as reported on the questionnaires, ranged from \$1,000 to \$4,000 per year. Three families reported \$1,000; three families reported \$2,000; six families reported \$3,000; and one family reported \$4,000 per year. The highest income was earned by the garage mechanic. The occupations reported were in the classification of unskilled labor such as working in a saw-mill, cutting pulp wood or loading gravel.

Half the mothers of this group worked outside the home. It is doubtful if the income reported included both salaries. Most of the mothers who worked were from the families reporting an income of \$1,000. It may be noted in Table 2 that these ten women, with only one exception, were engaged in domestic work in private homes.

These 20 families did not represent a transient group but indicated many evidences of stability in the community. These parents had lived in Conroe from 3 to 49 years with an average of 20 years for fathers and 30 years for mothers. During that time, 16 had become home owners. It might be expected that the owners would be in the higher income group but of the four renting, one was in the \$4,000 group. Another renter was one of the families having no father and another had lived in town for 22 years but did not own a home. None of the families who were renting their homes were temporary residents of Conroe. They had lived there from 6 to 22 years. Comparison of car and home ownership was interesting. Only 7 of the 20 families owned a car whereas 16 owned their homes.

Table 3. Terminal school record of parents.

Grade completed		:	Number of fathers *		:	Number of mothers *	
		:			:		
Elementary school	1		1				
	2		1				
	3		2				
	4		1				
	5					2	
	6		2				
	7		3			2	
	8		1			6	
High school	1					1	
	2					1	
	3					1	
	4		3			4	

* Three fathers and three mothers made no report.

The terminal school record of the parents is shown in Table 3. The average education of the fathers had terminated at the 4th grade. The range was from 1st grade for one of the fathers to four years of high school for four fathers. The father reporting the highest income of the group, however, had finished only the 1st grade whereas two of the three men who attended high school held jobs that placed them in the \$1,000 and \$2,000 income group. In contrast, the average terminal grade level for the mothers was the 8th grade. Whereas only 3 fathers had attended high school, 5 mothers reported a high school education. The lowest terminal points reported by the mothers was the 5th grade.

Data relative to church membership of this group showed that, with two exceptions, parents were of the same religious belief. In one family, the father was a Methodist and the mother a Baptist; in another, the father was a Baptist and the mother belonged to the Holy Church. Three fathers did not report a church membership but only one mother reported that she was not a member of a church.

It was emphasized by these parents that they spent most of their time on their jobs, at home, or at church services. They did not feel that they had leisure but did report some time spent reading, watching sporting events and going to the movies.

The 50 youth selected as subjects of this study were evenly divided as to sex, twenty-five boys and twenty-five girls. They were all 14 year old students in the Booker T. Washington School and lived in the town of Conroe, Texas.

These youth were mostly from large families. Seven, eight and ten children were in the largest families whereas the smallest family had only one child. Most of the large families lived in small houses. Large families in small homes usually are disturbing. There is no place to play without disturbing the neighbors and being a nuisance to traffic. These facts indicate a great need for playground space.

The Midcentury White House Conference on Children and Youth stated that "although progress has been made toward providing good housing for everybody, a great many children must still live in houses that increase the likelihood of illness and social difficulties."

Table 4. Age - grade placement.

Age	Grade	Boys	Girls	Total
14	7	14	7	21
14	8	9	14	23
14	9	2	2	4
14	10		2	2
				50

Table 4 shows the age - grade placement of these 50 fourteen year old students. In comparing the grade placement of boys and girls, a range of four grades for the same chronological age may be noted. Also, this range is greater for girls than for boys in

that two girls had reached the tenth grade. When boys and girls were compared, it was found that the girls were ahead of the boys in grade placement. Ten boys were in the seventh grade whereas only six girls were in that grade. According to the school age expectancy, eighth grade may be considered the placement for a chronological age of fourteen. The number of girls in the eighth grade, however, was almost twice the number of boys in the same grade, fourteen girls and nine boys. The large number of boys who seemingly were retarded indicated a need for investigation and appropriate help. Grade placement of these boys may be the result of slow learning. If this is true, it is likely that their interests and activities will differ from those of other fourteen year old boys who meet the age - grade expectancy.

After studying the grade placement of these boys and girls as reported in Table 4, the writer was interested in subject preferences indicated by these same students. The data showed that eleven boys liked arithmetic as compared to four girls. The girls showed a preference for English; it was checked by eight girls but by only three boys. Only eight students checked science, five boys and three girls. More boys than girls liked history. Seven girls reported liking the course in homemaking the best, but this was not mentioned by the boys. It seemed reasonable that boys would not check this course because it was not opened to them at Booker T. Washington High School. These data are shown in Table 5.

Table 5. Subject preference.*

Subject	Number of boys	Number of girls
Reading		
Arithmetic	11	4
History	5	
Science	5	3
Spelling		
Geography		
English	3	8
Homemaking		7
Health		

* Three girls and one boy indicated no preference.

The questionnaire prepared by the writer included a group of questions about home and community life. These questions could be answered "Yes" or "No". This questionnaire was designed to show how children felt about their surroundings. These data are summarized in Table 7. A few of the same questions were on the parents' questionnaire so that, in a few instances, it was possible to compare the youths' responses with those of the parents.

A study of Table 7 shows that boys and girls felt about the same towards their friends. They found it easy to talk to others. They enjoyed boys and girls who were their own age and frequently invited their friends to their homes.

The girls in this study reported dating at an earlier age than boys. Nine boys reported that they did not date at all as compared with five girls who indicated they did not date on week ends nor during the week. Of those dating, it was found that

girls dated more frequently than boys.

Duvall (9) stated:

In America we believe that the male should be slightly the aggressor; we want the boy to take the lead in dating, dancing, and in other mixed activities. Yet, because boys mature more slowly there are several years when girls are ready and eager for grown-up boy-girl associations and this is not true of boys of the same age.

Parents reported that they preferred that youth date on week ends. This was in accordance with actual practice as noted in Table 7. From the responses, "Do you think dances should be given for your boys and girls on week nights or week ends?", the writer felt that parents thought that week end dances might encourage more week end dates and thus less interruption of the family activities. It was also implied that parents wanted some supervised entertainment for their children on week ends to keep youth off the streets on Saturday and Sunday nights. These beliefs were supported by comments from parents.

To the question, "Do you think high school girls should smoke?", twenty-two boys disapproved whereas only ten girls disapproved. The same question was asked of parents. Sixteen families disapproved whereas the other four families approved.

According to Table 7, as many girls as boys felt that boys should not pay all the expense on a date. Fifteen boys felt that they should pay all the expense whereas ten believed they should not. Both groups were in complete agreement that girls should not pay all the expense on a date. One girl conditioned her reply with "if it is leap year".

The parents were asked "What time is your son or daughter

expected to come home on week day nights and were given a choice of "nine", "ten", "eleven", "twelve o'clock" or "when he or she is ready". The same question was asked about week end nights. Table 6 compares these data for boys and girls.

Table 6. Hours when pupils returned home.

Hour	Week day		Week end	
	Boy	Girl	Boy	Girl
7		1		1
8	3	8		5
9	9	12	2	16
10	13	4	19	3
11			4	
12				
Later or when ready				

On week day nights one family expected the youth to return home at seven o'clock; however, sixteen parents expected their boys and girls home at nine o'clock and four allowed them to stay out until ten o'clock. The same family that expected their son or daughter home at seven o'clock on week day nights also expected him to return at seven o'clock on week end nights. Nine o'clock was the time most parents expected their boys and girls to return home on week day nights but only seven expected their children to come home at that time on week ends. Nine families allowed the youth to be out until ten o'clock at night and four families until eleven o'clock at night on week ends.

Table 7. Home and community questionnaire.

Interests and activities	Boys		Girls		Parents	
	Yes	No	Yes	No	Yes	No
1. Do you find it easy to talk to others?	24	1	25			
2. Do you take your friend to your home?	23	2	25			
3. Do you enjoy boys and girls your own age?	24		25			
4. Do you have dates on week day nights?	11		13			
Saturday nights?	4		7			
Special occasions?	1					
No dates at all?		9	5			
5. Do you think high school girls should smoke?	3	22	10	15		
6. Should high school girls go to public dances?	3	22	12	13	4	16
7. Should boys pay all expense on a date?	15	10	15	10		
8. Should girls pay all expense on a date?		25	1	24		
9. Do you always tell your parents where you are going?	17	7	24	4		
10. Do you always come home at the specified time?	16	9	21	4		
11. Do you think your parents are too strict?	3	22	9	16		
12. Do you like your neighborhood?	22	3	20	5		
13. Do you like parties?	23	2	25			
14. Do you have the family car for your personal use?	3	22	2	23	7	13

Most of the boys and girls reported that they came home at the specified time. However, four girls and nine boys were frank in their response that they did not always return home at the time specified by their parents.

To the question, "Do you think your parents are too strict?" twenty-two boys and sixteen girls indicated that they did not feel that their parents were too strict. Of the few who felt that their parents were too strict, however, there were three times as many girls as boys or nine girls and only three boys. Of the fifty youth in the study, twenty-two boys and twenty girls reported that they liked their neighborhood. All of the girls liked parties, but only two boys checked "No" to that question.

Three boys and two girls of the seven families who owned cars reported that they could use the family car. Their statements were supported by similar statements from parents. The parents of the two children who were not allowed to use the car gave such reasons as:

Cars cost too much to risk children with them.
Children like to show off when out of your sight.
I don't think boys that age are responsible enough.
I don't think he can drive well enough and I haven't
had time to teach him.
He has no license.

Eighteen boys and eight girls had part time work. The most of the boys received their spending money by earning it. Few had an allowance and some were given money when they asked for it.

The second part of the questionnaire was a modification of the Interest and Activities Section of the California Test of Personality -Elementary Form A. This test covered 74 interests and activities that boys and girls usually like. The statements were phrased to find out what boys and girls do and also what they would like to do. Table 8 lists those activities which were checked in either column by one third or more of the group.

The wide popularity of interest in radio as shown in Table 8 suggests that a radio club would be well received. Also, on the basis of interest, another club which might be developed is a nature study club. This club would appeal to boys and girls who checked that they would like to study trees, birds, butterflies and other things. It is believed that boys and girls need adventure, the opportunity to be out in the open and to engage in exploits of various kinds. An art club for those who would like to draw and paint might be organized. Other suggested clubs are: essay clubs for those who expressed an interest in writing, a camera club, and a club devoted to collections of various kinds. A good sports club could be organized for those who like activities such as ball, tennis, hunting, hiking, swimming, picnics, horseback riding, fishing or golf. A good music club for those who like to sing or play musical instruments would also be in keeping with expressed wants and interests.

Youth needs many forms of pleasant social cooperation both for their character shaping value and their recreational value.

Table 8. Interest and activities list.

Activities	One third or more do		One third or more would like to	
	Boys	Girls	Boys	Girls
	:	:	:	:
Play the radio	25	24		
Read stories	21	24		
Go to movies	22	22		
Study reading	19	15		
Study arithmetic	23	24		
Study history	22	20		
Study science	22	24		
Study spelling	18			
Study geography	16	13		
Study trees			19	20
Study birds			18	18
Study butterflies				18
Draw		13	14	
Paint		14	14	
Design			18	19
Make scrapbook			14	
Write			17	
Take pictures	15	14		
Collect coins			13	23
Make airplanes			13	
Work with tools	20			14

Table 8. (cont.)

Activities	: One third or more : do		: One third or more : would like to	
	:		:	
	: Boys	: Girls	: Boys	: Girls
Go fishing	16	14		
Ride horses			13	15
Play cards	21	17		
Play dominoes	16			
Play checkers	18			
Go to church	25	25		
Belong to club		14		
Go to parks			14	22
Play ball	25	23		
Play tennis			16	22
Go hunting	14			21
Go hiking with a group	16			21
Play in a band			21	24
Play in an orchestra			19	21
Go to church socials	17	16		
Go to parties	20	20		
Be officer of a club			15	15
Belong to Scouts				23
Watch television	13	15		
Go swimming	20			16

Table 8. (concl.)

Activities	One third or more do		One third or more would like to	
	Boys	Girls	Boys	Girls
Go on a picnic	18	19		
Play golf			14	20

They need them also to get the habit of harmless enjoyment, an important personal asset, firmly fixed in early life. The interests in games as checked by this group suggests party activities and small group entertainment in the individual homes.

All but one girl of the fifty youth in this study were interested in radio. According to Doob (8),

Too much cannot be said for radio as a combined travel, concert, theatre, bureau and introducing agency through which people from all walks of life have interesting, enjoyable experiences brought into their homes. We need to be generous in our choice of programs and help the child to be. But we will choose carefully the people and things we admit to our home via radio.

Television, too, has a definite place in our entertainment and learning. Television makes it possible to see events. It provides quick learning, since we usually learn more accurately and faster by seeing than by hearing.

Table 9 shows the types of radio and television programs enjoyed by the boys and girls in this study. Twenty boys

checked popular music as compared to twenty-five girls. Classical music was enjoyed by four more girls than boys. A surprising number of youth, twenty boys and sixteen girls, listened to events and news programs. Old fashioned songs and hillbilly songs were highly favored by both groups. Twenty-two boys and twenty-four girls liked bands and orchestras. Religious music was enjoyed by a large number of the group. The writer felt that this was a listening pleasure that might have been influenced by the adults in the family. Dramatics was checked by eleven boys and eighteen girls.

Table 9. Types of radio programs enjoyed most by boys and girls.

Programs	Boys	Girls
Popular music	20	25
Classical music	16	20
Current events and news	21	16
Old fashioned songs (hillbilly)	20	21
Band and orchestra	22	24
Sports	24	25
Talks	13	14
Comedy teams	23	19
Cooking lessons	5	21
Other lessons	-	-
Market reports	3	5
Religious music	18	25
Dramatics	11	18
Others	-	-

It is the writer's observation that boys liked sports better than girls, but according to this study more girls than boys checked that they listened to sports events on the radio.

Girls who listened to talks on the radio only slightly outnumbered boys. Twenty-three boys and nineteen girls enjoyed comedy teams. Cooking lessons were favored by twenty girls and only five boys and, again, the boys expressed the belief that "those things" were for girls and women. Three boys and five girls reported that they enjoyed market reports. The writer felt that these might be cases where parents listened to these reports and boys and girls had to share in liked and disliked programs. The radio club suggested previously could function by integrating club programs with classroom activities and thus utilize this interest for school and community purposes.

Dancing was not mentioned in this inventory but was indicated in the study as favored entertainment. There are two facts that must be considered: youth love to dance and, seemingly, must dance. If young people do not have the right kind of places to dance, they will find the wrong kind. In the opinion of the writer, there is a natural sense of rhythm in the Negro group. If correctly guided, this sense of rhythm will develop self expression, good manners and the art and appreciation of dancing. At the same time, the individual will gain from it pleasure and entertainment. It is a very real social need and should be included in all recreational programs. Table 9 shows that community and school would meet a youth interest in the organization of bands, orchestras, glee clubs and chorus.

The writer believes that some motion pictures are good and that some are degrading and unfit for youth. It is also believed that youth can and should be taught to select those that are good from those that are vulgar. Movies are a good source of information and entertainment if correctly chosen. Table 10 shows the kinds of movies checked as "liked best" by boys and girls and the kinds of books "enjoyed most". A similarity of interests is noted between books and movies. Nineteen boys enjoyed "love story" movies and seventeen read such books; twenty-one girls liked love scenes and twenty-four read books on love themes. This might be expected since, according to Duvall (9), these girls were at the age that indicates the beginning of dating.

According to Table 10, twenty-four boys as compared to seventeen girls western pictures. The same number of boys read western stories whereas only eleven girls read them. Twenty-two boys and eighteen girls enjoyed comedies. Eighteen girls, as compared with only ten boys, liked tragedies in pictures; twenty boys and nineteen girls liked detective or mystery books. Table 10 shows that girls liked adventure stories almost as well as boys, eighteen girls compared to twenty-one boys. Stories about travel were favored by twelve boys and twelve girls, but almost three times as many boys as girls enjoyed pictures about news.

There was only a slight difference reported as regards interest in historical books and movies. Twenty-five boys re-

ported they read comics but only one girl. It is the observation of the writer that many girls read comics but they did not feel free to admit this because they had been asked not to read them. Mystery in pictures was liked by twenty boys and eighteen girls. Musicals were enjoyed by sixteen boys and twenty-four girls. Books listed by girls that boys did not enjoy were about food and clothing. Thirty-two of the fifty families subscribed to a newspaper. The boys and girls reported that the "funny section" was about the only thing they read from the papers.

Table 10. Subjects enjoyed in books and movies.

Subject	Books		Movies	
	Boys	Girls	Boys	Girls
Love stories	17	24	19	21
Biography	7	16		
Wild west	24	11	24	17
Adventure	21	18		
Detective or mystery	20	19	20	18
Tragedies			10	18
News			16	5
Travel			12	12
Historical	10	14	12	14
Musical			16	24
Comics	25	1		
Others listed				
Foods		1		
Clothing		1		

Table 11 compares these same data with types of programs enjoyed by the youth in this study. It was noted that nineteen

boys enjoyed movies about love stories; sixteen read books about them but only ten boys listened to love stories on the radio.

Table 11. Subjects of books, movies and radio programs enjoyed.

Subjects	Radio		Books		Movies	
	Boys	Girls	Boys	Girls	Boys	Girls
Love stories	10	25	17	24	19	21
Wild west	20	9	24	11	24	17
Comedies	25	20	25	1	22	18
Detective or mystery	25	18	20	19	20	18
Historical			10	14	12	14
Travel and adventure			21	18	12	12
Musical	25	25			16	24

It was the opinion of the writer that being able to see romantic acts on the screen gave greater pleasure than was gained from listening to love stories on the radio. The radio offered a greater choice of programs than the movies. This may have been the reason why more boys enjoyed other programs on the radio instead of love stories which were all the movies offered. It was believed that most of the movies were favored

because the theatre was a place for entertainment outside the home.

Comedies on radio, in books and movies were favored by about the same numbers of boys and girls except in the case of books for girls. The writer believed that because such a large number of girls enjoyed comedies on the radio and in the movies they also read books of that kind.

Another point to be noted was the preference that both boys and girls indicated toward detective or mystery in radio, books and movies. There was a difference of more than two youth only in radio enjoyment.

Boys outnumbered girls by twenty to nine in favor of wild west shows on the radio; twenty-four to eleven for books about them; and twenty-four to seventeen for movies. This difference might be expected since horses and situations of strong action and with an element of danger hold an attraction for boys of this age group.

Hobbies have a place in the development of youth. They give pleasure and relaxation to young and old. Hobbies often lead into new and different situations and make worthwhile contacts for the individual. Hobbies may be done in a group or alone. Examples are: building miniature items, collecting, reading, gardening, music, and many other things. Groves, et al., (12) related: "Hobbie horses can be ridden equally well in open rural districts and crowded urban centers. One only needs to select his horse accordingly."

The writer believes that the home can foster such activities. Much aid could be given to social adjustment of youth through hobbies. Parents could encourage hobbies that would keep boys and girls happily engaged at home. Table 12 shows a list of activities that boys and girls reported as their hobbies. This list shows a definite need for organized recreation because, in the opinion of the writer, many of these activities are not hobbies. Some of the boys and girls might select more worthwhile or more suitable activities whereas others would have a chance to carry on their hobbies with more enjoyment. The list of hobbies shows the need for encouragement of such activities and the provision of suitable places for them. Groups with similarity of hobbies and interests as checked could be organized and equipment provided by the combined efforts of the home, the church and the school.

No agency can take full responsibility for training youth nor can one agency be blamed for lack of training. Therefore, all character building organizations must work together for the betterment of youth. It is through the home, school, church, youth organizations, recreational agencies, that values and moral standards are taught to boys and girls. Recreation contributes to health, to entertainment, and to learning for everyone, especially for growing boys and girls.

The well adjusted boys and girls are easily distinguished from those who are poorly adjusted by the extent to which they are accepted among their friends and associates. Because the

adolescent years cause new problems related to the individual's status in the social unit, there is no guarantee that the well adjusted child will make satisfactory adjustment during adolescence.

Table 12. Activities reported as hobbies.

Hobbie	Boys	Girls
Going to movies		4
Swimming	3	1
Drawing	1	1
Dancing	2	2
Playing the piano	1	5
Reading comics	3	2
Reading good books		3
Playing ball	3	
Hunting	2	
Collecting pictures	1	
Making things	4	
Cooking		3
Singing		3
Carving	1	
Going to ball games	1	
Driving a car	1	
Listening to the radio		1
Sewing		1
Playing cards		1
Going to parties		1
Visiting friends		1
Listening to records		1

It is not common to hear parents today say that their homes have everything for which their children could wish. It is doubtful if this is true. Rather, it is that most homes have what adults want and consider their own need. The importance of the home in meeting the needs of each member of the family

cannot be taken lightly. Groves, et al., (12) stated:

Our attitudes and habits had their beginning in our home life. Here we learn our attitudes toward work, play, and religion; our responsibility for the use of money and other resources; and our regard for others and their possessions.

The homes of today's youth might supply these. They might also have some form of recreation but, according to O'Shea (30), a home that has everything for youth has a place for scuffling indoors and outdoors for boys, a place for lounging and a place for all his favorite recreational activities. O'Shea (30) was of the opinion that few homes offered all these opportunities.

According to the U. S. Office of Education, Bulletin No. 18, 1936, society is indicted for:

1. Failure to prepare for leisure time, through lack of facilities and training.
2. Lack of cooperation among the agencies interested in youth's leisure time.
3. Failure to guard against the moral hazards which interfere with wholesome recreation.

Havighurst and Taba (15) have clearly shown that the home, school and community must work together to provide opportunities for youth. The writer was interested, therefore, in grouping the activities which children did and which they would like to do according to where major responsibility for initiating them might be found.

The data from Table 8 were rearranged to form Table 13, locating in the home, the school or the community the activities indicated by these youth as preferred and enjoyed. It may be

for example, that youth's interest in radio can well be met in the home; his interest in reading may include the school; whereas his interest in movies is met by the community facilities. Such groupings are not necessarily exclusive of each other since a public library would encourage reading as well as represent a community effort to be encouraged.

It is the opinion of the writer that community recreational places recognized as frequented by young people are as effective on character formation as are the so-called "character building" institutions. Therefore, it should be the duty of adults to see that all community facilities contribute positively to the development and improvement of youth's behavior.

A recreational program is important for all groups. It is of major importance that the right kind of activities be provided for the Negro group since they so often represent that part of the population for whom the need is greatest but who are least able to provide facilities for themselves economically. This is especially true of the group who composed the subjects of this study.

SUMMARY AND CONCLUSIONS

A study was made of interests and activities of 50 fourteen year old boys and girls divided equally as to sex. Parental responses to these interests and activities were included in the study. The purpose of the study was to learn the interests and activities of these youth, to learn parents' attitudes toward

Table 13. Activities youth do or would like to do.

Activity	Home				School				Community			
	Do				Do				Do			
	:Would like : to do				:Would like : to do				:Would like : to do			
	B*	G**	B	G	B	G	B	G	B	G	B	G
Collect coins	1	1	14	23								
Collect autographs					12	7			12	7	8	16
Collect pictures	15	21		9	13	15						
Sew	1	7		4		21						
Make airplanes	12	3	8	14							13	14
Work with tools	11	12	10	11	12	3						
Make a garden												
Go fishing	9	11	12	13	9	11	12	13	16	14	7	11
Skate									9	11	12	13
Ride horses									10	8	10	15
Play cards	21	17	1	6								
Play dominoes	16	11	5	10								
Play checkers	18	9	3	14								
Play chess	3	1	7	16								
Go to church												
Go to Sunday School												
Belong to a club					10	14	10	14	25	25		
Go to parks									9	3	12	22
Sing in a chorus					5	10	13	10	5	10	13	10
Sing in a glee club					6	11	6	11				
Belong to a gang					7	9	7	9				
Play ping pong	1	1	13	19	1	1	13	19				
Play croquet	5	6	10	17	5	6	10	17				

* Boy
** Girl

Table 13. (cont.)

Activity	Home				School				Community			
	Do	Would like to do	Do	Would like to do	Do	Would like to do	Do	Would like to do	Do	Would like to do	Do	Would like to do
	B* : G**	B : G	B : G	B : G	B : G	B : G	B : G	B : G	B : G	B : G	B : G	B : G
Play ball			25	23	25	23	25	23				
Play tennis			5	2	5	2	5	2				2
Play radio												
Read stories	24		1		21	24	21	24				
Go to movies	21	4	1		21	24	21	24				
Study reading	19	15		15	19	15	19	15	22	22	2	1
Study arithmetic	23	24		24	23	24	23	24				
Study history	22	20		20	22	20	22	20				
Study science	22	24		24	22	24	22	24				
Study spelling	18	11		11	18	11	18	11				
Study geography	16	13		13	16	13	16	13				
Study trees									19	20	18	20
Study birds									18	18	18	18
Study animals					10		10		12	18	12	18
Study butterflies									14	17	14	17
Draw	14	11		14	11	14	11	14				
Paint	10	11		10	10	10	10	14				
Model	4	19		4	2	4	2	16				
Design	7	15		7	17	7	17	15				
Sing	14	19	16	19	14	19	14	9	14	19	9	6

* Boy

** Girl

Table 13. (concl.)

Activity	Home				School				Community			
	Do		Would like to do		Do		Would like to do		Do		Would like to do	
	B*	G**	B	G	B	G	B	G	B	G	B	G
Play the piano	2	10	14	14	2	10	14	14				
Make a scrapbook	9	18	10	10								
Keep a diary	7	12	3	16								
Write	5	12	17	1	5	12	17	5				
Take picture		1	13	23		1	13	23				
Go hiking with a group									9	3	16	21
Play in a band							21	24				
Play in an orchestra							19	21				
Go to church												
socials									17	16	4	5
Go to a party	20	20	4	5	20	20	4	5	20	20	4	5
Go to a dance					20	20	1	4	20	20	1	4
Be an officer in a club					5	9	5	9				
Belong to scouts									11		10	23
Go camping									10		11	24
Watch television	13	13	7	12								
Go swimming									20	9	5	16
Go on a picnic									18	19	6	6
Play golf									8	1	14	20

* Boy

** Girl

these youth's activities and to see how well the community was meeting their needs.

A questionnaire of twenty-three statements was constructed by the writer and used as a basis for personal interviews with parents participating in the study. The writer constructed a second questionnaire that was given to pupils. A modification of the California Test of Personality - Elementary, Form A was administered to each of the fifty pupils at the same time that the questionnaire was given. The subjects used to obtain parent's reactions were twenty parents who had a son or daughter in the study and whom the writer thought would cooperate.

The responses of the boys and of the girls were tabulated separately and then compared. Parents' responses were compared with those of the boys and girls. Analyses of these data indicated that parents and pupils were very much in accord on all points of the study. There were no serious differences between parents and pupils in relation to their social life, interests, or activities. The study showed that these pupils had many interests in common and participated in many of the same activities.

According to the test, most pupils would like to study crafts, arts, modeling, and designing. They would like to collect pictures and to work with tools and do many other things that were listed along with the things they already do.

A series of such tests are valuable in determining each boy's and girl's social development and needs for improving it,

and, to some degree, suggest things that may be done. The fact that there were so many popular interests common to both parents and pupils suggested the need for improving the social facilities in the community.

The writer believes that some things can be done by parents and adults in the community but a large percentage of the parents are in the \$1,000 and \$2,000 income level and have large families. Therefore, the writer thinks that the start of a recreation program in Conroe, Texas, will have to be a city concern, paid for from city and county funds. The writer further believes that such key people as teachers, ministers, progressive businessmen and civic minded people should serve on committees to start a good recreation program in which young and old may participate.

Pringle (31) said,

Because a human being is a real unit, an organic whole, physically, intellectually, socially and morally, whatever affects the social aspect of his life favorably also affects all the other phases of his nature favorably including especially the moral.

ACKNOWLEDGMENT

Indebtedness is gratefully acknowledged to Dr. Lois R. Schulz, Head of the Department of Child Welfare and Euthenics, for her assistance in this study; to Mrs. Coral Aldous and Miss Jennie Williams for their helpful criticism of the questionnaire and to the parents and pupils who participated in the study.

BIBLIOGRAPHY

1. _____
"A Cure for Social Evils." The Family Digest.
September, 1951.
2. Allers, Rudolf
Character Education in Adolescence. New York:
Joseph P. Wagner, 1940.
3. Bloss, Peter
The Adolescent Personality. New York: D. Appleton-
Century Company, 1932.
4. Boorman, W. Ryland
Personality in It's Teens. New York: The Mac-
millian Company, 1932.
5. Brady, Elizabeth H.
"Social Learning Begins at Home." Educational
Leadership. VII:5, February, 1950.
6. Breckenridge, Marian, and E. Lee Vincent
Child Development. Philadelphia: W. B. Sanders
Company, 1943.
7. Children in a Democracy. General Report adopted by the
White House Conference on Children in a Democracy.
Washington, D. C.: January 19, 1940.
8. Doob, Leonard W.
Social Psychology. New York: Henry Holt and Company,
1940.
9. Duvall, Evelyn Millis
Keeping Up With Teen-agers. Public Affairs Pamphlet,
Number 127. New York: Public Affairs Committee,
1947.
10. Duvall, Evelyn Millis
Family Living. New York: The Macmillian Company,
1950.
11. Folsom, Joseph Kirk
The Family and Democratic Society. New York: John
Wiley and Sons, 1943.

12. Groves, Ernest R., Edna L. Skinner, and Sadie J. Swenson
The Family and Its Relationships. Chicago: J. B. Lippincott Company, 1948.
13. Growing Up in an Anxious Age. 1952 Yearbook. Association for Supervision and Curriculum Development. Washington, D. C.: The National Education Association, 1952.
14. Havighurst, Robert J.
Developmental Tasks and Education. Chicago: The University of Chicago Press, 1948.
15. Havighurst, Robert J., and Hilda Taba
Adolescent Character and Personality. New York: John Wiley and Sons, 1949.
16. Jones, Arthur J.
Principles of Guidance. New York: McGraw Book Company, 1945.
17. Kandel, I. L.
"Education for a Changing World." School and Society, 73:124. February, 1951.
18. Kempf, Joseph G.
Helping Youth to Grow. Milwaukee, Wisconsin: The Bruce Publishing Company, 1941.
19. Kilpatrick, E. L.
"3,000 Prospective Leaders Look at their Home Community." Rural America. American Country Life Association. 16:2, April, 1938.
20. Kilpatrick, William Heard
Group Education for a Democracy. New York: Association Press, 1940.
21. Landis, Paul
Social Policies in the Making. Boston: D. C. Heath and Company, 1947.
22. Landis, Paul H.
Adolescence and Youth. New York: McGraw-Hill Book Company, 1950.
23. Lee, Alfred McClug, and Elizabeth Braint Lee
Social Problems in America. New York: Henry Holt and Company, 1950.

24. McCarthy, Raphael
Training the Adolescent. Milwaukee, Wisconsin:
The Bruce Publishing Company.
25. Mosher, William E.
Introduction to Responsible Citizenship. New York:
Henry Holt and Company, 1950.
26. Murphy, L. B.
Social Behavior and Child Personality. New York:
Columbia University Press, 1946.
27. Myers, Eugene
"The Hub of the Wheel." N. E. A. Journal. 14:5, 1952.
28. Newto, Edwards
"Equal Opportunities for Youth." A Report to the
American Youth Commission. Washington, D. C.:
American Council on Education, 1932.
29. Odum, Howard
American Social Problems. New York: Henry Holt
and Company, 1945.
30. O'Shea, M. O.
The Trends of the Teens. New York: Fredrick J.
Drake and Company.
31. Pringle, Ralph
Adolescence and High School Problems. Boston: D.
C. Heath and Company, 1922.
32. Riesman, David, et al.
The Lonely Crowd. New Haven: The Yale University
Press, 1950.
33. Stiles, Lindley J.
"Today's Adolescents Face Problems." Education
Leadership. 9:80-84. November, 1951.
34. Strain, Frances B.
Teen Days. New York: Appleton -Century-Crofts,
Inc., 1946.
35. Van Duzer, Adelaide Laura, Edna M. Bobenmyer, Ethelwyn L.
Hawkins, L. Maude Hemmersbaugh, and Mary E. Page
The Girl's Daily Life. New York: J. B. Lippincott,
1951.

36. Waring, Ethel B.
"Outside Interests." National Parent-Teacher Magazine, March, 1936.
37. Zachry, Caroline B., and Margaret Lightly
Emotion and Conduct in Adolescence. New York:
Appleton-Century Company, 1940.

APPENDIX

Interview Questionnaire

Following are questions concerning information about yourself and how you feel about the interests and activities of our 14 year old boys and girls.

Please answer as accurately as possible.

Family History:

1. How long have you lived in Conroe? Mother_____
- Father_____
2. What is your occupation? Father_____ Mother_____
3. What church do you attend? Mother_____ Father_____
4. What is your age? Mother_____ Father_____
5. Is your family income between \$1,000,____, \$2,000____,
\$3,000____, \$4,000, over \$4,000_____
6. Circle the number which tells the last year you
attended school.

Father

Elementary 1 2 3 4 5 6 7 8

High school 1 2 3 4

College 1 2 3 4

Mother

Elementary 1 2 3 4 5 6 7 8

High school 1 2 3 4

College 1 2 3 4

7. Do you own your own home?_____
8. How many are there in your family?_____
9. Do you have a car?_____
10. Is the son or daughter in this study allowed to use
the car?_____
11. Does he or she have a driver's license?_____
12. What time is your son or daughter expected to come
home on weekday night? 9____, 10____, 11____, 12____,
when he or she is ready_____.
13. May this son or daughter go to non-invitational
dances?_____ alone_____, with dates_____, groups____.
14. How many times per week does this son or daughter
go to the show?_____
15. Does your son or daughter use a car to go to shows?_____
16. Does the son or daughter in this study have an allow-
ance?_____
17. What does he or she spend it for?_____

18. What social activities do you want for your child?

19. Should school parties be given for your son or daughter? _____

20. If so, when? week night _____, week ends _____, Sundays _____, holidays _____.

21. How do you spend your leisure? _____

22. What do you think your community needs most for our youth?

Good movies _____

Parks _____

Swimming pool _____

Skating rink _____

Recreation center _____

Better churches _____

Better homes _____

Supervised playground _____

Golf course _____

Museum _____

Clean neighborhood _____

Big stores _____

More schools _____

Television _____

Bowling alleys _____

Dance halls _____

Camp _____

23. Who filled out this questionnaire? Father _____, Mother _____, Both _____.

Dear High School Pupil:

I am interested in learning what you are going and what you would like to do while in school and when out of school. I am sure you would like to have more places of entertainment suitable for young people. Some of your interests, likes, and activities may be helpful in bringing to Conroe some of the things you want. You can help and I would appreciate it, if you will.

Please fill in the blanks and answer the questions that follow as accurately and as fully as possible:

I. General information:

1. Date_____
3. Age_____
2. Town_____
4. Grade or year
in school_____
5. What is your favorite subject in school?_____

II. Your interests and activities:

1. Do you find it easy to talk to others?_____
 2. Do you take your friends to your home?_____
 3. Do you enjoy boys and girls your own age?_____
 4. Do you have dates of some week day nights?_____
 5. Saturday nights?_____, special occasions_____
 6. Do you think high school girls should smoke?_____
 7. Do you think high school girls should go to public
dance halls?_____
 8. Should girls pay all expense on a date?_____
 9. Should boys pay all expense on a date?_____
 10. Do you always tell your parents where you are going?_____
 11. Do you always come home at the specified time?_____
 12. Do you think your parents are too strict?_____
 13. Do you like your neighborhood?_____
 14. Do you like parties?_____
 15. Do you have the family car for your personal use?_____
- How many times per week?_____, per month_____,
Special use_____.

III. What kind of movies do you like best?

- | | |
|----------------------|---------------------|
| 1. Love stories_____ | 7. Historical _____ |
| 2. Wild west_____ | 8. Mystery_____ |
| 3. Comedies_____ | 9. Musical_____ |
| 4. Tragedies_____ | 10. Others_____ |
| 5. Travel_____ | |
| 6. News_____ | |

IV. Name papers and magazines that come to your home
(check the ones you read)

1. Daily_____
- _____
- _____
- _____
2. Weekly_____
- _____
- _____
- _____
3. Monthly_____
- _____
- _____
- _____

V. What kind of books do you like best?

- | | |
|-------------------|---------------------------|
| Love stories_____ | Detective or Mystery_____ |
| Biography_____ | Historical_____ |
| Wild west_____ | Others_____ |
| Adventure_____ | _____ |
| | _____ |
| | _____ |

Interests and Activities

First look at each thing in this test. Make a circle around the L for each thing that you would like to do. Then make a circle around the D for things you really do.

- | | |
|-----------------------------|--------------------------------|
| 1. L D Play the radio | 41. L D Belong to a club |
| 2. L D Read stories | 42. L D Go to parks |
| 3. L D Go to movies | 43. L D Sing in a chorus |
| 4. L D Study reading | 44. L D Sing in a glee club |
| 5. L D Study arithmetic | 45. L D Belong to a gang |
| 6. L D Study history | 46. L D Play ping pong |
| 7. L D Study science | 47. L D Play croquet |
| 8. L D Study spelling | 48. L D Play ball |
| 9. L D Study geography | 49. L D Play tennis |
| 10. L D Study trees | 50. L D Go hunting |
| 11. L D Study birds | 51. L D Go hiking with a group |
| 12. L D Study animals | 52. L D Play in a band |
| 13. L D Study butterflies | 53. L D Play in an orchestra |
| 14. L D Draw | 54. L D Go to a church social |
| 15. L D Paint | 55. L D Go to a party |
| 16. L D Model | 56. L D Go to a dance |
| 17. L D Design | 57. L D Be officer of a club |
| 18. L D Sing | 58. L D Belong to Scouts |
| 19. L D Play the piano | 59. L D Go camping |
| 20. L D Make a scrapbook | 60. L D Watch T V |
| 21. L D Keep a diary | 61. L D Go swimming |
| 22. L D Write | 62. L D Go on a picnic |
| 23. L D Take pictures | 63. L D Play golf |
| 24. L D Collect stamps | |
| 25. L D Collect coins | |
| 26. L D Collect autographs | |
| 27. L D Collect pictures | |
| 28. L D Sew | |
| 29. L D Make airplanes | |
| 30. L D Work with tools | |
| 31. L D Make a garden | |
| 32. L D Go fishing | |
| 33. L D Skate | |
| 34. L D Ride horses | |
| 35. L D Play cards | |
| 36. L D Play dominoes | |
| 37. L D Play checkers | |
| 38. L D Play chess | |
| 39. L D Go to church | |
| 40. L D Go to Sunday School | |

A STUDY OF THE INTERESTS AND ACTIVITIES
OF FOURTEEN YEAR OLD BOYS AND GIRLS

by

EUNICE MARIE CANNON

B. S., Texas Southern University, 1945

AN ABSTRACT OF A THESIS

submitted in partial fulfillment of the
requirements for the degree

MASTER OF SCIENCE

Department of Child Welfare and Euthenics

KANSAS STATE COLLEGE
OF AGRICULTURE AND APPLIED SCIENCE

1953

Conroe, Texas, has a population of 7,500. It is located 45 miles north of Houston Texas. Houston has varied activities and offers excitement for people from neighboring towns. Therefore, many young as well as old people make frequent trips to Houston. The writer felt that the lack of recreational facilities provided by the city of Conroe and the fact that Houston is only 45 miles away were factors contributing to the deficiency of wholesome recreational facilities and activities for boys and girls in the community.

The purpose of this study was to learn the social needs and interests of fourteen year old youth; to investigate parents' attitudes toward these youth's activities; and to survey the community to discover to what extent these were met.

The subjects for this study were twenty-five fourteen year old boys and twenty-five fourteen year old girls. The writer selected twenty homes of these fifty youth in which she thought the parents would cooperate in the study. A letter was sent to the parents explaining the purpose and procedure of the study. A questionnaire designed to obtain parental reaction to the social activities offered by the community and to the demands made by teen-agers in relation to their social interests and activities was filled out by these twenty parents.

The Interests and Activities Section of the California Test of Personality -Elementary Form A was modified to fit more appropriately this particular group of teen-age boys and girls

by selecting from the test those things which fourteen year old youth do or would like to do.

A questionnaire regarding home and community life was constructed by the writer and checked by the fifty pupils and the twenty parents in the presence of the interviewer. The questionnaire for pupils was designed to study youth's reaction to the social life provided by their homes and community. The writer surveyed the community to see what recreational facilities were available and contacted many civic leaders to obtain detailed information.

Data from the parents' and children's interviews and from the community survey were analyzed. These data showed that parents and pupils felt similarly about community offerings. Both groups wanted many more forms of recreation for young people.

From the analysis of these data, the following conclusions and suggestions were noted:

1. Parents and pupils were very much in accord on the major points of the study. There were no serious differences between parents and pupils in relation to their social life or activities.
2. Pupils had many interests in common and participated in many of the same activities. Some outstanding interests were: collecting, working with tools, and engaging in crafts such as modeling.

3. Parents wanted more recreational facilities and supervised activities for their children.
4. Community resources were pointed up as lacking in certain areas. Pupils said they would like to have more places for outdoor fun such as swimming pools, youth centers, skating rinks and parks.

A table was constructed identifying in regard to location, that is, the home, the school, or the community, the various interests and activities suggested by these youth. Because of the location of the home and home conditions, some of the activities that youth wanted might have to be done at school or in the community. When data were so related, it was shown that all activities would not be confined to one place. A study of the homes might be helpful in determining if some of the activities that are usually carried on in the home should be done in the community. Drawing, painting, modeling, writing, making a garden, and collecting things might be a community activity as well as enjoyed at home and in school.

Joint efforts would be desirable in activities such as singing, playing a piano, taking pictures, collecting autographs, making airplanes, skating, going to parties and dances, or in any area where the interests of pupils was very high. A better program would result in satisfactory expression of youths' interests and would help boys and girls acquire happy and acceptable social relationships.