

LEISURE ACTIVITIES OF CERTAIN NEGRO HIGH SCHOOL  
GIRLS OF SOUTHERN MISSOURI

by

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## INTRODUCTION

Leisure is the surplus time remaining after the formal duties and the necessities of life have been attended to. It is free time, with which a person can do as he chooses. In recent years, time for leisure has been greatly increased. At the same time there has been an intensified demand for play, sports, amusements, and other forms of recreational activities. Recreation has, therefore, come to occupy a significant place in leisure. The extension of leisure is to a large extent the result of the development of the machine and an increased use of its products. Important too, are such conditions as industrialization, urbanization, mobility of the population, unemployment and the changing standard of living, all of which are products of the machine age.

Educators in this country for some time have been aware of the importance of leisure in the lives of people and have recommended that the schools help in preparing people to use their leisure time effectively. When the cardinal principles of secondary education were first formulated by the committee on the articulation of high schools and colleges, in 1911, worthy use of leisure was included in the final list. Later, in 1928, these principles were reorganized by the commission on the reorganization of secondary education and worthy use of leisure still remained in the list. It was stated at this time by this group, that education should equip the individual to secure from his

leisure the recreation of body, mind, and spirit, and the enrichment and enlargement of his personality. Recently recognition was given to the importance of preparing for leisure by the commission on secondary education of the North Central Association of Secondary Schools and Colleges. Leisure was included by this group as one of the needs of life upon which recommendations were made that the school curriculum should be based.

The educational world has been increasingly interested for some time in worthy use of leisure. However, schools have not by any means done all that they could or should do in helping the youth in his present and future use of leisure. Apparently there exists an overwhelming need for greater participation in worthwhile leisure activities by people everywhere. This constitutes an insistent challenge to those responsible for planning programs for the use of leisure.

In the negro schools there has been little opportunity for the preparation of pupils for the use of leisure. Chief among the reasons for this are: many schools offer only two or three years of high school work; teachers on the whole are not prepared to give instruction in the use of leisure and already have more responsibilities than they can carry satisfactorily; buildings and equipment are inferior and unsuited for this phase of education; and academic subjects largely predominate in the curriculums. However, there is a growing interest among Negro educators in education for use of leisure, especially at the secondary level. To plan effective school programs in use of leisure, much information is needed concerning the leisure interests and activities

of Negro high school pupils. This study was made (1) to ascertain the needs of certain Negro high school girls of Southern Missouri, (2) to determine the ways these girls spend their leisure time, and (3) to suggest ways the school may help to meet these needs.

### REVIEW OF LITERATURE

A review of the literature revealed that no study of the leisure activities of Negro high school girls had been reported. However, several studies had been made in which some data were obtained concerning the leisure activities of Negro teachers, college students, and homemakers. Also a number of studies of leisure activities of other high school pupils had been made. Those studies that had a bearing upon this study are reviewed here.

May (1933) in her study of in-school and out-of-school activities of home economics teachers found that much of their time out-of-school was given generously to school and community activities. Wise use of leisure presented a difficulty to these teachers, because of the inadequacy of recreational facilities in most communities. She also found that a lack of balance in the work and play activities of these teachers was quite evident. The play activities were generally neglected.

Keith (1938) studied the home and social background of the women students at Samuel Huston College for Negroes during 1937-38. Leisure time was not well used by these students. Few magazines and newspapers were regularly read by them. Books were read by a majority of the students only when required. She recom-

mended that all the home economics courses should help prepare the students for better use of leisure.

A study of the homemaking activities of 200 Negro homemakers living on farms and in small towns in East Texas was made by James (1939). These homemakers indicated little desire to participate in social activities. However, the town women were more active in this than were the rural women. Participation in church activities was higher than in any other organized activity. The women did not use their leisure time wisely. Seventy-five per cent used their leisure time for visiting and 10 per cent did nothing.

Williams (1939) studied the leisure activities of 240 Negro women in Orangeburg County, South Carolina. The study compared the total time spent at work and the total time spent in leisure pursuits. She found that much more time was spent in working than in leisure activities. She also found a majority of the women with lower incomes spent less time in leisure pursuits than those with higher incomes.

The out-of-school interests and activities of high school girls in rural and small town communities in Kansas were studied by Jennings (1936) who included leisure interest and activities. She found that many of the girls were interested in various types of recreation in which they participated personally. However, in the absence of such they turned to a more passive type in which they were mere observers and listeners such as attending movies and listening to the radio.

Armstrong (1938) investigated the leisure activities of

senior high school home economics pupils of Amarillo, Texas. Her study was made with 93 pupils. Leisure activities were recorded at four different intervals. The activities were classified according to five types: creative and development, commercial, physical, social, and church. She found the pupils spent the greatest amount of time in the social type of leisure time activities. A significant decrease in the number of hours spent in church type of leisure time activity was shown at the end of the last interval. An increase was found in the number of hours the pupils spent in work and study outside of school.

Ramsey (1939) studied the leisure activities of high school pupils in an Oklahoma rural community who were enrolled in home-making courses. She found that 97.5 per cent patronized the movies; 47.5 per cent attended regularly, 50 per cent attended them only occasionally, and only 2.5 per cent never attended the movies. Ramsey also found that 50 per cent of the pupils played out-of-door games and 20 per cent participated in organized athletics. A much larger per cent of girls participated in worthwhile activities than had been previously anticipated. She recommended that the homemaking curriculum help pupils to see the need for leisure and to create interest in planning recreation with little or no cost. She further suggested the inclusion of the means whereby these planned activities could be carried to completion.

## METHOD OF PROCEDURE

The data for this study were obtained by means of check lists and record sheets (Appendix). These were sent to the home economics teachers in four Negro high schools in Southern Missouri. One hundred and fifty-one high school girls participated in the study. Eighty-four of these girls lived in towns and sixty-seven on farms. The lists were checked by the high school girls under the supervision of the teachers. The records were kept by the girls for one week. The data obtained were tabulated, analyzed, and summarized. Suggestions were made regarding ways in which these schools could help in improving the pupils' use of leisure.

## FINDINGS

In this study of leisure, 151 high school girls from four Negro high schools in Southern Missouri participated. Forty-five were from O'Bannon high school of New Madrid, 42 from Lincoln high school of Jefferson City, 38 from Wheatley high school of Poplar Bluff, and 26 from Cobbs high school of Cape Girardeau.

Of the 151 girls studied, 55.7 per cent lived in towns and 44.3 per cent lived on farms. For the girls who lived on farms, the distance from town was 3.9 miles and from school 12.8 miles. The mean for the distance of the town girls who lived in the town in which the school was located were 3.5 blocks and 14.7 miles

for the girls who lived in other towns in which the schools were not located. The girls who did not walk to school went by bus or in the family car. Forty-one and six tenths per cent of the town girls went to school by bus and 58.3 per cent walked. Ninety-four per cent of the farm girls went to school by bus, 4.4 per cent walked, and 1.4 per cent went in the family car.

The ages of the girls ranged from 13 to 21 years as is shown in Table 1. Most of the town girls were fifteen and sixteen years old and those from the farms were sixteen and seventeen years old. The farm girls were older according to their grade placement than were the town girls.

Table 1. Ages of the girls studied.

Ages	Town	Farm	Total
	Per cent		
13	6.0	2.9	4.6
14	21.4	7.5	15.2
15	23.8	10.4	17.8
16	25.0	19.4	22.5
17	14.3	29.8	21.5
18	4.8	11.9	7.9
19	3.6	10.4	6.6
20	0.0	6.0	2.6
21	1.2	1.4	1.3

The grade placement of the girls (Table 2) showed the largest percentage were in the ninth grade and the lowest in the eleventh grade. The largest percentage of the ninth grade girls were from the towns. Farm girls predominated in the tenth, eleventh, and twelfth grades. The girls tended to leave school after the first and second years of high school.

Table 2. Grade placement of the girls.

Grades	Town	Farm	Total
	Per cent		
9	54.8	31.3	44.3
10	19.0	26.8	22.5
11	13.1	16.4	14.5
12	13.1	25.4	18.5

From the courses or units in home economics that the girls had studied, no indication was given to the inclusion of any instruction in the use of leisure. However, some lessons may have been taught in the units in family relationships and home management. Forty-seven per cent of the girls had completed units in family relationships and 86.8 per cent in home management.

The mean for the size of family was 6.4 for the town group and for the farm group 7.2. The mean for the family members living at home was 4.6 for the town families and 6.0 for the farm families. Table 3 shows the distribution of the family members living at home. Both town and farm girls had more brothers than sisters. A majority of the brothers and sisters were younger than the girls in this study. Among the family members living at home were included those not of the immediate family. Few of the families had such members in their group.

Table 3. Distribution of family members living at home.

	Town	Farm	Total
	Per cent		
Father	75.0	77.6	76.2
Mother	94.0	89.5	92.6
Brothers 1	27.4	41.8	33.8
Brothers 2	27.4	20.9	24.5
Brothers 3	3.3	13.4	9.3
Brothers 4	2.4	7.5	4.6
Brothers 5		1.4	0.7
Sisters 1	29.8	25.4	27.8
Sisters 2	20.2	29.8	24.5
Sisters 3	9.5	11.9	10.6
Sisters 4	2.4	4.4	3.3
Grandfather	2.4	4.4	5.3
Grandmother	8.3	6.0	7.3
Uncle	8.3	1.4	5.3
Aunt	1.2	1.4	1.3
Others	4.8	11.9	7.9

The occupations of the fathers as shown in Table 4 were varied. Most of the occupations were those that yielded low incomes. A large percentage of the fathers were farmers and common laborers. Of the mothers, 49.7 per cent worked outside the home. Eleven and three-tenths per cent were employed full time and 37.7 per cent part time. More town mothers worked outside the home than did farm mothers. The percentages for the town mothers who worked outside the home was 57.1 and for the farm mothers 40.3.

The girls were not well informed concerning the amount of the family income. Only 27.4 per cent of the town girls and 20.8 per cent of the farm girls checked that they knew the amount of the family income. The mean for the yearly family income of these

Table 4. Fathers' occupations.

Occupation	Town	Farm	Total
	Per cent		
Barber	1.2		0.7
Blacksmith	2.4		1.3
Chauffer	1.2		0.7
Coal miner	1.2		0.7
Common laborer	17.9	8.9	13.9
Custodian	4.8		2.6
Farming	6.0	73.1	35.8
Harvest walker	3.6		2.0
Janitor	6.0		3.3
Mess sergeant	1.2		0.7
Minister	2.4		1.3
Molder	1.2		0.7
Policeman	1.2		0.7
Railroad laborer	6.0		3.3
Salesman	2.4		1.3
Teacher	3.6	1.4	2.6
Waiter	2.4		1.3
W.P.A.	10.7	2.9	7.3
No occupation given	25.0	13.4	19.9

town girls was \$842.50 and for these farm girls \$357.43. Thirty-four and four-tenths per cent had monthly ones. These allowances ranged from 25 cents weekly to \$5.50 monthly. Fifty-seven per cent of the girls earned their spending money. The ways by which the money was earned are shown in Table 5. Most of the money was earned by doing housework, working in fields, and caring for children.

According to the data from the check lists, the mean for the time spent for leisure each week by each girl was 27 hours and 47 minutes. According to the record sheet, the mean was 11 hours and 46 minutes. According to the check list (Table 6) the mean for

Table 5. Ways of earning spending money.

Ways of earning money :	Town	Farm	Total
	Per cent		
Beauty culture	6.0	10.4	7.9
Caring for children	22.6	22.3	22.5
Cooking	6.0	19.4	11.9
Housework	32.1	37.3	34.4
Laundry work	20.2	17.9	19.2
Sewing	7.1	13.4	9.9
Working in fields	10.7	40.2	23.8
Others	7.1	5.9	6.6

the time spent by each girl was 3 hours and 38 minutes for each school day; according to the record sheet the mean was 1 hour and 20 minutes. The mean for the time spent on Saturdays and Sundays was 3 hours and 40 minutes and 5 hours and 51 minutes respectively, according to the check lists. According to the record sheets the mean for the time spent on Saturdays and Sundays was 1 hour and 43 minutes and 3 hours and 13 minutes respectively. The range for the time spent by the girls according to the record sheets was 0 hours to 4 hours and 30 minutes each school day; 0 to 5 hours and 30 minutes Saturdays; 0 to 8 hours and 30 minutes Sundays and 2 hours and 45 minutes to 54 hours and 35 minutes per week.

The girls took part in more leisure activities according to the record sheets than according to the check lists. (Tables 7 and 8). However, the check lists showed higher percentages for those taking part in the activities than did the record sheets.

Table 6. Amount of time spent for leisure according to the check lists and record sheets.

	Check lists			Record sheets	
	Mean			Total	
	Town	Farm	Total	Mean	Range
	hrs. min.	hrs. min.	hrs. min.	hrs. min.	hrs. min.
Each morning	-- 14.5	-- 14.5	-- 14.5	-- --	-- --
Before supper	-- 50.1	-- 42.1	-- 46.1	-- --	-- --
After supper	: 2 42	: 2 28	: 2 35	-- --	-- --
Each school day	: 3 47	: 3 29	: 3 38	: 1 20	:0-4 30
Saturdays	: 3 45	: 3 35	: 3 40	: 1 43	:0-5 30
Sundays	: 5 35	: 6 08	: 5 51	: 3 13	:0-8 30
Week	:27 45	:27 49	:27 47	:11 46	:2:45-54:35
	:	:	:	:	:

Listening to the radio, reading, sewing, and visiting were the activities in which most of the girls spent their leisure time. Ninety-six per cent of the girls attended church as shown by the check lists and 40 per cent as shown by the record sheets.

The ways in which the girls spent their leisure in summer are shown in Table 9. Reading, going on picnics, and vacationing were the favored ways of a majority of the girls. A larger percentage of the farm girls did fancy work and made quilts than did the town girls. The differences in the winter and summer activities were largely seasonal. In the summer more outdoor activities were participated in by the girls.

Table 7. Activities for one week by the check lists.

Activity	Town (per cent)					Farm (per cent)					Total (per cent)				
	Morn- ing	sup- per	sup- per	Sat.	Sun.	Morn- ing	sup- per	sup- per	Sat.	Sun.	Morn- ing	sup- per	sup- per	Sat.	Sun.
Cooking	--	--	--	:70.2	--	--	--	--	:77.6	--	--	--	--	:73.5	--
Going to church	--	--	--	:--	:94.0	--	--	--	:--	:98.5	--	--	--	:--	:96.0
Going to dances	--	--	--	:10.7	:10.7	--	--	--	:4.4	:1.4	--	--	--	:7.9	:6.6
Going to movies	--	1.2	27.4	:40.5	:52.4	--	--	--	:29.8	:31.3	--	0.7	19.9	:35.8	:43.0
Going to parties	--	--	--	:14.3	--	--	--	--	:11.9	--	--	--	--	:13.2	--
Going to town	--	--	--	:76.2	--	--	--	--	:79.0	--	--	--	--	:77.5	--
Knitting	--	4.8	6.0	:8.3	--	--	--	--	:74.6	:10.4	--	--	2.6	6.0	:9.3
Listen to radio	:59.5	:59.5	:75.0	:69.0	:72.6	:55.2	:65.6	:80.5	:70.1	:74.6	:57.6	:62.3	:77.5	:68.9	--
Motoring	--	--	--	:--	:19.0	--	--	--	:--	:31.3	--	--	--	:--	:24.5
Playing piano	--	9.5	14.3	:16.7	--	--	--	8.9	:8.9	--	--	5.3	11.9	:13.2	--
Reading	:56.0	:71.4	:88.1	:73.8	:61.9	:50.7	:68.6	:95.5	:71.6	:74.6	:53.6	:70.2	:91.4	:72.8	:67.6
Singing	--	21.4	26.2	:--	:27.4	5.9	:26.8	:54.1	:65.6	--	7.3	:27.8	:55.6	:55.6	--
Sewing	:8.3	:28.6	:56.0	:47.6	--	--	:22.9	:35.8	:--	:41.8	--	:21.9	:30.5	--	:33.8
Visiting	--	--	--	:50.0	:88.1	--	--	--	:58.2	:85.1	--	--	--	:53.6	:86.8
Walking	--	--	--	:48.8	:65.5	--	--	--	:47.7	:79.1	--	--	--	:48.3	:71.5

Table 8. Activities for a week by the record sheets.

	Total (per cent)		
	School days	Saturday	Sunday
Attending basket ball game		11.5	
Attending social	1.5	0.7	
Caring for baby	0.3		
Club meeting	0.8		2.9
Cooking	7.9	8.6	5.0
Church	1.2		38.8
Dancing	1.8	1.4	
Drawing	1.0		
Entertaining friends	2.8	4.3	14.4
Going to school activities	1.7		
Going to movies	3.9	11.5	13.0
Going to parties	1.5		2.2
Going to picnics	0.5		
Going to town	3.2	15.1	
Hiking	0.3		
Knitting	3.2	1.4	
Listening to radio	27.1	15.1	13.7
Making candy	2.8	1.4	
Motoring	0.5		7.2
Playing games	11.4	3.6	1.4
Playing piano	2.4		1.4
Playing cards	1.8		
Practicing band	1.5		
Reading	31.1	20.1	13.7
Recreation room	0.3		
Sewing	21.7	6.5	
Singing	3.5		
Sunday School			14.4
Taking pictures			2.2
Talking	0.8		
Visiting	11.8	8.6	27.3
Walking	1.5	5.8	7.9
Went to ball game	4.5		
Went to capitol	0.3		
Writing letter	1.7	0.7	2.2

Table 9. Leisure activities in the summer.

Activities	Town	Farm	Total
	Per cent		
Camping	16.7	1.4	9.9
Doing fancy work	32.1	34.3	33.1
Giving parties	50.0	40.3	45.7
Going to dances	47.6	43.3	45.7
Going to parties	60.7	41.8	52.3
Going on picnics	76.2	73.1	74.8
Making quilts	25.0	53.7	37.7
Reading	76.2	91.0	82.8
Swimming	20.2	14.9	17.8
Traveling	47.6	28.4	39.1
Vacationing	54.8	52.2	55.0
Others	6.0		3.3

Most of the girls were members of religious organizations (Table 10). Ninety-six per cent were members of Sunday School and 23.2 per cent of these held offices. The membership in other religious organizations was small. The Home Economics Club and 4-H Club were next to the Sunday School in membership with 77.5 and 29.1 per cent of the girls respectively belonging to these organizations. Sixteen and six-tenths per cent of the girls held offices in the Home Economics Club. The Social Club to which 27.2 per cent of the girls belonged was the only organization outside of church and school that was listed.

Table 10. Membership in religious and other organizations.

Organization	Town	Farm	Total
	Per cent		
Christian Endeavor	13.1	8.9	11.3
Officers	3.6	4.4	4.0
B. Y. P. U.	44.0	49.0	46.4
Officers	4.8	16.4	9.9
Epworth League	10.7	6.0	8.6
Officers	4.8	2.9	4.0
Junior choir	45.2	40.3	43.0
Officers	14.3	4.4	9.9
Sunday School	95.2	97.0	96.0
Officers	19.0	28.4	23.2
Others	4.8	7.5	6.0
Officers	0.0	0.0	0.0
Dramatic Club	15.5	11.9	13.9
Officers	2.4	--	1.3
Girl Reserves	1.2	2.9	2.0
Officers	1.2		0.7
Girl Scouts	15.5	4.4	10.6
Officers	4.8	1.4	3.3
4-H Club	20.2	40.3	29.1
Officers	8.3	14.9	11.3
Home Economics Club	73.8	82.1	77.5
Officers	14.3	19.4	16.6
Literary Club	4.8	8.9	6.6
Officers	2.4	7.5	4.6
Pep Club	13.1	6.0	9.9
Officers	1.2		0.7
Social Club	29.8	23.9	27.2
Officers	7.1	6.0	6.6
Others	9.5	10.4	9.9
Officers	9.5	1.4	6.0

The girls' favorite ways of spending leisure were more of the amusement type. Reading was the most favored way with attending school entertainments, walking, listening to the radio, listening to music, attending movies, and talking coming next as is shown in Table 11.

Table 11. Favorite ways of spending leisure time.

Activities	Town	Farm	Total
	Per cent		
Attending movies	76.2	61.2	68.9
Attending parties	67.9	49.2	59.6
Attending school entertainment	79.8	77.6	78.7
Dating	20.2	22.3	21.2
Drawing	19.0	19.4	19.2
Entertain guest	46.4	56.7	51.0
Giving parties	29.8	32.8	31.1
Going to public dances	31.0	13.4	23.2
Going to private dances	27.4	14.9	21.9
Going to town	56.0	50.7	53.6
Hiking	44.0	49.2	46.4
Hunting or fishing	34.5	35.8	34.4
Knitting	11.9	14.9	13.2
Listening to radio	76.2	77.6	76.8
Listening to music	65.5	68.7	73.5
Making candy	60.7	76.1	67.6
Motoring	31.0	38.8	41.1
Playing basketball	51.2	59.7	55.0
Playing baseball	52.4	53.7	52.9
Playing card games	60.7	31.3	47.7
Playing musical instrument	16.7	10.4	13.9
Playing ping-pong	48.8	34.3	42.4
Playing tennis	19.0	19.4	19.2
Picnicking	42.9	58.2	35.8
Reading	76.2	88.1	81.5
Riding horse-back	11.9	20.9	15.9
Sewing	56.0	74.6	64.2
Singing	48.8	65.7	56.3
Skating	45.2	25.4	36.4
Sleigh riding	21.4	8.9	15.9
Swimming	15.5	16.4	15.9
Talking	64.3	76.1	68.9
Visiting	16.7	14.9	15.9
Walking	75.0	80.6	77.5
Working or playing at hobby	42.9	58.2	49.7

The books read by the girls were recent novels or love stories and stories of adventure (Table 12). Very few of the girls listed books from the classics. The mean number of books read by the town girls was 12.2 books per year and by the farm girls

10.9. Seventy-three and five-tenths per cent of the girls obtained their books from school libraries, 41.1 per cent from home libraries, and 10.6 per cent from public libraries. The books most widely read by the girls were "Native Son", "Grapes of Wrath", and "Gone with the Wind". Most of the books were those that had also been recent moving pictures.

Table 12. Books read by the girls.

	Town	Farm	Total
	Per cent		
Type of books read			
Adventure	66.7	67.2	60.3
Detective	39.3	34.3	57.0
Historic	44.0	56.7	49.7
Love story	75.0	64.2	70.2
Mystery	54.8	56.7	55.6
Wild West	19.0	19.4	19.2
Favorite books read			
Native Son	35.7	54.1	44.3
Grapes of Wrath	22.6	26.8	24.5
Gone with the Wind	22.6	25.4	23.8
Girl of the Limberlost	14.3	19.4	16.6
Rebecca	11.9	17.9	14.5
Good Earth	7.1	8.9	7.9
Black April	9.5	4.4	7.3
Self Made Woman	4.8	2.9	4.0
Little Women	7.1	--	4.0
Pride and Prejudice	6.0	--	3.3
Tobacco Road	1.2	6.0	3.3
Light that Failed	4.8	--	2.6
Drums along the Mohawk	4.8	--	2.6
Recreation of Bryant Kent	--	6.0	2.6
District Nurse	--	6.0	2.6
Others	16.7	14.9	15.9

Life was the most widely read magazine with Look next (Table 13). The popular magazines had more readers than did the more scholarly magazines. Among the homemakers' magazines, McCall's,

Better Homes and Gardens, and Ladies Home Journal headed the list. Forty-four and three-tenths per cent of the girls read the magazines regularly and 52.9 per cent read them occasionally. These magazines were obtained from school libraries, public libraries, family and personal subscriptions, and other sources including the direct purchasing of them. The largest percentage 67.6 were from school libraries. Seventy-three and five-tenths per cent of the families subscribed for a newspaper; 45 per cent for a daily paper, and 31.9 per cent for a weekly paper.

Table 13. Magazines read by the girls.

Magazines read	Town	Farm	Total
	Per cent		
American	27.4	47.7	36.4
Better Homes & Gardens	47.6	62.7	54.3
Ladies' Home Journal	44.0	64.2	52.9
Life	89.3	83.6	86.8
Look	67.9	65.7	66.9
McCall's	54.8	61.2	57.6
Scholastica	19.0	22.3	20.5
Women's Home Companion	36.9	53.7	44.3
Others	31.0	43.3	36.4

Seventy-nine and five-tenths per cent of the homes had radios. A larger number of the farm homes had radios than did town homes, the percentages being 82.1 and 77.4 respectively. The girls used the radio as a means of enjoyment and of obtaining information. The type of programs enjoyed most by the girls (Table 14) were popular music, bands and orchestras, religious music, and reports of current events and news.

Table 14. Programs enjoyed over the radio.

Kinds of programs enjoyed	Town	Farm	Total
	Per cent		
Band and orchestra	77.4	74.6	76.2
Classical music	38.2	58.2	47.0
Comedy teams	44.0	37.3	41.1
Cooking lessons	34.5	54.1	43.7
Current events and news	54.8	70.2	61.6
Dramatics	54.8	44.8	50.3
Old fashion songs	27.4	25.4	26.5
Popular music	94.0	83.6	89.4
Religious music	73.8	89.5	74.2
Sports	38.2	56.7	46.4
Talks	26.2	58.2	40.4

Pianos were not common in the homes of the girls. Only 19.9 per cent of the homes had a piano and only 15.2 per cent of the girls could play the piano. Eighty-six and eight-tenths per cent of the girls sang; 80.8 per cent sang in groups, and only 24.5 per cent sang alone. The songs liked and sung by the girls (Table 15) were popular songs and Negro spirituals.

Table 15. Type of songs liked best.

Song liked and sung	Town	Farm	Total
	Per cent		
Church songs	71.4	83.6	76.8
Popular songs	90.5	92.5	91.4
Semi-classical	31.0	41.8	35.8
Spirituals	88.1	95.5	91.4

Movies were selected when the girls had enjoyed reading the book of the same title. Those who had some guidance showed a better selection of movies than those who had none. Forty-nine and seven-tenths per cent of the girls attended the movies occasionally, 35.1 attended weekly, and 4.6 per cent attended the movies monthly. This was not as high in attendance as Ramsey (1939) had in her study of white high school girls in an Oklahoma rural community. Sixty-six per cent of the girls attended the movies with friends or members of the family. Pictures featuring love stories and comedies were liked most by the girls with tragedies and wild west pictures next. The three most favored movies as shown in Table 16 were "Gone with the Wind", "Rebecca", and "Boom Town".

Table 16. Favorite movies.

Movies	Town	Farm	Total
	Per cent		
Boom Town	23.8	10.4	17.8
Gone with the Wind	21.4	20.9	21.2
Rebecca	19.0	16.4	17.8
Grapes of Wrath	6.0	6.0	6.6
The Letter	10.7	1.4	6.6
Immortal Storm	9.5	1.4	6.0
High Sierra	8.3	4.4	6.6
Strike up the Band	8.3	--	4.6
Chad Hanna	6.0	4.4	5.3
Love Thy Neighbor	4.8	7.5	6.0
Back Street	3.3	2.9	4.6
Thief of Bagdad	4.8	7.5	6.0
Hunch Back of Notre Dame	3.3	2.9	4.6
Northwest Passage	1.2	7.5	4.0
I Want a Divorce	6.0	1.4	4.0
Brigham Young	4.8	1.4	3.3
My Son, My Son	4.8	1.4	3.3
Abe Lincoln in Illinois	3.6	2.9	3.3
Johnny Apollo	6.0	--	3.3
All this and Heaven too	1.2	4.4	2.6
Invisible Woman	4.8	--	2.6
Others	32.1	28.4	30.5

Dances were not a common way for the girls to spend their leisure. Thirty-six and four-tenths per cent of the girls attended dances occasionally, 19.2 per cent weekly, and only 6 per cent attended monthly. Most of the dances as shown in Table 17 were school ones and attended by the girls at the school. There was a greater attendance of dances by the farm girls than by the town girls.

Table 17. Where the girls danced.

	: Town	: Farm	: Total
	Per cent		
Schools	: 5.0	: 68.7	: 58.3
Public dance halls	: 11.9	: 4.4	: 8.6
Night clubs	: 2.4	: 1.4	: 2.0
Taverns	: 6.0	: 10.4	: 7.9
Others	: 7.1	: 10.4	: 8.6

More time was spent in the activities of religious organizations according to the check lists than in any other activities (Table 18). This was similar to the findings of Armstrong (1938). Two hours and thirty minutes were the mean for the time spent per week by the girls in activities of the religious organizations. The mean for the time for reading books was two hours and twenty-five minutes per week, and for magazines two hours and seven minutes per week. According to the record sheet the girls spent more time reading books and magazines than they did in the activities of religious organizations. Listening to the radio was last in the list according to the check lists, and third according to the record sheets.

Friends were entertained in the home by 85.4 per cent of the girls. Thirty-four and four-tenths per cent entertained weekly, 26.5 per cent entertained monthly and 16.6 per cent entertained occasionally. The girls entertained their friends (Table 19) by playing games, playing cards, and giving parties. Fifty-eight and two-tenths per cent of the farm girls and 36.9 per cent of



Table 19. How girls entertained their friends.

	Town	Farm	Total
	Per cent		
Dancing	28.6	--	15.9
Dinners	6.0	7.5	6.6
Making candy	2.4	7.5	4.6
Parties	19.0	22.4	20.5
Playing cards	34.5	20.9	28.5
Playing games	36.9	58.2	46.4
Photographing	2.4	--	1.3
Radio parties	7.1	19.4	12.6
Riding	1.2		0.7
Singing	6.0		3.3

done in these activities as most of them were planned for group participation. On the whole, most of the activities were of the passive type in which the girls were listeners or onlookers.

Table 20. Leisure activities provided by the high schools.

	Town	Farm	Total
	Per cent		
Programs	20.2	28.3	23.8
Socials	53.6	50.7	52.3
Basketball games	54.8	54.1	55.0
Parties	15.5	--	8.6
Plays	19.0	11.9	15.9
Banquets	3.6	6.0	4.6
Field trip	9.5	11.9	10.6
Musicals	3.6	--	2.0
Movies	3.6	14.9	8.6
Clubs	11.9	28.3	19.2
Picnics		8.9	4.0

The leisure activities desired by the girls are shown in Table 21. A school band was the first to be listed by the girls. Visiting other schools and going on field trips were next. A larger percentage of the farm girls wanted a school band than did the town girls. Field trips were wanted more by the town girls.

Table 21. Leisure activities the girls desired that the schools provide.

	: Town	: Farm	: Total
	: Per cent		
Tennis	: 2.4	: 1.4	: 2.0
Visit other schools	: 3.6	: 7.5	: 5.3
School band	: 4.8	: 11.9	: 7.9
Field trips	: 6.0	: 1.4	: 4.0
Swimming pool	: 1.2	: --	: 0.7
Educational movies	: 2.4	: --	: 1.3
Playground	: 2.4	: 2.9	: 2.6
Basketball for girls	: 2.4	: --	: 1.3
Educational tours	: --	: 4.4	: 2.0

The towns or communities provided very little in the way of leisure activities for the girls as is shown in Table 22. Movies, a commercial activity, were listed first by the girls with playgrounds next. A recreational hall was listed by 6.6 per cent of the girls.

The girls desired most of the towns or communities to have a swimming pool. Playgrounds and public libraries were their next choice (Table 23).

Table 22. Leisure activities provided by the town.

	: Town	: Farm	: Total
	: Per cent		
Playground	: 26.2	: 14.9	: 21.2
Movies	: 33.3	: 26.8	: 30.5
Ball park	: 11.9	: --	: 6.6
Recreation hall	: 7.1	: 6.0	: 6.6
Parks	: 3.6	: 6.0	: 4.6
Cafes	: 2.4	: --	: 1.3
4-H Club	: :	: 4.4	: 2.0
	: :	: :	: :

Table 23. Leisure activities the girls desired that the town provides.

	: Town	: Farm	: Total
	: Per cent		
Playground	: 10.7	: 17.9	: 13.9
Public library	: 8.3	: 13.4	: 10.6
Swimming pool	: 25.0	: 4.4	: 15.9
Recreation center	: 7.1	: 4.4	: 6.0
Park	: 8.3	: 4.4	: 6.6
Skating rink	: 4.8	: --	: 2.6
Young people's club	: 4.8	: --	: 2.6
Movies	: --	: 2.9	: 1.3
	: :	: :	: :

## SUMMARY

This study of leisure activities was made with Negro high school girls in Southern Missouri. Fifty-five and seven-tenths per cent of them lived in towns and 44.3 per cent lived on farms. They were from families, on the whole, that were larger than the average American family of 3.8 persons. The mean for the town families was 4.6 persons living at home and 6.4 persons who were members of the family; the mean for the farm families was 6 persons living at home and 7.2 persons who were members of the family. Seventy-five per cent of the families consisted of father, mother, and children; the other families consisted of either father or mother, children, and other relatives.

The incomes of the families, according to the girls who reported this item, were not high. The mean for the town families was \$842.50 and for the farm families \$357.43. The highest incomes were received by the professional families. The lowest incomes were received by the farm families and those of common laborers. In most of the families the father was a farmer or common laborer. About one-third of the mothers worked outside the home either full time or part time. Few of the girls received an allowance and those that did received only a small one. Over one-half of the girls earned their spending money.

A majority of the girls lived some distance from school. Slightly less than one-third of the girls lived in the town where they went to school. The others lived on farms and in other

towns and came to school by bus or car. The mean for the town girls who lived in other towns than those in which the schools were located was 14.7 miles. The mean for the farm girls was 12.8 miles.

All of the girls had some time for leisure during the week, the lowest amount reported being 2 hours and 45 minutes and the highest 54 hours and 35 minutes. However, the girls' estimate of the amount of time they had for leisure was greater than the amount shown by their record sheets. Twenty-seven hours and 47 minutes per week were the mean for the estimated time spent and 11 hours and 46 minutes per week were the mean for the recorded time spent. The amount of time spent for leisure on Sundays was more than on Saturdays or school days. According to the check list and record sheets, the mean for the time spent on Sundays was 5 hours and 51 minutes and 3 hours and 13 minutes respectively.

The distance that many of the girls lived from school, the number of them who earned their spending money, and the number whose mothers worked outside the home, appeared to be important factors in affecting the amount of time available to the girls for leisure. Those girls who lived a long distance from school, those who earned their spending money, and those whose mothers worked outside the home had less time for leisure than did the other girls.

Though a large number of leisure activities were checked and listed, a majority of the girls participated in only a limited number. These activities were concerned chiefly with seeking amusement such as attending school entertainments, walking, and

listening to the radio. All of these activities were those in which there was group participation. However, the girls listed reading as their favorite way of spending leisure. Many attended the movies at least occasionally. Their choice of books and movies showed no guidance in their selection. The books often read were those from which recent movies have been produced. The radio was an important means of entertainment and way of using leisure for the girls. More than three-fourths of the families had radios in their homes. Over three-fourths of the girls entertained their friends in their homes at some time or other. Playing cards and playing games were their chief sources of entertainment at such times. In general, the activities for summer and winter were much the same excepting that out-door activities were somewhat greater during the summer.

The families, as a whole, did not consider the family group when planning leisure neither did they do much planning of leisure at any time. Only a few planned leisure of the family group or of the individual family members.

More time was spent in the activities of religious organizations than in those of any other organization. Ninety-six per cent checked that they were members of the Sunday School. The time spent given to religious organizations was 2 hours and 30 minutes per week. Next to these organizations, the Home Economics Club had the largest membership.

The schools made little provision for leisure activities other than regular extra curricula school activities which included basketball games, socials, programs, clubs, and plays.

For most of the girls, their participation in these activities were the passive type in which they were listeners and onlookers.

The communities provided little leisure activities for the girls. Few of the girls listed playgrounds, recreational halls, and parks as being provided by the community. Movies, a commercial activity was also listed.

The girls were limited in their ideas of ways of spending leisure. This was shown in their expression of what they desired the schools and communities to provide. School band, visiting other schools and field trips were desired by the girls from the schools. Swimming pool, playgrounds, and public libraries were wanted by the girls from the communities.

Certain needs are apparent in this study in regard to the improvement of leisure activities of the girls in these high schools. Important among these are:

1. Improvement in the leisure activities of these high school girls is definitely needed.

2. The homes need much help from the school, church, and community if improvement to any extent is to be made.

3. Instruction in these schools need to be planned and directed toward helping pupils to select and evaluate leisure activities.

4. These schools need to include in their curriculums, units dealing with the use of leisure, with the view of improving the pupils' standards of leisure. Especially are these units needed in the ninth grade. Such units might well be included in the Home Economics courses.

5. Adequate provisions for worthwhile and creative leisure activities for high school pupils need to be made by the schools, churches, and the communities; and that these agencies all cooperate in making this possible.

6. Those leisure activities in which the individual actively participates need to be fostered rather than those in which he is merely an onlooker and listener.

#### ACKNOWLEDGMENT

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**APPENDIX**

## CHECK LIST

A study is being made at this college to secure information concerning leisure activities of Negro high school girls in southern Missouri. Will you please check this list and give it to your teacher. She will return it to Anita White, 911 Colorado Street, Manhattan, Kansas.

In the blanks please place the suitable answer: check, ( or x), number, word, phrase, or brief statement. Be just as careful and accurate in your answers as you can be.

## A

## I. General Information:

1. Date \_\_\_\_\_ 2. Age \_\_\_\_\_
3. High School \_\_\_\_\_
4. Town or city \_\_\_\_\_
5. Grade in school \_\_\_\_\_
6. Grades in which you studied home economics \_\_\_\_\_
7. Check courses or units of home economics in which you have studied:
 

1. Foods _____	5. Art _____
2. Clothing _____	6. Care of Sick _____
3. Child Care _____	7. Family Health _____
4. Family Relationship _____	8. Home Management _____

## II. Home Background:

1. Do you live in town? \_\_\_\_\_ On farm? \_\_\_\_\_
2. How far do you live from town? \_\_\_\_\_ Miles
3. How far do you live from school? Blocks \_\_\_\_\_ Miles \_\_\_\_\_
4. How do you go to and from school? \_\_\_\_\_
5. How long does it take you to go to school? \_\_\_\_\_ Minutes.  
Back from school? \_\_\_\_\_ Minutes.
6. Is your mother living? \_\_\_\_\_ Is your father living? \_\_\_\_\_
7. What is your father's occupation? \_\_\_\_\_
8. Does your mother work outside the home? \_\_\_\_\_ All the  
time? \_\_\_\_\_ Part time? \_\_\_\_\_ None? \_\_\_\_\_

9. How many members are there in your family? \_\_\_\_\_
10. How many members are living at home? \_\_\_\_\_
1. Father \_\_\_\_\_ 2. Mother \_\_\_\_\_ 3. Brothers \_\_\_\_\_  
Age of brothers \_\_\_\_\_
4. Sisters \_\_\_\_\_ 5. Uncles \_\_\_\_\_ 6. Aunts \_\_\_\_\_  
Age of sisters \_\_\_\_\_
7. Cousins \_\_\_\_\_ 8. Grandmother \_\_\_\_\_ 9. Grandfather \_\_\_\_\_

### III. Family Income:

1. Do you know the amount of your family income? \_\_\_\_\_
2. If so, how much is it per month? \_\_\_\_\_ per year? \_\_\_\_\_
3. Are you given an allowance by your family? \_\_\_\_\_  
How much? \_\_\_\_\_
4. Is it weekly? \_\_\_\_\_ monthly? \_\_\_\_\_
5. Do you earn your spending money? \_\_\_\_\_
6. How do you earn your spending money?
1. Beauty culture \_\_\_\_\_ 6. Laundry work \_\_\_\_\_
2. Caring for children \_\_\_\_\_ 7. Sewing \_\_\_\_\_
3. Cooking \_\_\_\_\_ 8. Others \_\_\_\_\_
4. Working in field \_\_\_\_\_ 9. \_\_\_\_\_
5. Housework \_\_\_\_\_ 10. \_\_\_\_\_

### B

**NOTE:** Leisure is that time which you have to call your own to do as you wish after all your duties have been finished.

1. How much leisure time do you have to call your own each school day? \_\_\_\_\_ hrs. \_\_\_\_\_ min. Each week? \_\_\_\_\_ hrs. \_\_\_\_\_ min.
2. How much leisure time do you generally have after school? Before supper? \_\_\_\_\_ hrs. \_\_\_\_\_ min. After supper? \_\_\_\_\_ hrs. \_\_\_\_\_ min.
3. What do you do in your leisure time before supper?
1. Listening to radio \_\_\_\_\_ 6. Going to movies \_\_\_\_\_
2. Sewing \_\_\_\_\_ 7. Playing piano \_\_\_\_\_
3. Knitting \_\_\_\_\_ 8. Others \_\_\_\_\_
4. Reading \_\_\_\_\_ 9. \_\_\_\_\_
5. Singing \_\_\_\_\_ 10. \_\_\_\_\_

4. What do you do in your leisure time after supper?

- |                             |                          |
|-----------------------------|--------------------------|
| 1. Listening to radio _____ | 6. Going to movies _____ |
| 2. Sewing _____             | 7. Playing piano _____   |
| 3. Knitting _____           | 8. Others _____          |
| 4. Reading _____            | 9. _____                 |
| 5. Singing _____            | 10. _____                |

5. How much leisure time do you have in the mornings before going to school? \_\_\_\_\_ hrs. \_\_\_\_\_ min.

6. How do you spend this leisure time?

- |                             |          |
|-----------------------------|----------|
| 1. Listening to radio _____ | 5. _____ |
| 2. Reading _____            | 6. _____ |
| 3. Sewing _____             | 7. _____ |
| 4. Others _____             | 8. _____ |

7. How much leisure time do you have on Saturdays? \_\_\_\_\_ hrs. \_\_\_\_\_ min.

8. Check the ways in which you spend your leisure on Saturdays.

- |                             |                           |
|-----------------------------|---------------------------|
| 1. Listening to radio _____ | 9. Going to parties _____ |
| 2. Reading _____            | 10. Visiting _____        |
| 3. Playing piano _____      | 11. Going to town _____   |
| 4. Knitting _____           | 12. Walking _____         |
| 5. Sewing _____             | 13. Others _____          |
| 6. Cooking _____            | 14. _____                 |
| 7. Going to movies _____    | 15. _____                 |
| 8. Going to dances _____    | 16. _____                 |

9. How much leisure time do you have on Sundays? \_\_\_\_\_ hrs. \_\_\_\_\_ min.

10. What ways do you spend your leisure on Sundays?

- |                             |                          |
|-----------------------------|--------------------------|
| 1. Attending movies _____   | 8. Motoring _____        |
| 2. Listening to radio _____ | 9. Going to church _____ |
| 3. Singing _____            | 10. Others _____         |
| 4. Reading _____            | 11. _____                |
| 5. Visiting _____           | 12. _____                |
| 6. Walking _____            | 13. _____                |
| 7. Dancing _____            | 14. _____                |

11. Check the ways you use your leisure time in the summer.

- |                            |                           |
|----------------------------|---------------------------|
| 1. Giving parties _____    | 11. Going to dances _____ |
| 2. Camping _____           | 12. Others _____          |
| 3. Traveling _____         | 13. _____                 |
| 4. Vacationing _____       | 14. _____                 |
| 5. Doing fancy work _____  | 15. _____                 |
| 6. Making quilts _____     | 16. _____                 |
| 7. Reading _____           | 17. _____                 |
| 8. Swimming _____          | 18. _____                 |
| 9. Going on parties _____  | 19. _____                 |
| 10. Going on picnics _____ | 20. _____                 |

12. How do your ways of leisure time in the winter differ from those of summer?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

13. Of what religious organizations are you a member? Check second time if you hold an office.

- |                             |                        |
|-----------------------------|------------------------|
| 1. B. Y. P. U. _____        | 5. Sunday School _____ |
| 2. Junior choir _____       | 6. Others _____        |
| 3. Christian Endeavor _____ | 7. _____               |
| 4. Epworth League _____     | 8. _____               |

14. How much of your leisure time each week do you give to religious organizations? \_\_\_\_\_ hrs. \_\_\_\_\_ min.

15. To what organizations do you belong or have belonged? (Check twice if you hold or have held an office in any of them.)

- |                              |                        |
|------------------------------|------------------------|
| 1. Girl Reserves _____       | 6. Literary Club _____ |
| 2. Girl Scouts _____         | 7. Social Club _____   |
| 3. Home Economics Club _____ | 8. Dramatic Club _____ |
| 4. 4-H Club _____            | 9. Others _____        |
| 5. Pep Club _____            | 10. _____              |

16. How much of your leisure time each week do you now spend at these organizations? \_\_\_\_\_ hrs. \_\_\_\_\_ min.

17. Check your favorite ways of spending leisure time.

- |                              |                                   |
|------------------------------|-----------------------------------|
| 1. Playing tennis _____      | 23. Entertain guest _____         |
| 2. Playing basketball _____  | 24. Attending movies _____        |
| 3. Playing baseball _____    | 25. Attending school _____        |
| 4. Playing ping-pong _____   | entertainments _____              |
| 5. Playing card games _____  | 26. Attending parties _____       |
| 6. Riding horse back _____   | 27. Giving parties _____          |
| 7. Swimming _____            | 28. Going to public dances _____  |
| 8. Skating _____             | 29. Going to private dances _____ |
| 9. Hunting or fishing _____  | 30. Working or playing _____      |
| 10. Hiking _____             | at hobbies _____                  |
| 11. Walking _____            | 31. Going to town _____           |
| 12. Talking _____            | 32. Visiting (at drug store _____ |
| 13. Reading _____            | and other places) _____           |
| 14. Motoring _____           | 33. Picnicking _____              |
| 15. Sewing _____             | 34. Sleigh riding _____           |
| 16. Drawing _____            | 35. Singing _____                 |
| 17. "Dating" _____           | 36. Others _____                  |
| 18. Making candy _____       | 37. _____                         |
| 19. Knitting _____           | 38. _____                         |
| 20. Listening to radio _____ | 39. _____                         |
| 21. Listening to music _____ | 40. _____                         |
| 22. Playing musical _____    | 41. _____                         |
| instrument _____             |                                   |

18. How many books have you read in the past twelve months?  
\_\_\_\_\_
19. Where were these obtained? Home library \_\_\_\_\_ School li-  
brary \_\_\_\_\_ Public library \_\_\_\_\_ Borrowed from a friend  
\_\_\_\_\_ Others \_\_\_\_\_
20. What kind of books do you enjoy?  
1. Love story \_\_\_\_\_ 5. Adventure \_\_\_\_\_  
2. Detective \_\_\_\_\_ 6. Wild West \_\_\_\_\_  
3. Mystery \_\_\_\_\_ 7. Others \_\_\_\_\_  
4. Historic \_\_\_\_\_ 8. \_\_\_\_\_
21. Name the books you liked best.  
1. \_\_\_\_\_ 6. \_\_\_\_\_  
2. \_\_\_\_\_ 7. \_\_\_\_\_  
3. \_\_\_\_\_ 8. \_\_\_\_\_  
4. \_\_\_\_\_ 9. \_\_\_\_\_  
5. \_\_\_\_\_ 10. \_\_\_\_\_
22. How much time do you spend reading books each week? \_\_\_\_\_  
hrs. \_\_\_\_\_ min.
23. Check the magazines you read.  
1. Life \_\_\_\_\_ 7. Scholastica \_\_\_\_\_  
2. Look \_\_\_\_\_ 8. Womens Home Companion \_\_\_\_\_  
3. McCall's \_\_\_\_\_ 9. Others \_\_\_\_\_  
4. Ladies Home Journal \_\_\_\_\_ 10. \_\_\_\_\_  
5. American \_\_\_\_\_ 11. \_\_\_\_\_  
6. Better Homes & Garden \_\_\_\_\_ 12. \_\_\_\_\_
24. Do you read these magazines regularly? \_\_\_\_\_ Occasionally?  
\_\_\_\_\_
25. Where are they obtained? Subscription \_\_\_\_\_ School library \_\_\_\_\_  
Public library \_\_\_\_\_ Borrowed from a friend \_\_\_\_\_ Others \_\_\_\_\_
26. How much of your leisure time do you spend reading maga-  
zines each week? \_\_\_\_\_ hrs. \_\_\_\_\_ min.
27. Does your family subscribe for a newspaper? \_\_\_\_\_ Daily \_\_\_\_\_  
Weekly \_\_\_\_\_
28. Where else do you obtain a newspaper? School library \_\_\_\_\_  
Public library \_\_\_\_\_ Borrowed from a friend \_\_\_\_\_  
Others \_\_\_\_\_
29. Do you read it? How old is it when you get to read it?  
\_\_\_\_\_
30. Do you have a radio in your home? \_\_\_\_\_

31. What kind of radio programs do you enjoy?
- |                                  |                           |
|----------------------------------|---------------------------|
| 1. Popular music _____           | 8. Comedy teams _____     |
| 2. Classical music _____         | 9. Cooking lessons _____  |
| 3. Current events and news _____ | 10. Religious music _____ |
| 4. Old fashioned songs _____     | 11. Dramatics _____       |
| 5. Bands and orchestra _____     | 12. Others _____          |
| 6. Sports _____                  | 13. _____                 |
| 7. Talks _____                   | 14. _____                 |
|                                  | 15. _____                 |
32. How much of your leisure time do you spend listening to the radio each day? \_\_\_\_\_ hrs. \_\_\_\_\_ min.
33. Do you have a piano? \_\_\_\_\_ Do you play it? \_\_\_\_\_ How much of your leisure time do you spend playing it each day? \_\_\_\_\_ hrs. \_\_\_\_\_ min.
34. Do you play any other instruments? \_\_\_\_\_ If so, what? \_\_\_\_\_
35. Do you play in an orchestra? \_\_\_\_\_ How much time do you spend each week playing with the orchestra? \_\_\_\_\_ hrs. \_\_\_\_\_ min.
36. Do you sing? \_\_\_\_\_ In groups \_\_\_\_\_ Individually \_\_\_\_\_
37. Check the songs you sing and like best.
- |                         |                       |
|-------------------------|-----------------------|
| 1. Spirituals _____     | 4. Church songs _____ |
| 2. Semi-classical _____ | 5. Others _____       |
| 3. Popular songs _____  | 6. _____              |
38. How much of your leisure time do you spend singing each week? \_\_\_\_\_ hrs. min. \_\_\_\_\_
39. How often do you attend the movies? Weekly \_\_\_\_\_ Monthly \_\_\_\_\_  
Occasionally \_\_\_\_\_
40. How much of your leisure time do you spend at the movies each week? \_\_\_\_\_ hrs. \_\_\_\_\_ min.
41. Do you go to the movies alone? \_\_\_\_\_ If not, with whom?  
\_\_\_\_\_
42. What type of movies do you like best?
- |                       |                     |
|-----------------------|---------------------|
| 1. Love stories _____ | 6. News _____       |
| 2. Wild West _____    | 7. Historical _____ |
| 3. Comedies _____     | 8. Mystery _____    |
| 4. Tragedies _____    | 9. Others _____     |
| 5. Travel _____       | 10. _____           |
43. Name the movies you enjoyed most.
- |          |           |
|----------|-----------|
| 1. _____ | 6. _____  |
| 2. _____ | 7. _____  |
| 3. _____ | 8. _____  |
| 4. _____ | 9. _____  |
| 5. _____ | 10. _____ |

44. How often do you go to dances each week? \_\_\_\_\_ Are they chaperoned? \_\_\_\_\_ Do you have a "date"? \_\_\_\_\_ Do you go in groups? \_\_\_\_\_
45. How much of your leisure time do you spend dancing each week? \_\_\_\_\_ hrs. \_\_\_\_\_ min.
46. Where do you attend these dances?  
 1. School \_\_\_\_\_ 4. Taverns \_\_\_\_\_  
 2. Public dance halls \_\_\_\_\_ 5. Others \_\_\_\_\_  
 3. Night clubs \_\_\_\_\_ 6. \_\_\_\_\_
47. Do you entertain your friends in your own home? \_\_\_\_\_  
 How often? \_\_\_\_\_
48. How do you entertain them?  
 1.  
 2.  
 3.  
 4.  
 5.
49. Do you plan some recreation for your family as a group?  
 \_\_\_\_\_ For mother \_\_\_\_\_ for children \_\_\_\_\_ for yourself \_\_\_\_\_
50. What does your high school do to help plan leisure time activities?  
 1. 6.  
 2. 7.  
 3. 8.  
 4. 9.  
 5. 10.
51. What would you like for your high school to do in regard to leisure time activities?  
 1.  
 2.  
 3.  
 4.  
 5.
52. What does your town offer for leisure time activities?  
 1.  
 2.  
 3.  
 4.  
 5.
53. What would you like for your town to do in regard to leisure time activities?  
 1.  
 2.  
 3.  
 4.  
 5.



