

A STUDY OF CHILD LIFE AND OUT-OF-SCHOOL
EDUCATION IN KANSAS

by

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INTRODUCTION

Out-of-school education includes various means of gaining knowledge along many different lines. Some may be out-of-school in that it is not connected with school in any way, such as the home, neighborhood, or clubs. On the other hand it may come in school, but as extracurricular work.

Wherever the knowledge is obtained it will invariably be using leisure time in a way that should help to build character and develop happy citizens.

In order to discover the extent and needs of out-of-school education a study was made of sixty-four second and third class cities of Kansas. These towns are representative of the leading types of industries of the state. Most of them are typical of some form of agriculture as wheat production, dairying, and stockraising, as well as the manufacture of products of the farm, such as meat packing, milling, and dairy products. Towns typical of the oil industry and mining were also studied.

Children, not only in Kansas, but other states seem to have very little organized attention during the summer months and during other periods of leisure time. The exceptions being the larger first and second class cities that often have summer or vacation schools where the children

who attend take regular academic work in the mornings and in many cases have organized recreation in the afternoons.

Because boys seem to have more unorganized leisure time than do the girls a short study was made of their interests along the line of club work and sports or amusements.

Fifteen questionnaires were sent to each of twenty schools of the state and given to boys of the eighth grade and in a few cases to boys of the seventh grade.

Twelve of the sets of questionnaires were returned and had been answered by boys ranging from the ages of eleven to nineteen years inclusive. Of those stating their ages eighty-seven per cent were twelve, thirteen, fourteen, and fifteen years of age.

In answering the question, "To what organizations or clubs do you belong?" Fifty-two per cent stated none, or there was no answer given, twenty-three per cent belonged to Boy Scouts, fifteen per cent attended Sunday School, eleven per cent belonged to church clubs, ten per cent to church, seven per cent to music organizations, and three per cent to 4-H clubs.

There were a number of other clubs or organizations listed but as so few belonged they are not mentioned here.

One reads so much in the papers about Boy Scouts and 4-H club work that he is surprised at the small percentage of boys belonging to those groups, also that hardly more

than half of the boys belonged to organizations of any kind.

Regarding their chief sports and amusements fifty-three per cent stated basket ball was their chief sport with football a close second which gave fifty-two per cent showing particular interest, thirty-nine per cent listed baseball as one of their favorite sports, thirty-one per cent swimming, twenty-seven per cent hunting, nineteen per cent fishing, eighteen per cent skating, one and four-tenths per cent hiking and seven per cent shows. One is not surprised at the rating of the different types of ball games but is rather surprised at the percentage that is interested in shows. However, the reports came from small third class towns where the show habit does not develop to the degree that it does in the larger cities. One is also surprised at the lack of interest shown in some forms of recreation, such as swimming, skating and hiking. If more clubs were organized these types of recreations might be increased.

How well we know the proverb, "Satan finds mischief for idle hands to do," and also how true we know it to be. For that reason there should be something to do to keep hands and mind busy.

When one finds that there are many children in the state who have no work to do, or in some cases, for only a

few minutes of the day, one wonders what they are doing when they are not in school. The question is sometimes partially answered when one drives down the streets of a town either, large or small, and has to stop his car for some saucy child who seems to dare one to run over him.

The fact that many children have nothing to do that is of a creative or constructive nature should be brought to the minds of men and women who are interested in youth.

A few people, are just beginning as Joseph Lee states, "to look beyond the present in guiding children's play----- to prepare today's boys and girls to use the leisure that modern machinery will bring them. For it is in their leisure time that the great majority of men must live. Seldom as far as we can see, will workers find in industry an outlet for man's adventurous and creative spirit. They must learn to find it in the woods and by the streams and in the playing fields, in the appreciation of beauty and in the pursuit of understanding, in the creative use of leisure". (1)

"Under present conditions it seems customary for teachers and other educators in schools to undervalue, if not positively disparage, the educational contributions of non-school agencies. Little effort toward coordination is made, and the appreciation or valuation made by school educators

(1) Lee, Joseph. Children and Tomorrow's Leisure.
Parents Magazine 6:13. July 1931.

upon various out-of-school agencies are apt to be superficial, prejudiced and antagonistic". (2)

If the activities and interests of children and young people can be gotten before those who may be influential in helping to build for character and citizenship it may be only a few years until there will be less crime in the country and more happiness, and this happiness comes only with the satisfaction one may get from creating something which is interesting to himself or others.

METHOD

To obtain material on the subject studied two types of questionnaires were used. One was sent to one minister in each of fifty second and fifty third class cities in different parts of the state and the other to the superintendent of each of twenty third class city schools and given to boys of the eighth grade. The questionnaires were wholly or partially filled out and returned from thirty of the second class cities and thirty-six of the third class cities.

(2) Snedden, David S. What's Wrong with American Education. Philadelphia: J. B. Lippincott Co.; 1927. pp. 87-88.

SURVEY FINDINGS

Community Environment

Table I shows the population and industries of the cities studied, this giving one an idea of the environment under which the people of the community live. One notes that agriculture of some form predominates in eighty-two per cent of the second class cities while ninety-seven of the third class cities are strictly agricultural.

The study will then be dealing with the type of people typical to the whole state. However, we will find that the life of the young people in a mining town or an oil town is not so very different from that of an ordinary agricultural community.

The citizens of some towns are much more ambitious than others, but often these ambitions are not to the direct advantage of the community, though any type of improvement is helpful. The type that is most helpful is that which will develop character and a contented people.

Work and Earning

Table II shows how little work is done by the young people of today. Regarding the attitude toward work we find that few are afraid to work when the opportunity is offered, but little is offered under present conditions.

Table I .
Chief facts as to population, industries, etc.

Second Class Cities

City	Pop.	Agr.	Form of agriculture					R. R.	Miscellaneous
			Grain	Stock	Dairy ing	Cream eries	Mills		
1	2947	Yes	Yes	Yes	---	---	---	Wholesale grocers	
2	4033	Yes	---	---	---	---	---	Oil and refineries	
3	4541	Yes	---	---	---	---	---	Lead and zinc	
4	3502	Yes	---	Yes	---	Yes	Yes		
5	2794	---	---	---	---	---	Yes	Oil, lead, zinc, coal	
6	3235	Yes	Yes	Yes	---	---	---		
7	2898	Yes	---	Yes	---	---	Yes	Merchandising	
8	10059	Yes	---	---	---	Yes	Yes	Implement factory	
9	14067	Yes	---	---	---	Yes	Yes	Educational center	
10	3446	---	---	---	---	---	---	Brick, cement, linseed	
11	2768	Yes	---	---	---	Yes	Yes	Furniture factories	
12	2442	Yes	---	---	---	Yes	Yes	Publishing plant	
13	3626	Yes	---	---	---	---	Yes	Wholesale grocery	
15	4519	Yes	---	Yes	Yes	Yes	Yes		
16	3302	Yes	---	---	---	---	---	Agricultural industries	
17	4049	---	---	---	---	---	Yes		
19	2558	Yes	---	---	Yes	---	Yes	Brick, cement plants tank farms and gas	
20	7170	Yes	---	---	---	Yes	---	Factory town	
21	2752	Yes	---	---	---	---	Yes	General business	
22	3532	Yes	---	---	Yes	Yes	Yes	Poultry plants	
23	13726	---	---	---	---	---	---	Educational center	
24	2939	Yes	---	---	---	---	Yes	Power Co. and salt	
25	4013	Yes	---	---	---	Yes	Yes		
26	3381	Yes	---	---	---	---	---	Shoe fact., refinery	
27	3656	Yes	---	---	Yes	---	Yes		
28	2402	Yes	---	Yes	---	---	---	Coal	
29	4440	---	---	---	---	---	Yes	State Hospital	
30	2332	Yes	---	---	---	Yes	---	Seed houses and poultry plants	

Table I
Chief facts as to population, industries, etc.

Third Class Cities

City	Pop.	Agr.	Form of agriculture					Miscellaneous
			Grain	Stock	Dairy ing	Cream eries	Mills	
1	703	Yes	---	---	---	---	---	
2	546	Yes	---	---	---	---	---	
3	1232	Yes	Yes	Yes	---	---	---	
4	233	Yes	---	Yes	---	---	---	
5	345	Yes	Yes	---	---	---	---	
6	596	Yes	---	---	---	---	---	
7	502	Yes	---	---	---	---	---	
8	607	Yes	Yes	Yes	Yes	---	---	
9	1435	Yes	---	---	---	---	---	
10	246	Yes	Yes	Yes	---	---	---	
11	477	Yes	---	Yes	---	---	---	
12	599	Yes	Yes	---	Yes	Yes	Yes	
13	241	Yes	---	---	---	---	---	Trading point for farmers
15	1373	Yes	---	---	---	---	---	Large hospital
16	641	Yes	Yes	Yes	---	---	---	
17	526	Yes	---	---	---	---	---	
18	556	Yes	---	---	---	Yes	Yes	
19	756	Yes	---	---	---	---	---	Trade territory
22	1732	Yes	---	Yes	---	---	---	
23	743	Yes	---	---	---	---	Yes	
24	584	Yes	---	---	---	---	---	
25	1404	Yes	---	---	---	---	---	Rural industries
26	897	Yes	---	Yes	---	---	---	Oil fields and R. R. shops
27	1845	Yes	---	---	Yes	---	---	Kraft-Phoenix Cheese Plant
29	1491	Yes	---	---	---	---	Yes	
30	238	Yes	---	---	---	---	---	
31	1072	Yes	---	---	---	---	---	
33	1115	---	---	---	---	---	---	Coal fields and brick plant
34	709	Yes	---	---	Yes	---	---	
35	1038	Yes	---	Yes	---	---	Yes	
36	351	Yes	---	---	---	---	---	Merchandising

There are various reasons why there is little work. To-day with the many methods of doing work quickly and easily on the farm as well as in town there is little opportunity for young people to work for the purpose of earning or even to work at home. For example in a potato country the potatoes are cut, planted, and dug by machinery. Thus giving work to the young people during the short digging season when they are picked off the ground and sacked. In the wheat countries tractors and combines are used to do work that many boys and young men did in former times. In dairy districts cows are milked by machinery, manure is handled and spread by machinery again one person doing the work of several. So it is in all lines of agriculture and other industries.

Only thirty per cent of the second class cities are considered as having the average amount of opportunities to earn, while twenty-eight per cent of the third class cities seem to have what would be considered an average amount of work to do to earn money. If there is no opportunity to earn then there is leisure time to be used in some way. Reports on home work show seventeen per cent of the second class cities as having average or above the average of home work as against sixty-three per cent mentioning little or very little home work.

Of the third class cities which of course are more

Table II
Work and Earning
Second Class Cities

City	Opportunity to earn	Extent of home work	Attitude to- ward work
1	Little	Very little	Good
2	Little	Little	Good
3	None	Little	Poor
4	Little	Little	Poor
5	Average	-----	Fair
6	Little	Little	Very good
7	Little	Little	Good
8	Average	Little	Good
9	Good	Average	Fair
10	Good	Very Little	Good
11	Average	Average	Poor
12	Average	Average	Good
13	Very little	Very little	Fair
14	Little	Little	Good
15	Some	-----	Good
16	Little	Little	Fair
17	Little	Little	Good
18	Very little	Some	Good
19	Some	Above average	Good
20	Very little	Average	Good
21	Average	Fair- on farm	----
22	Little	Little	Poor
23	Average	-----	Good
24	Little	Little	Good
25	Average	-----	Good
26	Little	-----	Good
27	Average	Little	Very good
28	Average	Little	Good
29	Above average	Little	Fair
30	Little	Little	Good

Table II
Work and Earning
Third Class Cities

City	Opportunity to earn	Extent of home work	Attitude toward work
1	Average	Little	Fair
2	Little	Town - none Farm - yes	Good
3	Little	Town - 10% Farm - 75%	Good
4	Very little	Town - 1/3 Farm - 2/3	Fair
5	Little	Little	Good
6	Little	Little	Fair
7	Little	Little	Good
8	None	Very little	Good
9	Little	Little	Fair
10	Very little	Little	Good
11	Very little	Above average	Fair
12	Very little	Little	Fair
13	Farm	Farm	Average
14	Farm	Average	Good
15	Little	Little	Very good
16	None	Little	Good
17	Average	Very little	Good
18	Average	Above average	Fair
19	None	-----	Good
20	Average	Very little	Good
21	Farm	Average	Good
22	Very little	Very little	Poor
23	Average	Town - little Farm - yes	----
24	Average	Town - little Farm - yes	Good
25	Very little	Average	Average
26	Little	Little	Poor
27	Average	Little	Average
28	Average	Above average	Average
29	Very little	Very little	Very good
30	Very little	Town - no Farm - Yes	Very good
31	Some	Little	Very good
32	Very little	Average	Good
33	Very little	Little	Good
34	Farm	Little	Fair
35	Average	Town - 25% Farm - yes	Good
36	Average	Above average	Good

rural twenty-two per cent are listed as having average or above the average amount of work and the same number as having work on the farm, making a total of forty-four per cent that have at least an average amount of work to do. Of those mentioning work on farms fourteen per cent also mention that there is little or no work in town.

There is one type of work however which can and should be developed in communities where there is little vacation work, that of gardening. We realize of course, that one must create an interest in the work. To say, "Johnnie, go water the carrots," or "Susie, go hoe the beans," will not suffice. Johnnie and Susie should have objectives toward which to work.

Garden and flower clubs should be organized, and terminated at the proper season with fairs exhibiting products canned or otherwise, thus showing the results of their labors.

This type of work not only keeps Johnnie and Susie busy but is healthful and educational, and also develops thrift. Healthful because out-of-doors, educational because the child has an opportunity to study plant and animal life, thrifty because yards will be kept orderly and interest developed in preserving the garden products, thus developing an interest in more balanced meals and probably better home making in general.

Within the past few years people have lived too much out of cans filled in factories. One of the most interesting exhibits that may be displayed in any home is that of canned vegetables, fruits, etc. It is certainly one of the thriftiest adventures of the home.

Children in rural communities have an opportunity to study many lines of nature that are not developed to the extent that they should be. If as Table II shows, that such a large per cent of the boys and girls have so little to do then they should be taught how to use this time that is on their hands.

What can be of more interest than to learn the names, habits, calls, and economic benefits of our bird population, or how to encourage birds to nest on ones premises.

Our Dumb Animals for May 1932 tells of a man in Wyoming who made friends with Bohemian waxwings, to the extent that six hundred congregated in his yard in a single group - a very unusual occurrence. What he did with waxwings, others can do with other birds. How much better such use of leisure time is than that of the writer, who when a child at the collecting stage of development roamed the pastures and fields and followed the hedges hunting birds eggs so that a large variety could be obtained for a collection.

Playing with and caring for pets will do much to

develop a character leading to happiness and contentment.

Most children want pets and usually that pet is a dog. If possible at all every child that wants one should have it and be taught to care for it.

"A dog is an ideal playmate for the average child. But the average child, too often is a horrible playmate for such a pet". (1)

He must be taught to handle it gently, feed and water it, and keep it clean.

By allowing rough treatment a child may be developed into a bullying, tyrannical type of human.

If taught in the proper way one can instill many good traits into the child such as kindness, fairness, and responsibility, which carries on through life.

Table II also shows the attitude toward work. Of the second class cities sixty-seven per cent are rated as having a good attitude and sixteen per cent as average. Of the third class cities twenty-three are rated as good or very good and eight as average, or a total of eighty-six per cent are listed as working when they have a chance. The report from one of the ministers says, "Parents seem to have learned to do without the services of their children, that home has come to be pretty much a place to eat and sleep".

(1) Terhune, Albert Payson. What a Dog Can Teach a Child. Parent's Magazine 6:23. August 1931.pp 23.

Such should not be the case. If a child is not taught responsibility in the home how will he get it? By trial and error, a very inefficient method for many things.

Out-of-school educational facilities

Table III gives a number of sources of out-of-school education, such as libraries, clubwork and apprenticeship training. A study of this table shows that the schools and churches sponsor much of the out-of-school education. The state also does much with its clubs of boys and girls.

Regarding libraries as a source for out-of-school education we find that all of the second class cities have libraries except one which is located near a city having a fine one. Several mention good school libraries as well as the public libraries.

Of the third class towns only fifty-six per cent have public libraries and only three of those are mentioned as being really good. One library in each group is listed as having mostly fiction.

As to the type of reading in the city libraries there is a possibility that the reading may not be what it should be for children and young people because those who choose the books are not always properly posted on what would be of greatest benefit.

Although not mentioned by many we know that most of our schools have some sort of a library. As a rule school

Table III
 Out-of-school Educational Facilities
 Second Class Cities

City	Libr.	G. R.	Hi-Y	Boy and girl clubs	Vacation opportunities	During school opportunities
1	Good	Yes	Yes	Scouts	Few	Few
2	Yes	Yes	Yes	4-H Clubs	Few except farm	Average
3	Yes	Yes	---	Yes	Few	None
4	Yes	Yes	Yes	Yes	-----	-----
5	Yes	Yes	Yes	-----	Very few	Paper routes
6	Good	Yes	Yes	Yes	Average	Fair
7	Good	Yes	Yes	None	Average	Few
8	Yes	Yes	Yes	Yes	None	Few
9	Yes	Yes	Yes	4-H, Scouts	Some on farms	Average
10	Yes	Yes	Yes	Yes	None	Considerable
11	Yes	Yes	Yes	4-H Club	None	None
12	Yes	Yes	Yes	4-H, Scouts, Camp Fire	Average	Average
13	Yes	---	---	Yes	Few	Few
14	Yes	Yes	Yes	Yes	None	Very few
15	Yes	Yes	Yes	4-H	-----	-----
16	Yes	Yes	Yes	Yes	None	Very few
17	Yes	Yes	Yes	-----	Few	None
18	Yes	Yes	---	-----	R. R. Shops	-----
19	Yes	Yes	Yes	Yes	Very few	Very few
20	Yes	Yes	Yes	4-H and Scouts	Very few	Very few
21	Yes	Yes	Yes	4-H	Average	-----
22	Yes	Yes	Yes	B and G Scouts	Very few	Very few
23	Yes	Yes	Yes	Yes	None	-----
24	Yes	---	Yes	None	Very few	Few
25	Yes	No	No	4-H and Scouts	On farms	-----
26	Yes	Yes	Yes	Yes	Very few	Very few
27	Yes	No	No	No	Average	None
28	Yes	---	Yes	Yes, Scouts	None	Few
29	Yes	Yes	Yes	Yes	None	None
30	Yes	Yes	Yes	Boy Scouts	-----	-----

Table III
 Out-of-school Educational Facilities
 Third Class Cities

City	Libr.	G. R.	Hi-Y	Boy and girl clubs	Vacation opportunities	During school opportunities
1	Yes	Yes	Yes	None	Yes	Yes
2	Yes	No	No	Jr. Libr. Club	None	Few
3	Yes	Yes	Yes	4-H club	Yes - farm	Very little
4	No	Yes	---	4-H club	Yes - farm	Very little
5	Yes	No	No	4-H club	None	None
6	Yes	---	---	Yes	Yes - farm	None
7	Yes	---	---	4-H and Scouts	None	-----
8	Fair	Yes	Yes	Scouts, CampFire	Yes - farm	Very little
10	No	Yes	Yes	Yes	-----	-----
11	Small	No	No	4-H club	Yes - farm	-----
12	No	---	---	4-H and Scouts	None	None
13	Yes	Yes	Yes	-----	-----	-----
14	Yes	Yes	Yes	Yes	None	None
15	Yes	Yes	Yes	Yes	Yes	Good
16	No	Yes	Yes	Yes	-----	-----
17	No	No	No	4-H and Scouts	None	Few
18	No	No	No	4-H club	Yes - farm	Some
19	No	Yes	Yes	Yes	None	Very little
20	No	No	No	Boy Scouts	Few	Some
21	Yes	No	No	4-H club	Yes - farm	None
22	Good	Yes	No	4-H and Scouts	Very few	Very few
23	Yes	No	No	None	Few	Very few
24	---	Yes	No	Yes	Yes	Fair
26	No	Yes	Yes	Boy Scouts	Few	Few
27	No	No	No	Yes	Yes - farm	Few
28	Yes	---	---	Yes	Few	-----
29	Good	Yes	Yes	4-H and Scouts	-----	-----
30	No	No	No	None	Garages	-----
31	Yes	Yes	Yes	Yes	Yes - farm	Very little
32	Yes	Yes	Yes	4-H club	Yes - farm	None
33	Yes	No	No	No	-----	Very Little
34	No	Yes	Yes	Girl Scouts	Yes - farm	-----
35	Good	Yes	Yes	Yes	Yes - farm	Very little
36	No	No	No	No	Yes - farm	Few

libraries may be depended upon to have good reading material because it is chosen for the library by teachers of the different departments, the English department choosing many good books of fiction for outside reading, thus trying to encourage pupils to do more reading.

As a rule one may be safe in saying that library reading is a good form of recreation, whether in school or city. Those towns that do not have city libraries could take advantage of the State Library Commission at Topeka, which sends out Traveling Libraries.

The purpose of these Traveling Libraries is to provide books for rural districts and places too small to adequately maintain libraries. The Commission has decided not to send libraries to towns of over two thousand except to assist in establishing a local library or to aid in study club work.

There are several kinds of libraries.

Sets of fifty books of fiction, nonfiction and juvenile material, but not more than sixty per cent fiction may be obtained and kept for six months. The charge on this set is \$2.50.

Sets of twenty-five books with a charge of \$1.50 may be made up of the wishes of the borrower and kept for four months.

"Special libraries" of from two to twelve books made

up according to the needs of the borrower may be used for four months. The fee is \$1.00. The borrower pays the return postage on such libraries.

To obtain these libraries an application is filed and sent to the secretary together with what ever fee is asked. The applicant must be a responsible person representing a local library, school district, reading club, literary society, or similar organizations. Also by one member of the school board giving his official title.

Table III shows that boys and girls have an opportunity for some training in religious work. Of the second class cities eighty-four per cent have Girl Reserve and Hi-Y clubs. Of the third class cities only fifty per cent have Girl Reserve clubs and only forty-seven per cent have Hi-Y clubs. There are many children in rural communities who have no opportunity or little encouragement to attend Sunday School or church. In high school they often become interested in such work and continue their practice. However, one minister states that for a definite improvement in the welfare for the children of his community there should be "A divorce from the schools of the so called religious organizations of the schools." Never-the-less such organizations when properly carried on give the boys and girls not only something in religious education, but help them socially as well. It may also be managed so that the young

people may be helped in making a choice regarding their vocational careers, which one finds is not any too well taken care of in either the second or third class cities.

Besides the above mentioned clubs there are a number of other organizations to which boys and girls may belong that give fine training for leisure time and for citizenship. Such as 4-H, Boy and Girl Scouts, Camp Fire Girls, De Molays etc. Only ten per cent of the questionnaires of the second class cities state that there are no such organization, thirty percent mention Scouting and twenty-seven per cent mention 4-H clubs. Of the third class cities there are only fifteen per cent of the towns where there are no organizations. Being more rural there is a larger per cent of 4-H clubs. There are thirty-five per cent that mentioned such clubs.

Another type of out-of-school education could be classified as apprentice training, that form of instruction which comes from participating in work. Such participation may take place either during summer vacation or during school. Of the second class cities twenty-seven per cent are listed as having no apprentice training whatsoever during the summer, while thirty-three per cent state that there are few or very few opportunities for such training, ten per cent suggest work on farms and three per cent in railroad shops. Of the third class cities twenty-one per cent have no ap-

prentice training, eighteen per cent state some, nine per cent yes, and thirty-five per cent yes on the farm.

On the whole then one notes that young people have little opportunity for extra-school education as apprentices for different types of work.

Advantages regarding apprentice training during school differ very little from those during the summer. Of the second class cities sixty per cent of the towns offer some opportunities, but usually very few. Of the third class cities fifty-two per cent offer some opportunities but as with the second class these opportunities are usually few.

Opportunities Offered the Boy and Girl of Special Talents

Table IV shows opportunities offered the boy and girl of special talents. Regarding the opportunities which the communities offer the boys and girls having special talents, of the second class cities forty-one per cent offer opportunities in art, several stating that it is school work, twenty-four per cent offer little or very little art, and seventeen per cent offer none. Of the third class cities thirty-six per cent offer very little or none and thirty-six per cent offer it through the schools, church, or private teachers.

Music is more popular, of the second class cities only one town is mentioned as not having any music, of the

Table IV
 Opportunities Offered the Boy and Girl of Special Talents
 Second Class Cities

City	Art	Music	Dramatics	Literary
1	: None	: School	: School	: None
2	: Very little	: Very good	: School, church	: High school
3	: -----	: Good	: School	: -----
4	: Very little	: Yes	: Yes	: -----
5	: At school	: Yes	: School	: Journalism
6	: At school	: School	: School	: Very good
7	: Little	: Good	: Little	: Good
8	: School	: School	: Some	: -----
9	: Yes	: Yes	: Yes	: Yes
10	: Yes	: Yes	: Yes	: Yes
11	: Yes	: Yes	: Yes	: Yes
12	: -----	: Yes	: Some	: -----
13	: None	: None	: None	: None
14	: Little	: Yes	: Little	: Little
15	: Yes	: Yes	: Yes	: -----
16	: Yes	: Yes	: Very good	: Yes
17	: -----	: Yes	: Yes	: None
18	: -----	: Yes	: Yes	: -----
19	: Yes	: Good	: Good	: Good
20	: Yes	: Yes	: Yes	: Yes
21	: Very little	: Yes	: School	: -----
22	: None	: Yes	: Poor	: Some
23	: Yes	: Yes	: Yes	: Yes
24	: Little	: Yes	: Yes	: Yes
25	: Very little	: Yes	: Yes	: -----
26	: Yes	: Yes	: Yes	: Poor
27	: None	: Yes	: None	: None
29	: None	: Yes	: Yes	: -----
30	: -----	: Bands	: -----	: -----

Table IV
 Opportunities Offered the Boy and Girl of Special Talents
 Third Class Cities

City	Art	Music	Dramatics	Literary
1	School	School	Yes	W. C. T. U.
2	None	High school	High school	-----
3	Very little	Very little	Yes	Very little
4	None	Private	None	None
5	None	High school	Expert teachers	None
6	Private	Fine	Good	Good
7	-----	Fine	Yes	-----
9	-----	Church orchestra	Dramatics club	-----
10	-----	Orchestra, glee club	-----	Journalism
11		Church and Young Peoples Societies		-----
12	-----	Groups	High school	-----
14	Yes	Some	-----	-----
15	Special Teachers	Special Teachers		-----
16	-----	Yes	High school	High school
17	None	None	Some	School, church
18	-----	Private	-----	-----
19	High school		Very good in schools	
20	None	Yes	None	None
21	High school	High school	High school	High school
22	H. S., 4-H	School	School, church	High school
23	-----	School	Yes	-----
24	Yes	Good	Fair	Fair
26	None	School, church, band	None	None
27	None	Little	None	-----
28	None	School	School	School
29	School	School	School	-----
31	Grades	School	School	School paper
32	None	Local teachers	None	None
33	None	Limited	-----	-----
34	-----	Fair	School	-----
35	None	School and church	Some	Very little
36		What the average high school offers		

third class cities, also only one is mentioned as not having any music, some sponsored by schools, some churches, and some private teachers. We find few places to-day that do not have any kind of music. The radio is one means of education in music and since music is the only international language, what better type of education for leisure could be developed?

Dramatics is not quite as well developed as music, but the table shows that there are eighty-nine per cent of the second class cities that have dramatics in some degree. Of the third class cities sixty-four per cent have at least a small amount of such training, which though not exceptional, is helpful nevertheless.

It is not because rural people cannot do their parts in plays it is because they have not had the opportunity to become interested and try.

Victor Hugo said that the theatre was the crucible of civilization, that in the theatre the public soul was formed. It is a medium through which mankind expresses its emotions, its sorrow and its joy, its hatred and its love. Nothing stimulates the creative in a community more than the drama.

To prove such, Arvold tells how the little community of Fargo, N. D. put on Peer Gynt. Some had not even read the story, some had never seen painted scenery and had never

painted. But by studying scenery around the Ibsen country with the use of pictures those working in the play began to get interested and would work until 1:30 to 2:00 o'clock in the morning painting scenery. Other parts of the scenery had to be created by those who had never done the like, but they did it. Clubs and organizations are needed to develop such creative habits in the people of a community.

The opportunity for developing literary talents is less than of dramatics. Of the twenty-nine second class cities making a report on some part of Table IV, there are fifty-two per cent that offer some literary training, while fourteen per cent offer nothing.

The third class cities are listed as having literary training in clubs, school and church. Of the third class cities thirty-five per cent offer such training while twenty-one per cent offer little or none.

If as Table II shows, the young people of to-day are spending little time working then there should be more encouragement to take up that which will help the person to develop some sort of skill to satisfy the craving of the body for skill. Such satisfaction increases ones capacity for joy.

Physical Welfare

The physical welfare of the communities is shown in Table V. The following quotation from Professor L. P. Jacks of Oxford gives us some thing of the importance of physical culture. He says that a sound physical culture (not athletic training) should be accessable, along with mental culture, to all classes of the community, that it should form an integral part of the national system.

Such an education does not necessarily, mean that all should be proficient in acrobatic stunts, tumbling and the like. It does mean that the people should be taught to carry themselves upright when walking, have an erect posture when sitting, in other words be trained to control the movements of the body. How to breath naturally should be taught to all, also how to speak distinctly, and how to govern the voice, especially in this day of radio when people are learning to scream at one another in order to be heard above the machine.

Until it is possible for all to have an opportunity to have work in physical culture there should be ways for members of the community to use leisure time and get physical exercise. Rural communities offer many advantages if used. A place to play baseball should be furnished in all communities. There are few people, especially boys that do not

Table V
Physical Welfare
Second Class Cities

City	Baseball field	Swimming pool	Gymnasium	Camps and outings	Playground	Playground supervised
1	Yes	Yes	Yes	Yes	Yes	Yes
2	Yes	No	Yes	Clubs	No	Vacation
3	Yes	No	Yes	Scout	Yes	Some
4	Yes	No	Yes	None	-----	Yes-school
5	Yes	No	Yes	Park	Park	None
6	Yes	Yes	Yes	Yes	Yes	Yes
7	Yes	Yes	Yes	Clubs	None	-----
8	Yes	Yes	Yes	Clubs	Yes	Part time
9	Yes	Yes	Yes	Yes	Yes	Yes
10	Yes	Yes	Yes	Good	Yes	Yes
11	No	No	Yes	Some	Yes	Teachers
12	Yes	River	Yes	Yes	Park, school	-----
13	Yes	No	Yes	Yes	Yes	Part time
14	Yes	Yes	Yes	Clubs	Yes	Yes
15	Yes	Yes	Yes	Yes	Athletic fld	No
16	Yes	No	Yes	Yes	Fair	Insufficient
17	Yes	No	Yes	-----	No	-----
18	Yes	Yes	Yes	No	Park	Part time
19	Yes	River	Yes	Yes	Parks	Part time
20	Yes	Yes	Yes	Good	School	Yes
21	---	Yes-	Yes	Little	Parks	Summer
22	Yes	Yes	Yes	Scouts	-----	Limited
23	Yes	Yes	Yes	Scouts	Parks	-----
24	Yes	Yes	Yes	No	School	-----
25	Yes	Yes	Yes	Yes	Parks	Very little
26	Yes	River	Yes	Scouts	Yes	Part time
27	---	---	Yes	Scouts	School	-----
28	Yes	Yes	Yes	Yes	School	No
29	Yes	Yes	Yes	Some	Meager	No
30	No	No	No	No	-----	No

Table V
Physical Welfare
Third Class Cities

City	Baseball field	Swimming pool	Gymnasium	Camps and outings	Playground	Playground supervised
1	Yes	No	Yes	S S Class	Yes	Summer
2	No	River	Yes	Little	Yes	Yes
3	Yes	Yes	Yes	Scouts	Yes	Yes
4	Yes	No	Yes	Yes	Yes	Yes
5	Yes	No	Yes	Clubs	No	-----
6	Yes	Yes	Yes	Yes	Yes	Yes
7	Yes	No	Yes	Some	Yes	Yes
8	Yes	Yes	Yes	-----	-----	-----
9	Yes	No	Yes	Little	Yes	No
10	Yes	No	Yes	-----	Yes	Yes
11	Yes	No	Yes	None	Yes	-----
12	Yes	No	Yes	Little	No	-----
13	Yes	---	Yes	Yes	-----	-----
14	Yes	---	---	Yes	-----	-----
15	Yes	Yes	Yes	Yes	Yes	Yes
16	Yes	No	Yes	Yes	-----	-----
17	Yes	No	Yes	Yes	T. courts	No
18	Yes	No	Yes	-----	-----	-----
19	Yes	No	Yes	Yes	Yes	Yes
20	Yes	No	Yes	Scouts	No	-----
21	Yes	No	No	Little	Park	No
22	Poor	No	Yes	Clubs	Yes	Yes
23	Yes	Yes	No	No	Yes	Yes
24	---	---	Yes	-----	-----	-----
25	---	---	---	Some	-----	-----
26	Yes	No	Yes	Yes	Yes	-----
27	Yes	---	Yes	Scouts	Yes	-----
28	Yes	Yes	Yes	Some	No	-----
29	Yes	No	Yes	-----	Yes	No
30	No	---	---	-----	-----	-----
31	Yes	Yes	Yes	Yes	Yes	Yes
32	No	No	No	Some	No	-----
33	Yes	No	No	-----	-----	School
34	Yes	No	No	-----	No	-----
35	No	No	Yes	Some	Yes	No
36	Yes	No	No	No	School	-----

like to play the game, consequently if a field is furnished such a game will occupy much of a boy's time when not at work.

Of the second class cities eighty-six per cent have baseball fields while eighty-three per cent of the third class towns have fields. Thus showing that a smaller per cent of the smaller towns have fields. There is little doubt, however but that a field of some sort can be found in the corner of a pasture or on the school ground in practically all rural communities.

Table V shows that fifty-seven per cent of the second class cities have swimming pools, and ten per cent use the river. Of the third class cities only nineteen per cent have pools. Swimming pools are expensive, but if it is possible for them to be provided and properly supervised they are a great asset to a town. Many people pass many delightful hours at such places.

The table also shows that ninety-seven per cent of the second class cities and seventy-five per cent of the third class cities have gymnasiums. In many cases, however, these were mentioned as being the school gymnasiums and in some cases that no one else was allowed the use of the building.

A minister from a second class city suggested that in his opinion one thing that needed to be done for the welfare of the children and young people of a community was to

build gymnasiums for the public to be used for basket ball, volley ball, etc., also with a reading room and showers.

Quite a large per cent of people are developing the habit of going on camping trips and taking hikes also more and more people are taking pleasure in having picnics for outings.

Of the second class cities eighty-three per cent have camps or places along rivers or creeks where one may have a change with little expense, at least, compared to a trip to the Ozarks or Rockies.

Of the third class cities sixty-seven per cent have camps or places for outings, possibly not in the immediate neighborhood, but to-day with cars and good roads one may drive a long distance even for only a picnic dinner.

In both groups of cities we find that the camps are usually supervised by clubs or organizations such as Scouts, Camp Fire, and Sunday Schools and churches.

Such outings when supervised as they should be are healthful and educational. Nature study is usually a part of the program for such groups and well it should be as there are many children and young people who have no opportunity or at least little to learn of the beauties and habits of nature.

Mrs. Thomas A. Edison says there is nothing more indispensable to contentment than what nature contributes. That

That children and grown ups as well should be taught to love things of nature and then instead of wanting to stop for a "hot weinie" or and ice cream cone, they will want to study some buds, watch a bird, or look at some flowers. Some folks think that they are great lovers of nature, but will break off and tear up a red bud tree, or break off or pull up many of the beautiful wild flowers from the road side and before they get home throw them along the highway wilted and withered. Is it not better to leave them in their original setting so that the many who do not care to destroy them can enjoy their beauty?

Playgrounds and their supervision are as important as any other type of equipment for physical welfare as well as mental. In a radio lecture over the Columbia Broadcasting System on April 24, 1932 Professor L. P. Jacks of Oxford states that crime is caused by the thwarted natural play instincts of children and that juvenile delinquencies are few near playgrounds but plenty when far from them.

Eighty per cent of the third class cities have playgrounds and forty per cent have them supervised, in many cases only part of the time. Far too little time and money is spent on our playgrounds and for their equipment.

In answering the question, "What definite things should be done for the welfare of the children and young people?" forty-eight per cent of the ministers of the second class

cities and twenty-seven per cent of the third class stated that in their opinion supervised recreation and social activities was needed, some thought more and better equipped playgrounds, others a swimming pool, and another suggested a gymnasium for the use of the public which would include a reading room and showers.

William Butterworth, President of the Chamber of Commerce of the United States says in Playground for January 1930 that American farmers are showing a great interest in play and recreation. Fully one-third of the inquiries for suggestions on play and recreation received by the Playground and Recreation Association of America in 1928 were from small towns and rural districts. They have begun to see what it does for health, character building, good fellowship, community spirit, and happiness. In the absence of social recreation in their neighborhood, their children tend to take the family car and go to town for their amusement. Fortunately the development of numerous farm organizations among adults and of 4-H clubs for boys and girls has created a medium for recreation and sociability which the farmers are beginning to utilize.

Another basis for interest is that leaders in the country have begun to see the relation of the social recreation to the economic recovery of the farm.

President Hoover has said that he considers cooperation

one of the best mediums of economic recovery among farmers. It is well known that at the basis of successful cooperation lie mutual understanding and good feeling. What better way is there to build these characteristics than recreation or social hours in connection with meetings of the Farm Bureau, the Grange, the church, the Parent Teacher's Association, athletic meets, game nights and township picnics.

Think of the special opportunities that the rural boy and girl has for fun. Hiking, camping, hunting with home made bow and arrow, guns or cameras, swimming, rowing, fishing, building dams, skating, coasting, playing ball and all the games that ample space permits, whittling, using tools, making kites, stilts, planning a garden, owning pets, knowing animals, birds, flowers, trees, and making collections, are some that Joseph Lee has listed.

Again as in other things trained leadership is needed. In 1928 the Playground and Recreational Association of America offered a training service for rural leaders. John Bradford, who had charge of the recreation at the 4-H round-up that year in Kansas, and later W. P. Jackson were engaged in the work. The response to this service was astonishing.

Institutes were held where from four days to two weeks the groups received practice and instruction in group, line, and file games, folk games, and dances, community singing,

music appreciation, dramatic activities, and in the history, principles, and practical background of recreation as applied to rural people and communities.

Such institutes mean much to people of the communities. One instance was given where a man attended such an institute. He attended, not to enter into the play, but to see if it was a fit place to which to send his daughters. He had not played for forty years but was finally coaxed to take part. He enjoyed the evening so much that he went home and asked for his Sunday suit that had not been used for fifteen years and he with his family attended the remaining institute periods. At some of the institutes those attending drove sixty and eighty miles. These people are surely interested or they would not spend so much time and energy attending the meetings.

Amusements

In studying the amusements of the young people of the towns we find that according to the clergyman's point of view they are not very uplifting and his opinions probably differ very little from those of the ordinary citizen who is interested in the welfare of the children and young people.

Of the second class cities ninety-seven per cent have shows, with two having Sunday shows. Regarding the kind

Table VI
Amusements
Second Class Cities

City	Movies	Kind	Parties	Dances
1	Yes	Average	Yes	Yes - bad
2	Yes	Above average	Many	-----
3	Yes	Questionable	Few	Yes
4	Yes	Average	Yes	Yes - bad
5	Yes	Bad	Yes	Yes
6	Yes - Sun	-----	Yes	Yes
7	Yes	Average	Plenty	Plenty
8	Yes	Average	Yes	Yes - bad
9	Yes	-----	Plenty	Plenty
10	Yes	Average	Yes	Yes
11	Yes - Sun	Bad	Yes	Yes - bad
12	Yes	Average	Yes	Yes
13	Yes	Bad	Yes	Yes
14	Yes	Bad	Yes	Yes
15	Yes	Average	Yes	Not chaperoned
16	Yes	Average	Yes -bad	Yes - bad
17	---	-----	No	No
18	Yes	Average	Yes	Yes - bad
19	Yes	Average	Yes	Yes
20	Yes	Average	Yes	Yes
21	Yes	Average	Yes	Yes
22	Yes	Average	Yes	Yes
23	Yes	Bad	Too many	Too many
24	Yes	-----	Plenty	Plenty
25	Yes	Good - (Fox)	Too many	Too many
26	Yes	Average	Yes	Yes
27	Yes	Average	Yes	Yes
28	Yes	Average	Yes	Yes
29	Yes	Average	Plenty	Plenty
30	Yes	Average	-----	Yes - private

Table VI
Amusements
Third Class Cities

City	Movies	Kind	Parties	Dances
1	Yes	Average	Yes	Yes - bad
2	No	-----	Yes	Yes-private
3	Yes	-----	Yes	Yes-public
4	Saturday	Good	Yes	No
5	No	-----	Yes	No
6	Yes	-----	Yes	Few
7	No	-----	Yes	No
8	No	-----	Yes	No
9	Yes	Average	Yes	Yes
11	No	-----	Yes	Few
12	No	-----	Yes	Yes
13	---	-----	Yes	Yes
14	Yes	-----	Yes	Twice a week
15	Yes	Good	Yes	Some
16	No	-----	Yes	No
17	No	-----	Few	-----
18	No	-----	Yes	Yes
19	No	-----	Yes	Few
20	No	-----	Yes	No
21	No	-----	No	No
22	Yes	Average	Yes	Few
23	No	-----	-----	No
24	No	-----	Yes	Yes - bad
25	---	-----	Yes	Little
26	Yes	Average	Yes	Yes - bad
27	Yes	Poor	Yes	Few - bad
28	Yes	Good	Yes	Yes
29	Yes	Good	Yes	No
30	No	-----	Yes	-----
31	Yes	Good	Yes	Yes
32	Yes	Average	Yes	Yes
33	Two a week	Average	Yes	Yes
34	No	-----	Yes	No
35	Yes	Good	Yes	Yes
36	No	-----	Yes	No

of shows, four per cent say they are good, sixty-three per cent average or above, three per cent questionable, and seventeen per cent as bad.

Of the third class cities sixteen or forty-six per cent were reported as having shows, one as having two shows a week and one on Saturday only. As to the kind of shows given thirty-six per cent of those reporting shows considered them as good, thirty-six per cent as average, and six per cent as poor.

One's first impressions of this report would give the idea that the small towns have better shows than the larger ones. However, the results show sixty-seven per cent of the second class cities as having good or average shows while seventy-one per cent of the third class cities have good or average shows. But seventeen per cent of the second class cities consider their shows as bad and only six per cent of the third class towns consider them so.

If, as reported, practically half of the shows seen by the children have bad effects, is not that a challenge for some one to start a movement for better shows? The Parent Teacher's Association is doing much along that line in some places. By doing this on Saturdays such a large per cent of the children are drawn away from the regular shows that the proceeds are cut considerably. If it were possible for all Parent Teacher's Associations of the state to do such,

that is, rent films and put them on at cost, soon the circuits would be sending out a better class of pictures.

Such amusements as parties and dances are found in practically every community, especially the former. Of the second class cities ninety-three per cent have dances and several state that they have a bad influence, due to the fact that they are not chaperoned.

Of the third class cities sixty per cent have dances, one has a dance every two weeks and another once a week. As with the second class cities the influence is considered bad.

If, as stated in a few cases that some of the parties and dances are bad, due to the use of liquor or to the fact that they are not chaperoned, then should not the parents and others who are interested plan something definite in order that such conditions might be improved.

Under the head of other amusements which is not shown in the table there are few places that have nothing whatever listed. The churches seem to sponsor much of the entertainment in the larger towns. Golfing, fishing, hunting, hiking, bowling, tennis and the like are mentioned as forms of amusements.

The third class, as usual do not fare so well, some have lyceum courses, some school plays, some picnics, hikes, golf, and tennis. Few of the amusements listed are organ-

ized or supervised.

Two ministers state that the amusements are not elevating. In such cases supervision of recreation would greatly benefit the community.

Juvenile Delinquency

If, as Table II shows, that there is little work done by the young people, and as Table III shows, that there is less club work than there should be, then there is probably more or less juvenile delinquency of certain types. There are not many delinquencies listed that are of a very serious nature, but if there are any there are too many and community life should be so organized that they are done away with.

Under the head of idleness and loafing the second class cities list twenty-eight per cent as having considerable, fourteen per cent as average, and fifty-nine per cent as having little or very little. Of the third class cities seventeen per cent are listed as having considerable, fourteen per cent as average or yes, forty-nine per cent as having little or very little and fourteen per cent as none.

As one minister stated, however, one cannot judge normal conditions by the present situation. There is really much less opportunity to work than under normal conditions, consequently there is more of idleness. If there is more idleness then something should be planned whereby that

Table VII
 Juvenile Delinquency
 Second Class Cities

City:	: Idleness and loafing	: Mischievous or destructive gangs	: Crime
1	: Considerable	: Some	: Some
2	: Very little	: None	: None
3	: Average	: None	: Average
4	: Considerable	: -----	: Some
5	: Average	: Some	: Some
6	: Considerable	: Average	: Considerable
7	: Little	: Some	: Little
8	: Considerable	: Some	: Little
9	: Considerable	: Some	: Some
10	: Little	: None	: Very little
11	: Considerable	: Average	: Yes
12	: Little	: Some	: Some
13	: Very little	: Some	: Very little
14	: Considerable	: None	: Yes
15	: Little	: Some	: Very little
16	: Little	: None	: Yes
17	: Little	: Some	: Very little
18	: Average	: Some	: Some
19	: Little	: None	: Very little
20	: Little	: Some	: Some
21	: Little	: -----	: Very little
22	: Little	: Considerable	: Considerable
24	: Little	: Some	: Little
25	: Little	: Some	: Some
26	: Average	: Some	: Little
27	: Little	: None	: None
28	: Considerable	: Some	: Some
29	: Little	: Some	: None
30	: Little	: None	: Very little

Table VII
 Juvenile Delinquency
 Third Class Cities

City	: Idleness : and : loafing :	: Mischievous : or : destructive : gangs :	: Crime
1	: Very little	: Some	: Little
2	: None	: None	: Little
3	: Considerable	: None	: Little
4	: Average	: Some	: Very little
5	: Very little	: None	: None
6	: Little	: Some	: Little
7	: None	: -----	: Little
8	: -----	: Some	: Little
9	: Considerable	: Average	: Average
10	: -----	: None	: None
11	: Considerable	: Some	: Little
12	: Little	: None	: Little
13	: Little	: Some	: -----
14	: None	: None	: None
15	: None	: None	: None
16	: Very little	: None	: None
17	: Little	: None	: None
18	: Little	: None	: None
19	: Little	: Some	: Little
20	: Average	: None	: Very little
21	: Considerable	: None	: None
22	: Yes	: Some	: Very little
23	: Very little	: Some	: -----
24	: Little	: Some	: Little
26	: Considerable	: Some	: Yes
27	: Yes	: Some	: Average
28	: Very little	: Some	: Very little
29	: Very little	: None	: Very little
30	: Little	: Some	: -----
31	: Little	: Some	: Little
32	: Considerable	: None	: None
33	: None	: Some	: Little
34	: Yes	: Some	: None
35	: Little	: Some	: Very little
36	: Very little	: None	: None

extra time may be used.

In many communities there are found a few gangs, usually of boys whose sole aim in life is to be destructive, in many cases however, such gangs are purely mischievous and do not destroy except through thoughtlessness.

The second class cities are listed as three per cent having considerable, two per cent average, fifty-five per cent some, and twenty-eight per cent none. The third class cities are listed as three per cent having average, fifty-one per cent some, and forty-three per cent as having none.

Here, again, as stated in the introduction, "Satan finds mischief for idle hands to do." In the majority of cases of such gangs one will find that such boys could be organized into constructive rather than destructive gangs.

It takes little encouragement as a rule in order to get a boy interested in doing something worth while. It is only natural for one to be interested in creating things. He enjoys developing skill, and will do so along many lines if given an opportunity.

Under the head of crime we find that while there are few places where crime is very prevalent, yet there is some in almost all towns.

Of the second class cities seven per cent are listed as having considerable, thirteen per cent as average or yes, thirty-one per cent as having some, and thirty-eight

per cent as little or very little. On the whole the third class cities seem to fare better as they have listed eighty-six per cent as average or yes, fifty-one per cent as little or very little, and thirty-one per cent as none.

These reports agree with the general impressions, which we have, that there is less crime among people of rural communities than of the more thickly settled urban communities.

Probably true because of the fact that there is more work to be done on the farm and more opportunity for inexpensive recreation as swimming, fishing, hunting and the like.

It is noted in all parts of the thesis that there is much leisure time on the hands of the young people of the state. Several suggestions were given as to how some of the time might be used. The following statements give more of the details of those suggestions.

For rural boys and girls one feels that 4-H club work is very important, but in the introduction we note that a very small per cent of the boys in the communities listed belong to that club.

The only price for membership is working out a project under guidance showing the better way to do anything on the farm or in the home.

One of the main objectives of the organization is to see that the young people come in contact with the most pro-

gressive ideas in agriculture and rural life, thus making them feel "that agriculture and homemaking are a real part of science and are worthy of our best efforts." (1)

The 4-H club boys and girls learn and teach better ways on the farm, in the home, and in the community, they earn money and acquire property, they meet together, work together, play together, cooperate, and achieve. They have high ideals and standards. They are doers.

The club pledge is as follows; I pledge; my head to clearer thinking; my heart to greater loyalty; my hands to larger service; my health to better living for my club, my community, and my country.

For boys and girls of the more urban communities, the Scouts are probably the best organization to develop.

"The aims of the Boy Scout program are character-building and citizenship training. Its organization and practices distinguish it from other boy-programs-----the uniform, the patrol consisting usually of the small neighborhood "gang" of five to eight boys; the troupe made up of two to four patrols; a leader that is entirely volunteer and trained; and a rather varied list of activities in which achievement and recognition play an important part.

(1) C. B. Smith, Chief of Cooperative Extension Work, United States Department of Agriculture, National Education Association Journal Vol. 19, pp. 95-97, Mch.1930

The Boy Scout movement is a program that is offered to religious, school, and civic institutions supplementary to their other functions.

The Scout is not a Scout only around the camp fire or Scout meetings or when he is in uniform---many thousands never have one---but he is a Scout at home, at school or even in his sleep, for a Scout must learn to breathe evenly and gently lest he betray his presence and spring up alertly at the slightest sound!"(1)

"Girls need organized leisure-time clubs quite as much as boys do---perhaps more, since they are less experienced in managing group affairs and are more carried away just at present with their 'new freedoms' and more bewildered by the conflicts between traditional and current views and practices.

The Girl Scouts believe that they are helping girls in their troupes to grow in sound character and good citizenship and are supplementing and reinforcing the more continuous efforts of homes, schools, churches and communities in the following ways:

1. Above all, through the group organization of a Girl Scout troupe and the participation in its management by the girls themselves.

(1) West, J. E. Character Education in Scouting. National Education Association Journal Vol. 18, pp. 219-221. 1929

2. Through emphasizing outdoor life and camping as a means of providing simple, natural, and adventurous activities and fostering an understanding of natural materials and processes and a love of outdoor things.

3. Through beginning with what girls of these years naturally like to do, with plenty of play and creative activities and reaching back to the home, the school, the community, and in general to the larger aspects of life.

4. Through relating everything done to concrete use and needs with reference to groups and individuals both inside and outside of the Girl Scout organization.

5. Through providing a series of core activities by means of which girls measure their progress and achievement and a variety of other activities which girls choose freely according to their aptitudes and hobbies, with a record, not a reward, in the form of simple badges to indicate that they are "prepared" to be of service to others." (1)

Schools can and should and in most cases are the means of helping boys and girls find use for leisure time.

Schools may help enrich leisure as follows:

"1. By introducing young people to a wide range of life activities and interests.

(1) Adams Elizabeth K. Girl Scouts in the Larger Life. National Education Association Journal Volume 18, pp. 257-259. November 1929.

2. By teaching the use of books and libraries and developing wholesome reading appetites closely related to each of the great objectives of education and life.

3. By developing appreciation of fine music and skill in singing, playing, dancing, etc.

4. By having children participate in games and sports which may be easily continued in after years.

5. By providing experience in pleasant social life through school activities and clubs.

6. By cultivation in children a love of out-of-doors--flowers, animals, landscapes, sky, and stars.

7. By giving children an opportunity to develop hobbies in various creative fields, gardening, mechanics, applied arts, fine arts, architecture, city planning.

8. By making school and its play fields the center and servant of a wholesome and satisfying neighborhood life.

9. By calling attention to various recreational agencies and the values which they serve. Theater, concert, libraries, radio, periodicals and newspapers, museums, parks, playgrounds and travel."(1)

(1) How Schools Enrich Leisure. National Education Association Journal Volume 19. pp. 207.

SUMMARY

1. This study shows that the larger per cent of children in both groups of cities are willing to work if given an opportunity. Such opportunities are few as far as earning and home work are concerned, especially in town, but more plentiful in rural communities.

2. Most schools have libraries, clubs, and the like which help much in out-of-school education.

3. Many boys and girls have special talents which might be developed if given the opportunity. Practically all schools of both classes of cities have music of some sort and a large majority have art. Most of the second class cities have dramatics, while few more than half of the third class cities have such work, but it is often of a poor type.

4. The opportunity to develop literary talents is offered in about half of the second class cities, and considerably less than half of the third class cities.

5. Opportunities for physical welfare are fairly well provided for as far as unorganized development is concerned, such as baseball fields, swimming pools, and camp grounds or places for outing, but there is little provision for a more organized type of development as gymnasiums, which are open to the public, and for supervised playgrounds.

6. The principal amusements for young people are shows, parties, and dances. Most of the reports were favorable regarding shows, but unfavorable regarding dances, mainly because so poorly chaperoned.

7. While there is more juvenile delinquency than is best for a community, yet most of that reported is not of a serious type and the larger communities report a larger per cent of delinquencies.

8. It is noted that there is much leisure time on the hands of the young people of the state, thus giving a need for the development of more leaders for clubs so that a larger number of boys and girls may have an opportunity to participate in such organizations.

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KANSAS STATE COLLEGE
DEPARTMENT OF EDUCATION

Child Life and Out-of-School Education Survey

Name of Community _____ Reported by _____
Address _____
State _____

I. Chief facts as to location, population, industries, etc.

II. Work and Earning.

A. What opportunity is offered boys and girls to earn money?

B. To what extent are the children kept busy with home work?
(Not school work at home) _____

C. Opportunity to learn a useful occupation and get a start in
life? _____

Approximate percentage leaving the community for such opportunity? _____

D. Encouragement to save as contrasted with temptations to
spend _____

Bank accounts _____ School banks _____

E. What is the general attitude of the young people toward
work--especially toward the after-school vocations of the community?

III. Education

A. In your opinion, is your community through the school meet-
ing its obligations to its children? _____ If not, in what respects?

For what vocations does the school fit? _____

Percentage leaving the community for schooling (beneath college grade) elsewhere? _____

Percentage of graduates going to college _____

B. To what extent are out-of-school educational facilities provided? _____

1. Library _____

2. Girl Reserve and High-Y _____

3. Boys' and Girls' clubs _____

4. Apprentice training _____

a. Vacation employment opportunities _____

b. During school employment opportunities _____

5. Debate or literary societies _____

6. Other means of self-improvement _____

C. What opportunity does the community offer the boy or girl of special talents? _____

1. Art _____

2. Music _____

3. Dramatics _____

4. Literary _____

5. Inventive _____

6. Civic Leadership _____

D. What opportunity for finding self as to vocation? Any system of vocational guidance? _____

IV. Physical Welfare.

A. Athletics _____

Baseball field? _____

Swimming pool? _____

Gymnasium? _____

B. Camping and outings _____

C. Playgrounds _____

Playground supervision? _____

D. Medical Inspection? _____

E. Organized Athletics? _____

V. Amusements.

A. Shows, moving pictures. Kinds of pictures shown. Patronage by children. General effects, good or bad? _____

B. Parties and dances _____

C. Other forms of amusement and recreation _____

VI. Juvenile Delinquency.

A. Idleness and loafing _____

B. Out at night _____

C. Mischievous and destructive gangs _____

D. Crime _____

VII. Junior Citizenship.

A. Civic opportunities--opportunity for boys and girls to do something for community betterment (Clean-up day, for example) _____

B. Attitude toward home community; percentage planning to go elsewhere _____

VIII. Summary.

A. In what respects is the community a good place to rear a family? _____

B. A poor place? _____

C. In what respects does it compare favorably with others you know? _____

D. Unfavorably? _____

IX. Plans for Community Improvement.

A. What definite plans are now under consideration for community betterment? _____

B. In your opinion, what definite things should be done for the welfare of the children and young people? _____

Years in Community _____ Signed _____

Occupation _____ Address _____

SURVEY OF OUT-OF-SCHOOL LIFE ACTIVITIES AND INTERESTS

Note: Read and study carefully before filling out.

Name	Age	Grade in School	Date
Name of Parent		Vocation of Parent	
Address			

I. Life work or vocation.

A. What vocation (trade, business or profession) do you expect to follow? _____

Why? _____

B. In case you are undecided, what vocations are you considering? _____

C. How do you expect to prepare for your vocation or life work? _____

II. School Plans.

A. Do you intend to complete grade school? _____; high school? _____ college? _____ normal school? _____; special school? _____

B. What school studies do you like most? _____

Least? _____

III. Work and Earning.

A. What kinds of work have you done? _____

What work can you do well? _____

B. What regular work or duties do you now have? _____

_____ Hours a day?

C. What work can you do by which you can earn money? _____

_____ How much can you earn a day

Amount of money earned the last year? _____

D. What work do you like best? _____

Least? _____

IV. What are the chief industries of your community or city?

V. Reading

What do you read out of school? _____

Favorite books? _____

Favorite authors? _____

Magazines? _____

Kinds of stories? _____

VI. Of what organizations of any kind are you a member?

VII. Recreation, Sports and Amusements.

What are your favorite recreations or good times? _____

VIII. Ideals.

What person that you know would you rather most be like? _____

What person that you have read about? _____