

1959

A comparative study of the leisure-time interests of 100 girls during their last year in junior high school and their first year in senior high school.

---

<https://hdl.handle.net/2144/14998>

*"Downloaded from OpenBU. Boston University's institutional repository."*

*Thesis*  
*De Santis, A. M.*  
*1959*

BOSTON UNIVERSITY  
SCHOOL OF EDUCATION

Thesis

A COMPARATIVE STUDY OF THE LEISURE-TIME INTERESTS OF 100  
GIRLS DURING THEIR LAST YEAR IN JUNIOR HIGH SCHOOL AND  
THEIR FIRST YEAR IN SENIOR HIGH SCHOOL

Submitted by

Anna M. De Santis

(B. S. in Ed., Bouvé-Boston School,  
in affiliation with Tufts College  
Medford, Massachusetts, 1952)

In Partial Fulfillment of Requirements for the  
Degree of Master of Education

1959

Boston University  
School of Education  
Library

First Reader: James A. Wylie  
Professor of Education

Second Reader: John M. Harmon  
Professor of Education

## TABLE OF CONTENTS

Chapter	Page
I. STATEMENT OF THE PROBLEM	1
Definition of Terms	1
Source and Justification	2
Scope of the Problem	4
Selection of Out-of-Door Activities	5
II. REVIEW OF LITERATURE	6
III. PROCEDURE	16
1. Construction of the Instrument	16
Trial Experiment	16
Recording of Activities	17
2. Administration of the Instrument	18
Selection of Grades and Children	18
Length of Study	18
Selection of Categories	20
IV. METHODS OF TREATING DATA	21
Analysis of Data	24
V. SUMMARY AND FINDINGS	86
Findings	86
Conclusion	86
VI. LIMITATIONS OF THE STUDY	89
Limitations	89
Suggestions for Further Study	89
APPENDICES	
A Initial Inquiry Form	91
B Amended Inquiry Form	94
BIBLIOGRAPHY	97

## LIST OF TABLES

Chapter	Page
IV. TREATMENT OF DATA .....	21
General Tables (Fall)	
Table 1 (Fall) The Order of Rank of Use of Recreational Activities by 100 H. S. Girls During Week Days of Their Junior and Senior Years.	25
Table 2 (Fall) The Order of Rank of Use of Recreational Activities by 100 H. S. Girls During Weekends of Their Junior and Senior Years	28
Table 3 (Fall) The Number of Girls Who During Their Junior Year and Senior Year, Weekdays, Reported Par- ticipation in the Activities Listed. Weekdays.	30
Table 4 (Fall) The Number of Girls Who During Their Junior Year and Senior Year Reported Participation in the Activities Listed. Weekends	32
Special Tables (Fall)	
Table 1 The Number of Times 100 H.S. Girls Watched Television During a Specified 14-Day Period During Their Junior and Senior Years. Weekdays.	34
Table 2 The Number of Times 100 H.S. Girls Watched Television During a Specified 14-Day Period During Their Junior and Senior Years. Weekends.	35
Table 3. The Number of Times 100 H.S. Girls Engaged in Chores During a Specified 14-Day Period During Their Junior and Senior Years. Weekdays.	36
Table 4. The Number of Times 100 H.S. Girls Engaged in Chores During a Specified 14-Day Period During Their Junior and Senior Years. Weekends.	37

Special Tables (Fall) continued

Page

Table 5	The Number of Times 100 H. S. Girls Engaged in Personal Activity During a Specified 14-day Period During Their Junior and Senior Years. Weekdays.	38.
Table 6	The Number of Times 100 H. S. Girls Engaged in Personal Activity During a Specified 14-day Period During their Junior and Senior Years. Weekends.	39.
Table 7	The Number of Times 100 H. S. Girls Engaged in Homework During a Specified 14-day Period During Their Junior and Senior Years. Weekdays.	40.
Table 8	The Number of Times 100 H. S. Girls Engaged in Homework During a Specified 14-day Period During their Junior and Senior years. Weekends.	41.
Table 9	The Number of Times 100 H. S. Girls Engaged in Activities - Parents During a Specified 14-day Period During Their Junior and Senior Years. Weekdays.	42.
Table 10	The Number of Times 100 H. S. Girls Engaged in Activities - Parents During their Junior and Senior Years. Weekends.	43.
Table 11	The Number of Times 100 H. S. Girls Engaged in Activities - Friends During a Specified 14-day Period During their Junior and Senior Years. Weekdays.	44.
Table 12	The Number of Times 100 H. S. Girls Engaged in Activities - Friends During a Specified 14-day Period During Their Junior and Senior Years. Weekends.	45.

General Tables (Winter)

Table 1	The Order of Rank of Use of Recreational Activities by 100 H. S. Girls During Weekdays of their Junior and Senior Years.	46.
---------	--	-----

General Tables (Winter) Cont.		Page
Table 2	The Order of Rank of Use of Recreational Activities by 100 H.S. Girls During Weekends of Their Junior and Senior Years.	48
Table 3	The Number of Girls Who During Their Junior Year and Senior Year Reported Participation in the Activities Listed. Weekdays.	50
Table 4	The Number of Girls Who During Their Junior Year and Senior Year Reported Participation in the Activities listed. Weekends.	52

Special Tables (Winter)

Table 1	The Number of Times 100 H.S. Girls Watched Television During a Specified 14-Day Period During Their Junior and Senior Years. Weekdays.	54
Table 2	The Number of Times 100 H.S. Girls Watched Television During a Specified 14-Day Period During Their Junior and Senior Years. Weekends.	55
Table 3	The Number of Times 100 H.S. Girls Engaged in Chores During a Specified 14-Day Period During Their Junior and Senior Years, Weekdays.	56
Table 4	The Number of Times 100 H. S. Girls Engaged in Chores During a Specified 14-Day Period During Their Junior and Senior Years. Weekends.	57
Table 5	The Number of Times 100 H.S. Girls Engaged in Personal Activity During a Specified 14-Day Period During Their Junior and Senior Years, Weekdays.	58
Table 6	The Number of Times 100 H.S. Girls Engaged in Personal Activity During a Specified 14-Day Period During Their Junior and Senior Years. Weekends.	59

Special Tables (Winter) Cont.

Page

Table 7	The Number of Times 100 H.S. Girls Engaged in Homework During a Specified 14-Day Period During Their Junior and Senior Years. Weekdays.	60
Table 8	The Number of Times 100 H.S. Girls Engaged in Homework During a Specified 14-Day Period During Their Junior and Senior Years. Weekends.	61
Table 9	The Number of Times 100 H.S. Girls Engaged in Activities-Parents During a Specified 14-Day Period During Their Junior and Senior Years. Weekdays.	62
Table 10	The Number of Times 100 H.S. Girls Engaged in Activities-Parents During a Specified 14-Day Period During Their Junior and Senior Years. Weekends.	63
Table 11	The Number of Times 100 H.S. Girls Engaged in Activities-Friends During a Specified 14-Day Period During Their Junior and Senior Years. Weekdays.	64
Table 12	The Number of Times 100 H.S. Girls Engaged in Activities-Friends During a Specified 14-Day Period During Their Junior and Senior Years. Weekends.	65

General Tables (Spring)

Table 1	The Order of Rank of Use of Recreational Activities by 100 H.S. Girls During Week-days of Their Junior and Senior Years.	66
Table 2	The Order of Rank of Use of Recreational Activities by 100 H.S. Girls During Week-ends of Their Junior and Senior Years.	68
Table 3	The Number of Girls Who During Their Junior Year and Senior Year, Weekdays Reported Participation in the Activities Listed. Weekdays.	70
Table 4	The Number of Girls Who During Their Junior Year and Senior Year Reported Participation in the Activities Listed Weekends.	72

Special Tables (Spring)

Page

Table 1	The Number of Times 100 H.S. Girls Watched Television During a Specified 14-Day Period During Their Junior and Senior Years. Weekdays.	74
Table 2	The Number of Times 100 H.S. Girls Watched Television During a Specified 14-Day Period During Their Junior and Senior Years. Weekends.	75
Table 3	The Number of Times 100 H.S. Girls Engaged in Chores During a Specified 14-Day Period During Their Junior and Senior Years. Weekdays.	76
Table 4	The Number of Times 100 H.S. Girls Engaged in Chores During a Specified 14-Day Period During Their Junior and Senior Years. Weekends.	77
Table 5	The Number of Times 100 H.S. Girls Engaged in Personal Activity During a Specified 14-Day Period During Their Junior and Senior Years. Weekdays.	78
Table 6	The Number of Times 100 H.S. Girls Engaged in Personal Activity During a Specified 14-Day Period During Their Junior and Senior Years. Weekends.	79
Table 7	The Number of Times 100 H.S. Girls Engaged in Homework During a Specified 14-Day Period During Their Junior and Senior Years. Weekdays.	80
Table 8	The Number of Times 100 H.S. Girls Engaged in Homework During a Specified 14-Day Period During Their Junior and Senior Years. Weekends.	81
Table 9	The Number of Times 100 H.S. Girls Engaged in Activity-Parents During a Specified 14-Day Period During Their Junior and Senior Years. Weekdays.	82
Table 10	The Number of Times 100 H.S. Girls Engaged in Activity-Parents During a Specified 14-Day Period During Their Junior and Senior Years. Weekdays.	83

Special Tables (Spring) Cont.

Page

Table 11	The Number of Times 100 H.S. Girls Engaged in Activities-Friends During a Specified 14-Day Period During Their Junior and Senior Years. Weekdays.	84
Table 12	The Number of Times 100 H.S. Girls Engaged in Activities-Friends During a Specified 14-Day Period During Their Junior and Senior Years. Weekends.	85

CHAPTER I  
STATEMENT OF THE PROBLEM

CHAPTER I  
THE PROBLEM

Statement of the Problem.-- The purpose of this study is to make a comparison between the leisure-time activities of 100 girls during their final year in Junior High School, i.e., Grade 8, and during their first year in Senior High School, i.e., Grade 9.

Subordinate purposes are to determine:

- a. the leisure-time activity pattern characteristic of girls in a small school and a year later, in a large school, with representative schoolday and weekend participation recorded
- b. whether or not school activities are being participated in after school hours
- c. the extent that television dominates the way of life of these girls
- d. the changes in preference of seasonal activity according to grade level
- e. the increase or decrease in activities with parents according to grade level
- f. the increase or decrease in activities with friends according to grade level

Definition of Terms.-- The terms as used in this study are defined as follows:

1. Leisure-time<sup>1/</sup> is: "unobligated time, free time to do as one chooses."
2. Interests<sup>2/</sup> are interpreted as: "an acquired motive which drives an individual to act in accordance with that interest."
3. Recreation<sup>3/</sup> as referred to in this study, is: "what a person finds pleasure in doing when he is not paid for it and does not feel any obligation to do it."
4. Junior High, for this particular study is composed of Grades seven and eight, who are taught by a separate corps of teachers and who follow a program of studies geared to meet the needs of boys and girls in early youth.
5. Senior High School in this community consists of Grades nine through twelve, and as far as this study is concerned Grade nine provides the sample.

Source and Justification of the Problem.-- With the public today referring to the increasing responsibility which rests upon the schools to train children for leisure hours, the school must be concerned with that part of education which takes place outside of school hours. Influences which control leisure-time choices run the gamut from the home to wherever circumstances take the child. These influences include the proximity of

1/Harold D. Meyer, and C. K. Brighbill, Community Recreation  
Prentice-Hall, Inc., New York, 1956, p. 48.

2/Elizabeth B. Hurlock, Child Development, Second Edition,  
McGraw Book Co., Inc., New York and London 1950, p. 471.

3/Gilbert Wynn and D. L. Harley, Time on Their Hands,  
American Council on Education, Washington D. C., 1941, p. 4.

recreational facilities, economic and cultural levels, regions of the country, size of the community, age of youth and, as pertains to this study, the size of the school. In view of the foregoing, the writer believes that there is much value to be derived from the study of the after school leisure-time activity patterns of girls in a small school as compared to after school activity patterns in a large school.

Paterson<sup>1/</sup> states "observation leads one to believe that leisure-time choices have great bearing on school progress and adjustment."

Jersild and Tasch<sup>2/</sup> in their use of an Interest Finder with 2,248 children throughout the country, revealed evidence of repetitive and unproductive activity in children's out-of-school lives.

School children have a low percentage of participation in activities which are related to school programs or creative arts, as compared to the high percentage of interest they center on sports and other related activities. While this is typical, especially at the elementary school level, it is significant that the children themselves express boredom, which lends itself to marking time with certain activities because of lack of anything better to do.

1/Henry F. Paterson, Jr., The Relationship of Children's Out-of-School Activities to School Progress and Adjustment, Doctoral Dissertation, Boston University, 1957.

2/Arthur T. Jersild, Ruth J. Tasch, Children's Interests and What They Suggest for Education, Bureau of Publications, Teachers College, Columbia University, New York, 1949, p. 34.

Thus it is as Burton<sup>1/</sup> states "goals cannot be set nor teaching procedures organized without detailed information concerning childrens' needs and previous school and life experiences." Children participate in the type of leisure-time activity they and their peers enjoy doing. It is this choice of activity which influences the child's future life and vocation.

It is hoped that the information gained from this study will be of interest as well as aid, to parents, teachers, the children themselves, youth leaders and all others concerned with the total growth of the school child.

Scope of the Problem.-- The scope of this problem involves 100 girls in their final year at Parker Junior High School in Reading, Massachusetts (Grade 8) and the same 100 girls in their first year at Reading Memorial High School (Grade 9), Reading, Massachusetts.

Located about 12 miles north of Boston, Massachusetts, Reading is mainly a residential community, with a working to middle-class population numbering 17,487. Educationally, Reading follows the 6-2-4 plan with 490 pupils in one Junior High School and 1000 pupils in the Senior High School. Reading has good parks and a 75 acre town forest on the Ipswich River, just north is a state forest of 260 acres with camping, bathing, fishing, and hunting facilities.

1/William H. Burton, The Guidance of Learning Activities, Appleton Century, New York, 1944, p. 514.

Recreational facilities within the town itself include five playgrounds, three tennis courts, theatre, C. Y. O. and Youth Fellowship Programs and a combination Y. M. C. A. - Y. W. C. A. program in a converted school building.

Activities such as bowling, swimming, indoor miniature golf, involve traveling to surrounding communities.

Selection of Out-of-Door Activities.-- It is only through proper guidance in the home and in the school that there is wise selection of and purposeful participation in out-of-school activities by children. Whether spent alone with friends or family, whether physical or social, these choices should be wholesome, meaningful, and productive.

Although children today are fortunate to have many citizen groups plus community recreational and church leaders, such as, Booster Clubs, Rotary, etc., interested in their welfare during their out-of-school hours, the activities planned and supervised by these groups cannot be effective without an accurate knowledge of the many phases of pupils' lives.

CHAPTER II  
REVIEW OF LITERATURE

CHAPTER II  
REVIEW OF LITERATURE

The out-of-school interests, activities, and experiences of children have been the subject of many research studies during the past several years. Throughout the learning process, children require that their basic needs as related to personal growth and social culture, as well as the human values in life, be satisfied. Among these human values can be found the need toward capacity for the appreciation of the wholesome use of leisure time.

To the end that the school child be best served by the school, the school should endeavor to discover and deal with his needs and interests, thus directing the energies of America's greatest resource.

Hildreth<sup>1/</sup> writes that new patterns in schooling are evolving which fit the era in which we live. Educators need to surround the child with influences which give an individual resources within himself for leisure time. Pupil interests have long been accepted as the "basis of economy" in learning and adjustment.

In the school of today, educators point out with intelligent, cooperative, social behavior as a permanent human value, every opportunity which gives insight into the leisure-time interests of children is a potential clue for guidance.

1/Gertrude Hildreth, Child Growth Through Education, Ronald Press Co., New York, 1948, p. 8.

The stimulation of interest in school subjects has long been the goal of schools. Young<sup>1/</sup> states that interest is an essential factor for any learning. To utilize these interests effectively, the school must provide a rich environment for learning and experience and there must be opportunity for individual and group purposing.

Zirbes<sup>2/</sup> suggests that the school should be a place where children are actively pursuing their own interests and growing new interests. Various forms of inquiry have been used to determine the outside interests and experiences of school children, among them the questionnaire and interview.

Tyler<sup>3/</sup> has shown that patterned interests depend on the development of dislikes and of knowing what one is and what one wants. American children as compared to the English children, because of consistent home and school influences, are more enthusiastic about activity which they themselves have chosen.

During the school years, both the home and the school try to direct their efforts toward the proper guidance of the child regarding the selection of out-of-school activities.

1/Doris Young, "Identifying and Utilizing Children's Interests," Educational Leadership, Vol. 13, December, 1955, pp. 161-5

2/Laura Zirbes, "Curriculum Trends," Association for Childhood Education, Washington, D. C., 1935.

3/L. E. Tyler, "Comparison of the Interests of English and American School Children," Journal Genetic Psychology, 88: 175-81, June 1956.

The teacher, McCrory<sup>1/</sup> points out, realizes that only through constructive cooperation of home and school can the unifying force of environment weld together, the individual, the home, and the community.

Streit<sup>2/</sup> concludes that youth is the time when interest can be captured readily for constructive purposes. It is accordingly the period when the greatest effort should be invested in facilitating the best use of leisure-time.

"It is vital," Dudley<sup>3/</sup> indicates, "that our future citizens have, or learn to have, within themselves, resources through which they can find recreation that is really recreation, so as to repair the mental and spiritual damage of the day." Educators and secondary schools particularly, may well give special scrutiny to activities of children to make sure they have zestful, wholesome, creative interests. There seems to be survival power in having deep, abiding interests in life.

Jersild<sup>4/</sup> classifies reading, viewing television, listening

1/Mae McCrory, Analytical Studies of the Teacher's Functions on the Role of the Teacher in the Modern School, Unpublished Master's Thesis, Ohio State University 1932, p. 19.

2/W. K. Streit, Approach to Leisure Time Activities, American School Board Journal (July, 1949) 119:17-18.

3/Louise Dudley, Can You Entertain Yourself, National Education Association Journal (November, 1943) 32:231.

4/Arthur T. Jersild and Associates, Child Development and the Curriculum, Bureau of Publications, Teachers College, Columbia University, New York, 1948, p. 122.

to the radio, as vicarious entertainment and simply provides a means toward giving play to very strong interests.

With respect to the amount of time spent viewing television, Riley<sup>1/</sup> reports that in a survey of 21,000 pupils in Evanston, Illinois, Witty, a professor at Northwestern, found that in homes with television, the average student spends 3.12 hours daily viewing television. An important factor that parents must face with respect to the viewing of television by their children is the type of program they select.

At best, some parents are completely unaware of the television choices of their children. An appealing medium for children who like to "see" rather than hear, television viewing, properly channeled, can be an educative process.

Witty<sup>2/</sup> stresses a point concerning teacher guidance with respect to leading pupils to engage in a balanced program of individually suitable leisure activities. He offers the following suggestions:

1/ Frank J. Riley and James Paterson, "Social Impact of Television," Survey, (November, 1950) 86:482-6.

2/ Paul Witty, "Television and the Educative Process," School and Society (December 15, 1951), 74:369-372.

1. Stimulate every pupil to develop desirable interests and to engage in rich and varied experiences.
2. Study each pupil's reading and try to guide him toward a program of varied and satisfying forms of reading.
3. Know each pupil and his particular needs. Find out what he is seeing on television and in the movies or hearing on the radio.
4. Encourage each pupil to develop discriminate standards for movie, radio, and television offerings.
5. Study his total pattern of activities in and out of school and encourage him to cultivate a balanced and individually appropriate program.

Educational leaders are in unanimous agreement that anything within the experience of the child is an important tool and also that concern is expressed about the activities of children during school hours. However, little or no guidance is provided as to the types of activities they should participate in after school hours. If schools are interested in channeling leisure-time interests of children, they must work with and through the parents of these children.

The type of activity that children participate in after school hours is very often the result of family environmental factors.

The findings made by Wylie<sup>1/</sup> in his study of five hundred and four families to determine the relationship between certain factors and the nature of the family recreation program, revealed that the types of activities most frequently used in family recreation programs are those that are not highly organized and require little or no preparation. More important in this study was the finding that a great majority of the families have few interests in common.

A quotation by Meek reported by Boyd<sup>2/</sup> states that:

"Unless parents have active creative interests during their leisure time and some sharing of interests with their children, these same children will rely on movies, television, the automobile and gang adventures for their diversions."

Although the home is the dominant factor in child development and adjustment, emphasis returns toward the role of the school and community with respect to providing children with the proper guidance in their selection of their out-of-school activities.

1/James A. Wylie, A Survey of Five Hundred and Four Families to Determine the Relationship Between Certain Factors and the Nature of the Family Recreation Program, Doctoral Dissertation, Boston, University, 1949.

2/William Boyd, The Challenge of Leisure, London New Education Fellowship, Glasgow University, London, 1936, p. 67.

With regard to intelligence as a factor in choice of activity during leisure time, Wicas<sup>1/</sup> concludes that in general, high achievers have more friends, which leads them to take part in more social activities. Therefore, they are socially better adjusted and do more reading and individual thinking.

A direct opposite view is presented by low achievers. A study by Lehman and Witty<sup>2/</sup> indicates that there seems to be a marked tendency among pupils with low progress quotients to turn to social play activities as compared to children who make normal school progress.

Shattuck<sup>3/</sup> found that both groups expressed a very limited desire for participation in many outside activities - sixty-six point six per cent for high achievers and thirty-six point six per cent for the low achievers. She also found that out-of-door activities were most desired by both groups.

Edwards<sup>4/</sup> study resulting from a survey of three hundred pupils spanning grades four through seven, with respect to what they did after school produced the following conclusions:

1/Edward A. Wicas, A Study of the Factors of Personality Adjustment or Maladjustment that Distinguishes Over-Achievers and Under-Achievers, Unpublished Master's Thesis, Boston University, 1952.

2/Paul A. Witty, Children Interests in Reading the Comics, Experimental Education (December 1941) 10:100-4.

3/Ruth W. Shattuck, The Leisure Activities of High Achievers and Low Achievers in Grade Seven of the Nashua Junior High School, Unpublished Service Paper, Boston University, 1950.

4/Phyllis O. Edwards, "Around the Clock with the Elementary Pupil," Grade Teacher (March, 1951), 68:17-18.

1. The majority of children spend from one to five hours daily listening to the radio and viewing television.
2. Reading ranked second with regard to the total time.
3. Outdoor play activities also ranked high. All but a small per cent said their parents played with them.
4. Hobbies were very popular with both boys and girls.
5. About one per cent of the time was devoted to religious training.

With respect to the area studies that have been done on television, hobbies, creative arts and reading the following can be reported.

Sprowl's<sup>1/</sup> study of the television interests of 224 children in grades four, five, and six, indicated that, in general, girls and boys liked the same type of program.

Many children do not follow the types of television programs their parents think best.

Butterfield's<sup>2/</sup> report of program preference resulted in the conclusion that not enough guidance is given to children in their selection. The majority of children are allowed to watch any program they wish. She also found that the mother in the home was the person who helped most in choosing a program.

1/Eleanor B. Sprowl, A Survey of the Television Interests of 224 Children in Grades Four, Five, and Six. Unpublished Master's Thesis, Boston University, 1952.

2/Marjorie I. Butterfield, Program Preferences in Television of Grade Four Pupils in Lowell, Massachusetts, Unpublished Master's Thesis, Boston University, 1951.

Young people Craig<sup>1/</sup> reports, engage in many activities during their free time including hobbies, an area in which girls have more hobbies than boys. These hobbies are not always creative, however, and the child needs guidance towards activity that gives him personal satisfaction. Creative arts in all its various forms should thus be offered in as attractive and appealing manner as possible.

Winslow<sup>2/</sup> concurs with the statement concerning the importance of creative arts:

"Knowledge to be read must be founded upon the experience of the learner, obviously there can be no growth apart from self-activity. Since children are forever active and curious, their activities should be directed towards some definite worthwhile end."

In an investigation dealing with the extent and variety of childrens' interest in reading, Mitchell<sup>3/</sup> found that the reading interests of middle grade children are very broad and that teachers, librarians, and others working with children should consider the wide variety of their interests in providing many types of reading materials for them.

In a study made of childrens' interests from grade four to seven, the following conclusions were presented by Ghiorse<sup>4/</sup>:

1/Anna C. Craig, Survey of Leisure Time Activities and Interests of Ninth Grade Boys and Girls, Unpublished Master's Thesis, Boston University, 1950.

2/Leon L. Winslow, Art in Elementary Education, McGraw-Hill Book Co., Inc., New York and London, 1942, pp. 52-53.

3/Sarah E. Mitchell, Construction and Evaluation of a Measure of Reading Preference, Unpublished Master's Thesis, Boston University, 1944.

4/Marie K. Ghiorse, et al., A Survey of Children's Interests from Grade IV through Grade VIII in the Fields of Active Recreation, Entertainment, Reading, School Subjects and Vocation, Unpublished Master's Thesis, Boston University, 1953.

1. Boys in all the age group studies, showed a pronounced interest in both indoor and outdoor sports.
2. Among girls this interest in sports becomes a factor only after the age of eleven.
3. Girls show an interest in artistic things whereas boys show no interest in that area.
4. Radio and television are rated as a second preference by all age groups of boys, while girls' interest in radio and television show a sharp drop after the age of thirteen.
5. The interests of girls vary from one age level to another compared to boys' interests which remain fairly constant from age 8 through 15.

There are only a limited number of studies available on the leisure-time interests of Junior High School children as compared to the studies available on the out-of-school interests of elementary school children, therefore, this study is only a small contribution toward the research that remains to be done. Since we are coming into an era wherein more leisure-time is to be had, if this comparison study has indicated the need for more constructive use of leisure, it will have served its purpose.

The procedures for conducting this further investigation are presented in the following chapters.

CHAPTER III  
PROCEDURE

## CHAPTER III

## PROCEDURE

## 1. Construction of the Instrument

Type of Instrument.-- The type of instrument used in this study was an inquiry form constructed in such a way as to provide each girl an opportunity to record her activities easily. The instrument was divided into three major parts, namely:

1. The time designation.
  - a. The time interval used during the week-day as well as during the weekend was thirty minutes.
2. Record of the activity according to days of the week.
3. Separate page involving both of the above parts for the recording of weekend activities.

A notation at the top of each form was included to help each girl adopt the correct attitude toward filling in the necessary data. (See sample of instrument in Appendix, A, page 91 ).

Trial experiment.-- Prior to the proposed study a trial set of inquiry forms was distributed involving a total of 50 girls.

In this trial study, the purposes were to improve the face "validity of the inquiry form via experimental try-out, revealing wording which might prove confusing to the reader,

correct inadequate spacing and finally to use appropriate wording to stimulate interest among the girls regarding their role in the purpose of the study. (See Sample of amended instrument in Appendix B, page 94 ).

From an evaluation of the results of this trial study, it was decided to extend the time schedule to 12:00 midnight on weekends since many of the girls might be extending their bedtimes on weekends, and to include at the top of the inquiry form the statement that "Remember - these results might be used one day to enrich your after-school program." Also, there was included at the bottom of the first page of the form, additional queries as to the activity enjoyed most during the week, the activity preferred most often and the order of preference relating to with whom activities are shared and a final question concerning meals taken while watching television.

It was found later, that these additional queries were omitted inadvertently from the second set of forms administered, thus rendering this phase of the study invalid. These questions have been included in suggestions for further study.

Recording of activities.-- The procedure used and the space provided on the recording instrument for leisure-time interests was devised in such a way as to enable the participating girls to record, in a sequential manner, their leisure-time interests.

In Column number one, the time designation was listed beside which the recording columns denoting the days of the week were placed. On the next page the instrument was the

same except for recording columns for Saturday and Sunday only.

For each week-day, the time interval was 30 minutes beginning at 3:00 P. M. and ending at 11:00 P. M. For the weekend, Saturday and Sunday, the time interval was still 30 minutes, but recording began 9:00 A. M. and continued until 12:00 midnight.

## 2. Administration of Instrument

Selection of Grades and Children.-- Grades eight and nine were selected for this comparison study since girls' interests vary from one age level to another while boys' interests remain fairly constant. In view of the above statement strengthened by a situation in which these girls would move from a small school to a larger school, providing more freedom, the opportunity to join more activities and form new friendships, the author chose this age level for the comparison study.

Length of study.-- In order to obtain complete data on the types of activities chosen during the recording periods (i.e., identical weeks in November, January, and June, representing the three major seasons of: Fall, Winter, and Spring), the forms were distributed during the regular school year.

It was felt that only through a recording of activities participated in during the regular year would a complete and accurate account be obtained. The weeks of November 11, January 20, and June 2 were chosen for recording periods in 1957-58 and corresponding weeks in 1958-59.

Another factor regarding recording periods was the selection of the periods to coincide with the major seasons of the year so that varied responses would be given by the girls. The total time studied regarding leisure-time activities for the entire recording period was twelve weeks.

Selection of categories:-- The following categories evolved from the listing by the girls during the recording periods of their activities:

1. Television
2. Reading (books, newspapers, magazines)
3. Creative Arts (hobbies, music, dancing, art, etc.)
4. Outdoor Sports (games, individual, and group)
5. Indoor Activities (games, individual, and group)
6. Religious Activities (church, choir, youth clubs)
7. Chores
8. Clubs (church, scouts, social, etc.)
9. Outside Activities (visiting, shopping, errands)
10. Personal (grooming, letterwriting, telephone, etc.)
11. Recreational Activities (dating, sports events)
12. Homework
13. Activities - Parents
14. Activities - Friends

CHAPTER IV  
METHODS OF TREATING DATA

## CHAPTER IV

## METHODS OF TREATING DATA

A master sheet was developed containing the names of each of the girls involved and against which the categories of interest were tabulated conforming to Junior year (grade 8) activity, weekdays and weekends and the same for the Senior year (grade 9).

From this data there was a further breakdown dealing with categories of interest and total participation for each category. Next, rank order was established pertaining to frequency of participation and the figures obtained were used to compute correlation. The Spearman<sup>1/</sup> method was employed for the correlation.

General tables were then formulated dealing with order of rank, correlation between Junior and Senior year and listing of activities and participation in activities being engaged in less than ten times and more than ten times. This was organized on the basis of weekdays and weekends and by the seasons of Fall, Winter, and Spring.

These tables were followed by special tables dealing with the number of times the girls reported participation in each category during a specified 14-day period for their Junior and Senior years, weekdays, weekends, Fall, Winter, and Spring

<sup>1/</sup>M. J. Nelson and E. C. Denny, Statistics for Teachers, Dryden Press Inc., New York, 1940, p. 84.

seasons. Interpretation of correlations and evaluations accompany each table.

In connection with the value of correlations reached in any study, Guilford<sup>1/</sup> reveals "any coefficient of correlation that is not zero and that is also statistically significant denotes some degree of relationship between two variables. Yet, we need further orientation on the matter, for the strength of relationship can be regarded from a number of points of view, and it is not correct from any one of these points of view to say that the degree of relationship is exactly proportional to  $r$ . The coefficient of correlation does not give directly anything like a percentage of relationship. We cannot say that an  $r$  of .50 indicates two times the relationship that is indicated by an  $r$  of .25. Nor can we say that an increase in correlation from  $r = .40$  to  $r = .60$  is equivalent to an increased in correlation from  $r = .70$  to .90. The coefficient of correlation is an index number, not a measurement on a linear scale of equal units.

Interpretation of the size of  $r$  depends on what one proposes to do with it or the reasons for computing it and is largely, therefore, a relative matter."

The following is the strength of relationship criteria<sup>2/</sup> used as general orientation:

<sup>1/</sup>J. P. Guilford, Fundamental Statistics in Psychology and Education, Second Edition, McGraw-Hill Book Company, pg. 165, 1950.

<sup>2/</sup>J. P. Guilford, op. cit., p. 52.

Less than .20--slight: almost negligible relationship

.20--.40--low correlation: definite but small  
relationship

.40--.70--Moderate correlation: substantial re-  
lationship

.70--.90--High correlation: Marked relationship

.90--1.00--very high correlation: very dependable  
relationship

The significance of coefficients of correlations is determined by the gross criteria of per cent levels, dependent on the size of the sample and the kind of problem being investigated. In this study, following a prepared table,<sup>1/</sup> the levels of significance were found to be 5% and 1%. The number of cases and thus, degrees of freedom varied in some situations, therefore, it was difficult to conform exactly with the levels of significance, however, for 100 cases which gave 800 degrees of freedom and working on the basis of two variables, at least an  $r$  of .88 was required for a 5% level of significance and at least an  $r$  of .115 to be significant at the 1% level.

<sup>1/</sup>Ibid., p. 52.

#### ANALYSIS OF DATA

The analysis of data will include special tables relative to rank order of activities, correlation findings and evaluation of the tables and general tables relative to specific participation, range of participation from the lowest to the highest and increase or decrease or no change regarding participation with an intepretation of the correlation report.

GENERAL TABLES

FALL ACTIVITIES

Table 1. The order of Rank of Use of Recreational Activities by 100 High School Girls During Weekdays of Their Junior and Senior Years. (Fall Season).

Activities	Rank Jr. Year	Rank Sr. Year	Correlation Between Jr. & Sr. Year
Television	1	1	.80
Reading	7	5	.52
Creative Arts	9	9	.42
Outdoor Sports	11	10	.83
Indoor Activities	13	12	.44
Religious Activities	14	13	.66
Chores	3	3	.68
Clubs	12	11	.34
Outside Activities	5	6	.37
Personal	4	4	.53
Recreational Activities	8	7	.42
Homework	2	2	.67
Activities-Parents	10	10	.26
Activities-Friends	6	8	.39

Evaluation: Observation of the above table reveals that Television remained the most preferred activity during the Junior and Senior years despite a lower viewing frequency in the Senior year. Homework ranked second in both year; the correlation reveals an increase for the Senior year.

In the area of Chores, the ranks were again the same, with more time spent on Chores during the Junior year. As an activity, Personal (grooming, etc.) ranked fourth in both years with a marked increase between the Junior and Senior years.

Outside Activities ranked fifth during the Junior year and decreased during the Senior year. Activities with Friends followed next in ranking; there was a decided drop in this activity during the Senior year.

Reading as an activity was ranked seventh during the Junior year and fifth during the Senior year revealing a marked increase during the Senior year. Recreational Activities was ranked eighth by the girls for the Junior year and seventh for the Senior year indicating a substantial rise in interest as compared to the year before. In the area of Creative Arts the ranking was nine for both with the girls taking part in substantially more creative activity during their Senior year. Activities with Parents were identically ranked for both the Junior and Senior years: 10th.

Outdoor Sports was ranked eleventh for the Junior year and tenth for the Senior year, the trend increasing during the Senior year. Ranking twelfth for the Junior year was Clubs; for the Senior year ranking was eleven. Apparently the girls had more opportunity during their Senior year to join organizations.

Indoor Activities held the thirteenth ranking for the

Junior year and twelve for the Senior year. Last in preference of activity, ranking fourteenth and thirteenth, respectively, was Religious Activities. An increase in this activity was noted for the Senior year.

Table 2. The Order of Rank of Use of Recreational Activities by 100 High School Girls During Weekends of Their Junior and Senior Years. (Fall Season).

Activities	Rank Jr. Year	Rank Sr. Year	Correlation Be- tween Jr. & Sr. Yr.
Television	1	1	.42
Reading	6	8	.42
Creative Arts	13	13	.49
Outdoor Sports	12	12	.49
Indoor Activities	13	14	.38
Religious Activities	11	9	.04
Chores	2	2	.21
Clubs	10	11	.08
Outside Activities	5	5	.19
Personal	3	4	.56
Recreational Activities	7	3	.53
Homework	4	7	.21
Activities-Parents	9	10	.29
Activities-Friends	8	6	.89

Evaluation: Observation of the above table reveals that ranking for Television, Creative Arts, Outdoor Sports, Chores, and Outside Activities during the Junior and Senior year, weekends were identical. As listed above, they ranked 1st, 13th, 12th, 2nd, and 5th, respectively.

In the Personal category ranking dropped from 3rd to 4th between the Junior and Senior years. In the area of Homework this activity placed 4th in ranking for the Junior year, but dropped to 7th ranking in the Senior year. Reading was ranked 6th for the Junior year and 8th for the Senior year; a substantial drop in participation for the Senior year. Seventh in ranking was Recreational Activities changing to 3rd rank revealing that there was a definite increase in interest in this area during the Senior year.

Activities with Friends ranked 8th and 6th, respectively, indicating a great change from one year to the other regarding activity with peers. It was noted that Activities with Parents placed 9th in interest for the Junior year dropping slightly for the Senior year. The category of Clubs ranked 10th and 11th interest, remaining about the same between the years. Religious Activities ranked very low, 11th for the Junior year and 9th for the Senior year.

Thirteenth was the order of rank for Indoor Activities for the Junior year, dropping to last choice, 14th for the Senior year.

Table 3. The Number of Girls, Who During Their Junior Year and Senior Year Weekdays Reported Participation in the Activities Listed Below. (Fall Season).

Activity	During Jr. Year	During Sr. Year	No. Girls Incr. Act.	# Girls Decre.	# Girls No Change
Television	100	100	17	64	19
Chores	96	96	33	47	20
Personal	94	94	45	43	12
Homework	100	100	58	27	15
Activities- Parents	57	57	22	29	49
Activities- Friends	73	73	29	32	39

The following activities were reported as being engaged in for less than 10 times; Reading, Creative Arts, Outdoor Sports, Indoor Activities, Religious Activities, Clubs, Outside Activities, and Recreational Activities.

Evaluation: An analysis of Table 3 discloses that all of the girls involved in the study viewed Television during both of their Junior and Senior years. Decreased activity was evident on the part of 64 of the girls during their Senior year toward Television, indicating that other interests took up their time.

The same number of girls, 96, engaged in Chores during weekdays of the Junior and Senior years. It was interesting

to note that almost half, 47, performed less chores during their Senior year as compared to the year before, disputing the theory that the older children become the more their responsibility grows.

For the Junior year, 94, of the girls reported participation in Personal Activities - remaining at 94 for the Senior year. Little change was noted between the number of girls who increased or decreased interest in this area. Only 12 reported no change.

Reporting as taking part in Homework during the Junior year were 100 girls and 100 for the Senior year. Significantly, more girls reported increased activity, 58, while only 26 girls reported decreased activity.

In the category of Activities with Parents, there was the same interest during the Junior year as there was in the Senior year, as revealed by participation by 57 of the girls for both years. It can be assumed that the girls had less time available to spend with their parents in their Senior year and when time was available preference leaned toward other activity since there was a decrease noted for the Senior year.

The girls showed almost identical interest for both Junior year and Senior year in Activities with Friends; 73 reporting for the Junior year and 73 for the Senior year. No change was reported by 39 of the girls-the slight difference occurring during the Senior year.

Table 4. The Number of Girls, Who, During Their Junior Year and Senior Year, Weekends Reported Participation in the Activities Listed Below (Fall Season).

Activity	During Jr. Year	During Sr. Year	# Girls Incr. Act.	# Girls Decr.	# Girls No. Change
Television	100	100	26	60	14
Chores	96	96	36	49	15
Personal	91	91	41	32	27
Homework	88	88	24	48	28
Activities- Parents	63	63	24	29	47
Activities- Friends	65	65	28	34	38

The following activities were reported as being engaged in for less than 10 times: Reading, Creative Arts, Outdoor Sports, Indoor Activities, Religious Activities, Clubs, Outside Activities, and Recreational Activities.

Evaluation: For weekend activity the following participation was recorded: in the area of Television 100 reported during their Junior year and 100 during their Senior year. There was an appreciable decrease in viewing during the Senior year.

Chores were engaged in by 96 girls during the Junior year and 96 girls in the Senior year. Apparently, fewer girls were responsible for duties during the weekdays, but there was a slight rise in duties for the weekends.

The same number of girls reported Personal Activity for their Junior and Senior years. A rise in participation was apparent between the years.

Eighty-eight out of 100 reported Homework activity for the Junior year, Weekends and the same number for the Senior year. It can be assumed that the girls had more school study time to spend on Homework during their Senior year as compared to the Junior year, and were forced to spend more time on this activity during the latter since the recording revealed a high decrease for the Senior year.

Activity with Parents was reported by 63 girls during the Junior year and the same number for the Senior year. Almost half of the girls, 47, reported no change at all.

There was little change in interest as revealed by the number of girls reporting participation in Activities with Friends. Sixty-five girls reported for the Junior year and sixty-five for the Senior year.

SPECIAL TABLES  
FALL ACTIVITIES

Table 1. The Number of Times 100 H. S. Girls Watched Television During a Specified 14-day Period During Their Junior and Senior Years. Grade 8 and 9. Weekdays, Fall Season.

Reported Viewing- Jr. Year	Reported Viewing- Sr. Year	# Girls Who Incr. T.V.	# Girls Who Decr. T.V.	# Girls Reporting No Change
799	599	17	64	19
<b>Totals:</b>				
799	599	17	64	19

The correlation of .80 shows a marked high relationship between the viewing practices of the girls as Junior and Senior, weekends, and is significant at the one percent level.<sup>1/</sup>

<sup>1/</sup>J. P. Guilford, Fundamental Statistics in Psychology and Education, McGraw-Hill Book Co., Second Edition, N. Y., 1950, pp. 609-610.

Table 2. The Number of Times 100 H. S. Girls Watched Television During a Specified 14-Day Period During Their Junior and Senior Years. Grade 8 and 9. Weekends, Fall Season.

Reported Viewing-Jr. Year	Reported Viewing-Sr. Year	# Girls Who Incr. T. V.	# Girls Who Decr. T. V.	# Girls Reporting No Change
423	318	26	60	14
<b>Totals:</b>				
423	318	26	60	14

The correlation of the Junior year report with the Senior Year report was .42. This indicates that there was only a moderate relationship between the viewing of T. V. during the Junior and Senior years, weekends: this, however, is significant at the one percent level.

Table 3. The Number of Times 100 H. S. Girls Engaged in Chores During a Specified 14-Day Period During Their Junior and Senior Years. Grade 8 and 9 Weekdays, Fall Season.

Reported Chores Jr. Year	Reported Chores Sr. Year	# Girls Who Incr. Chores	# Girls Who Decr. Chores	# Girls Reporting No Change
377	368	33	45	22
<hr/>				
Totals: 377	368	33	45	22

The correlation of the Junior year report with the Senior year report was .68. This correlation indicates a moderate correlation with a substantial relationship between activity in Chores during the Junior and Senior years, weekdays. This correlation is significant at the one percent level.

Table 4. The Number of Times 100 H. S. Girls Engaged in Chores During a Specified 14-Day Period During Their Junior and Senior Years. Grade 8 and 9. Weekends, Fall Season.

Reported Chores Jr. Year	Reported Chores Sr. Year	# Girls Who Incr. Chores	# Girls Who Decr. Chores	# Girls Reporting No Change
281	256	36	45	19
<hr/>				
Totals: 281	256	36	45	19

The correlation of the Junior year report with the Senior year report was .21. This indicates a low correlation with a definite, but small relationship between activity in Chores during the Junior and Senior years, weekends. This correlation is significant at the one percent level.

Table 5. The Number of Times 100 H. S. Girls Engaged in Personal Activity During a Specified 14-Day Period During Their Junior and Senior Years. Grade 8 and 9. Weekdays, fall season.

Reported Personal Jr. Year	Reported Personal Sr. Year	# Girls Who Incr. Per. Act.	# Girls Who Decr. Per. Act.	# Girls Reporting No Change
305	328	45	43	12
<hr/>				
Totals: 305	328	45	43	12

The correlation between the Junior and Senior year was .53. This correlation indicates a moderate but substantial relationship between Personal Activity during the Junior and Senior years, weekdays, and is significant at the one percent level.

Table 6. The Number of Times 100 H. S. Girls Engaged in Personal Activity During a Specified 14-Day Period During Their Junior and Senior Years. Grade 8 and 9. Weekends, Fall Season.

Reported Personal A. Jr. Year	Reported Personal A. Sr. Year	# Girls Who Incr. Per. Act.	# Girls Who Decr. Per. Act.	# Girls Reporting No Change
156	160	41	32	27
<b>Totals:</b>				
156	160	41	32	27

The correlation between the Junior and Senior year was .56. This indicates a moderate, but substantial relationship between Personal Activity during the Junior and Senior year, weekends, and is significant at the one percent level.

Table 7. The Number of Times 100 H. S. Girls Engaged in Homework During a Specified 14-Day Period During Their Junior and Senior Years. Grade 8 and 9. Weekdays, Fall Season.

Reported Homework Jr. Year	Reported Homework Sr. Year	# Girls Who Incr. Homework	# Girls Who Decr. Homework	# Girls Reporting No Change
452	589	58	27	15
<b>Totals:</b>				
452	589	58	27	15

The correlation between the Junior year report and the Senior year was .67. This indicates a moderate correlation with a substantial relationship between Homework during the Junior and Senior years, weekdays. The correlation is significant at the one percent level.

Table 8. The Number of Times 100 H. S. Girls Engaged in Homework During a Specified 14-Day Period During Their Junior and Senior Years. Grade 8 and 9. Weekends, Fall Season.

Reported Homework Jr. Year	Reported Homework Sr. Year	#Girls Who Incr. Homework	#Girls Who Decr. Homework	#Girls Reporting No Change
136	102	24	46	30
Totals: 136	102	24	46	30

The correlation between the Junior year report and the Senior year was .21. This indicates a low correlation with a definite, but small relationship between Homework during the Junior and Senior years, weekends. The correlation is significant at the one percent level.

Table 9. The Number of Times 100 H. S. Girls Engaged in Activities-Parents During a Specified 14-Day Period During Their Junior and Senior Years. Grade 8 and 9. Weekdays, Fall Season.

Reported Act.-Par. Jr. Year	Reported Act.-Par. Sr. Year	# Girls Who Incr. Act.-Par.	# Girls Who Decre. Act.-Par.	# Girls Reporting No Change
64	46	20	32	48
<b>Totals:</b>				
64	46	20	32	48

The correlation between the Junior year and the Senior year was .26. This indicates a low correlation with a definite, but small relationship between Activities-Parents during the Junior and Senior years, weekdays. The correlation is significant at the one percent level.

Table 10. The Number of Times 100 H. S. Girls Engaged in Activities-Parents During a Specified 14-Day Period During Their Junior and Senior Years. Grade 8 and 9. Weekends, Fall Season.

Reported Act.-Parents Jr. Year	Reported Act.-Parents Sr. Year	#Girls Who Incr. Act.-Par.	#Girls Who Decr. Act.-Par.	#Girls Reporting No Change
78	61	24	29	47
<hr/>				
Totals: 78	61	24	29	47

The correlation between the Junior year and Senior year was .29. This indicates a low correlation with a definite but small relationship between Activities-Parents during the Junior and Senior years, weekends. The correlation is significant at the one percent level.

Table 11. The Number of Times 100 H. S. Girls Engaged in Activities-Friends During a Specified 14-Day Period During Their Junior and Senior Years. Grade 8 and 9. Weekdays, Fall Season.

Reported Act.-Friends Jr. Year	Reported Act.-Friends Sr. Year	# Girls Who Incr. Act.-Friends	# Girls Who Decr. Act.-Friends	# Girls Reporting No Change
150	121	27	39	34
<b>Totals:</b>				
150	121	27	39	34

The correlation between the Junior year and the Senior year was .39. This indicates a low correlation with a definite, but small relationship between Activities-Friends during the Junior and Senior years, weekdays. The correlation is significant at the one percent level.

Table 12. The Number of Times 100 H. S. Girls Engaged in Activities-Friends During a Specified 14-Day Period During Their Junior and Senior years. Grade 8 and 9. Weekends, Fall Season.

Reported Act.-Friends Jr. Year	Reported Act.-Friends Sr. Year	# Girls Who Incr. Act.-Friends	# Girls Who Decr. Act.-Friends	# Girls Reporting No Change
111	103	28	32	40
<b>Totals:</b>				
111	103	28	32	40

The correlation between the Junior year and Senior year was .89. This indicates a high correlation with a marked relationship between Activities-Friends during the Junior and Senior years, weekends. The correlation is significant at the one percent level.

GENERAL TABLES  
WINTER ACTIVITIES

Table 1. The Order of Rank of Use of Recreational Activities by 100 High School Girls During Weekdays of Their Junior and Senior Years. (Winter Season).

Activities	Rank Jr. Year	Rank Sr. Year	Correlation Between Jr. and Sr. Years
Television	1	1	.84
Reading	8	5	.75
Creative Arts	10	9	.67
Outdoor Sports	6	11	.48
Indoor Activities	14	13	.88
Religious Activities	12	13	.25
Chores	3	3	.14
Clubs	13	12	.98
Outside Activities	7	6	.52
Personal	5	4	.60
Recreational	4	7	.62
Homework	2	2	.46
Activities-Parents	11	10	.43
Activities-Friends	9	8	.56

Evaluation: Observation of the above table reveals that Television remained the most preferred activity the Junior and Senior years. Homework ranked second in both years.

In the area of Chores the ranks were again the same with more time spent on Chores during the Junior year. As an activity Personal, ranked fifth during the Junior year and

rose to fourth for the Senior year.

Outdoor Sports ranked sixth for the Junior year and dropped to eleventh ranking for the Senior year. Outside Activities followed next in ranking seventh rising to sixth rank for the Senior year.

Reading as an activity was ranked eighth for the Junior year and fifth for the Senior year revealing a marked rise. Activities with Friends held ninth rank for the Junior year and increased slightly during the Senior year to eighth rank.

In the area of Creative Arts the ranking rose from tenth to ninth between the Junior and Senior years.

- Activities with Parents ranked eleventh and tenth, respectively for the Junior and Senior year.

Religious Activities were ranked twelfth for the Junior year and thirteenth for the Senior year indicating that there was more participation in this activity for the Junior year.

Ranking thirteenth for the Junior year and twelfth for the Senior year was Clubs activity.

Last in preference of activity for the Junior year was Indoor Activities; for the Senior year the rise was slight with a rank of thirteenth.

Table 2. The Order of Rank of Use of Recreational Activities by 100 High School Girls During Weekends of Their Junior High Year (Grade 8) and Senior High Year (Grade 9) Winter season.

Activities	Rank Jr. Year	Rank Sr. Year	Correlation be- tween Jr. & Sr. Years
Television	1	1	.32
Reading	8	5	.39
Creative Arts	13	14	.90
Outdoor Sports	4	13	.34
Indoor Activities	12	12	.90
Religious Activities	6	7	.12
Chores	2	2	.37
Clubs	14	10	.42
Outside Activities	9	8	.14
Personal	7	3	.90
Recreational	5	6	.34
Homework	3	4	.25
Activities-Parents	11	11	.48
Activities-Friends	10	9	.38

Evaluation: Observation of the above table reveals that ranking for Television, Indoor Activities, Chores, and Activities-Parents were identical during the Junior and Senior years, weekends. As listed above they ranked 1st, 2nd, 11th and 12th, respectively.

In the Homework category rank increased from 3rd to 4th between the Junior year and the Senior year. In the area of Outdoor Sports the ranking dropped sharply from 4th during the Junior year to 13th for the Senior year.

Recreational Activities revealed a drop from 5th rank to 6th rank between the years. It was noted that Religious Activities changed only slightly from the Junior year to the Senior year, 6th rank and 7th rank, respectively.

Personal activity (grooming, etc.) showed a marked increase for the Senior year changing from 7th rank to 3rd rank.

Reading ranked 8th for the Junior year and moved up to 5th rank for the Senior year.

Outside Activities revealed only a slight change between the years, going from 9th rank to 8th rank. This also held for Activities with Friends. Only a slight difference in ranks was noted, from 10th to 9th.

The category of Creative Arts ranked 13th for the Junior year and 14th (last rank) for the Senior year.

The final rank, 14th, was held by Clubs activity for the Junior year and an increase was noted in this activity for the Senior year, the rank rising to 10th.

Table 3. The Number of Girls Who, During Their Junior Year and Senior Year, Weekdays, Reported Participation in the Activities Listed Below (Winter Season).

Activities	During Jr. Year	During Sr. Year	# Girls Incr. Act.	# Girls Decr. Act.	# Girls No Change
Television	99	99	29	61	10
Chores	89	89	32	44	24
Personal	90	90	46	35	19
Homework	99	99	63	24	13
Activities- Parents	33	33	18	15	67
Activities- Friends	50	50	20	24	56

The following activities were reported as being engaged in for less than 10 times - Reading, Creative Arts, Outdoor Sports, Indoor Activities, Religious Activities, Clubs, Outside Activities and Recreational Activities.

Evaluation: An analysis of Table 3 discloses that almost all of the girls involved in the study viewed Television during both of their Junior and Senior years. Decreased activity was evident on the part of 61 of the girls during their Senior year toward Television indicating that other interests took up their time.

The same number of girls, 89, engaged in Chores during weekdays of the Junior and Senior years. It was interesting to note that almost half, 44, performed less Chores during their Senior years as compared to the Junior year.

In the Personal category, the same number of girls, 90, engaged in this activity during both the Junior and Senior years. However, there was a very marked increase in this activity during the Senior year, 46, as compared to 35 for the Junior year.

Reporting as taking part in Homework for the Junior and Senior years were 99 girls. Homework as an activity rose from 24 girls taking part to 63 girls taking part during the Senior year.

Activities with Parents had the same number of girls reporting for both years with fewer girls engaging in this activity during the Senior year.

Fifty girls recorded activity with Friends for the Junior and Senior years; there was a definite decrease regarding this activity for the Senior year.

Table 4. The Number of Girls who, during their Junior and Senior years, Weekends, Reported Participation in the Activities Listed Below. (Winter Season).

Activity	During Jr. year	During Sr. Year	# Girls Who Incr. Act.	# Girls Who Decr. Act.	# Girls Who did Not Change
Television	99	99	24	53	23
Chores	95	95	44	43	16
Personal	83	83	46	15	39
Homework	87	87	39	38	23
Activities- Parents	35	35	19	13	68
Activities- Friends	52	52	24	23	53

The following activities were reported as being engaged in less than 10 times. Reading, Creative Arts, Outdoor Sports, Indoor Activities, Religious Activities, Clubs, Outside Activities, and Recreational Activities.

Evaluation: For the weekends, the following participation was recorded. In the area of Television, the same number of girls, 99, reported. There was an obvious decrease in viewing for the Senior year.

The number of girls reporting on Chores remained at 95 for the Junior and Senior year. However, a slight decrease was noted for the Senior year as compared to the year before.

In the area of Personal activity recording by the girls (83) indicated a great increase in the Senior year. Fifteen

of the girls decreased their Personal activity, but 46 increased.

Homework was reported as being engaged in by 87 of the girls for each of the years. Little change was evidenced by the recording.

Although only 35 of the girls reported participation for both the Junior and Senior years, Activities with Parents there was an increase in this activity for the Senior year.

Activities with Friends found 52 of the girls reporting over half the number in the study, but there was no noticeable change in interest for this category.

SPECIAL TABLES  
WINTER ACTIVITIES

Table 1. The Number of Times 100 H. S. Girls Watched Television During a Specified 14-Day Period During Their Junior and Senior Years. Grade 8 and 9. Weekdays, Winter Season.

Reported Viewing During Jr. Year	Reported Viewing During Sr. Year	#Girls Who Incr. TV Sr. Year	#Girls Who Decr. TV Sr. Year	# Girls No Change
739	545	29	61	10
<hr/>				
Totals: 739	545	29	61	10

The correlation between the Junior year report and Senior year report was .84. This indicates a high correlation with a marked relationship between Television viewing during the Junior and Senior years, weekdays.

This correlation is significant at the one per cent level.

Table 2. The Number of Times 100 H. S. Girls Watched Television During a Specified 14-Day Period During Their Junior and Senior Years. Grade 8 and 9, Weekends. (Winter Season).

Reported Viewing During Jr. Year	Reported Viewing During Sr. Year	#Girls Who Incr. TV Sr. Year	#Girls Who Decr. TV Sr. Year	# Girls Who Did not Change
391	295	24	53	23
<b>Totals:</b>				
391	295	24	53	23

The correlation between the Junior year and the Senior year was .32. This indicates a low correlation with a definite, but small relationship between Television during the Junior and Senior years, weekends.

This correlation is significant at the one per cent level.

Table 3. The Number of Times 100 H. S. Girls Engaged in Chores During a Specified 14-Day Period During Their Junior and Senior years. Grade 8 and 9, Weekdays, Winter Season.

Reported Chores Jr. Year	Reported Chores Sr. Year	#Girls Who Incr. Chores Sr. Yr.	#Girls Who Decr. Chores Sr. Yr.	#Girls Report- ing No Change
418	398	32	44	24
<b>Totals:</b>				
418	398	32	44	24

The correlation between the Junior and Senior year was .14. This indicates a slight almost negligible relationship between Chores during the Junior and Senior years, weekdays and is significant at the one per cent level.

Table 4. The Number of Times 100 H. S. Girls Engaged in Chores During a Specified 14-Day Period During Their Junior and Senior Years. Grade 8 and 9, Weekends, Winter Season.

Reported Chores Jr. Yr.	Reported Chores Sr. Yr.	#Girls Who Incr. Chores Sr. Yr.	#Girls Who Decr. Chores Sr. Yr.	#Girls Reporting No Change
278	282	41	43	16
<hr/>				
Totals: 278	282	41	43	16

The correlation between the Junior and Senior year was .37. This indicates a low correlation with a definite, but small relationship between Chores during the Junior and Senior years, weekends. This correlation is significant at the one per cent level.

Table 5. The Number of Times 100 H. S. Girls Engaged in Personal Activity During a Specified 14-Day Period During Their Junior and Senior Years. Grade 8 and 9. Weekdays, Winter Season.

Reported Pers. Act. Jr. Year	Reported Pers. Act. Sr. Year	#Girls Who Incr. Pers. Act. Sr. Yr.	#Girls Who Decr. Pers. Act. Sr. Yr.	#Girls No Change
249	324	46	35	19

Totals:				
249	324	46	35	19

The correlation between the Junior and Senior year was .60. This indicates a moderate correlation with a substantial relationship between Personal activity during the Junior and Senior years, weekdays, and is significant at the one per cent level.

Table 6. The Number of Times 100 H. S. Girls Engaged in Personal Activity During a Specified 14-Day Period During Their Junior and Senior Years. Grade 8 and 9, Weekends, Winter Season.

Reported Pers. Act. Jr. Year	Reported Pers. Act. Sr. Year	#Girls Who Incr. Pers. Act. Sr. Yr.	#Girls Who Decr. Pers. Act. Sr. Yr.	#Girls No Change
104	187	46	15	39
<hr/>				
Totals: 104	187	46	15	39

The correlation between the Junior and Senior year was .90. This indicates a high correlation marked relationship between Personal activity during the Junior and Senior years, weekends. This correlation is significant at the one per cent level.

Table 7. The number of Times 100 H. S. Girls Engaged in Homework During a Specified 14-Day Period During Their Junior and Senior Years. Grade 8 and 9, Weekdays, Winter Season.

Reported Homework Jr. Yr.	Reported Homework Sr. Yr.	#Girls Who Incr. Home-work Sr. Yr.	#Girls Who Decr. Home-work Sr. Yr.	#Girls No Change
439	542	63	24	13
<b>Totals:</b>				
439	542	63	24	13

The correlation between the Junior and Senior year was .46. This indicates a moderate correlation with a substantial relationship between Homework during the Junior and Senior years weekdays and is significant at the one per cent level.

Table 8. The Number of Times 100 H. S. Girls Engaged in Homework During a Specified 14-Day Period During Their Junior and Senior Years. Grade 8 and 9, Weekends, Winter Season.

Reported Homework Jr. Yr.	Reported Homework Sr. Yr.	#Girls Who Incr. Home-Work Sr. Yr.	#Girls Who Decr. Home-Work Sr. Yr.	#Girls No Change
146	139	39	38	23
<b>Totals:</b>				
146	139	39	38	23

The correlation between the Junior and Senior year was .25. This indicates a low correlation with a definite, but small relationship between Homework during the Junior and Senior years, weekends. This correlation is significant at the one per cent level.

Table 9. The Number of Times 100 H. S. Girls Engaged in Activities-Parents During a Specified 14-Day Period During Their Junior and Senior Years. Grade 8 and 9, Weekdays, Winter Season.

Reported Act.-Parents Jr. Year	Reported Act.-Parents Sr. Year	#Girls Who Incr. Act- Par. Sr. Yr.	#Girls Who Decr. Act.- Par. Sr. Yr.	#Girls No Change
28	38	18	15	67
<hr/>				
Totals: 28	38	18	15	67

The correlation between the Junior and Senior year was .43. This indicates a moderate correlation with a substantial relationship between Activities-Parents during the Junior and Senior years, weekdays and is significant at the one per cent level.

Table 10. The Number of Times 100 H. S. Girls Engaged in Activities-Parents During a Specified 14-Day Period During Their Junior and Senior Years. Grade 8 and 9, Weekends, Winter Season.

Reported Act.-Parents Jr. Year	Reported Act.-Parents Sr. Year	#Girls Who Incr. Act- Par. Sr. Yr.	#Girls Who Decr. Act.- Par. Sr. Yr.	#Girls No Change
24	29	19	13	68
<b>Totals:</b>				
24	29	19	13	68

The correlation between the Junior and Senior year was .48. This indicates a moderate correlation with a substantial relationship between Activities-Parents during the Junior and Senior years, weekends. This correlation is significant at the one per cent level.

Table 11. The Number of Times 100 H. S. Girls Engaged in Activities-Friends During a Specified 14-Day Period During Their Junior and Senior Years. Grade 8 and 9, Weekdays, Winter Season.

Reported Act.-Friends Jr. Year	Reported Act.-Friends Sr. Year	#Girls Who Incr. Act- Friends Year	#Girls Who Decr. Act- Friends Sr. Year	#Girls Who No Change
76	63	20	24	56
<b>Totals:</b>				
76	63	20	24	56

The correlation between the Junior and Senior year was .56. This indicates a moderate correlation with a substantial relationship between Activities-Friends during the Junior and Senior years, weekdays. This correlation is significant at the one per cent level.

Table 12. The Number of Times 100 H. S. Girls Engaged in Activities-Friends During a Specified 14-Day Period During Their Junior and Senior Years Grade 8 and 9, Weekends, Winter Season.

Reported Act.-Friends Jr. Year	Reported Act.-Friends Sr. Year	#Girls Who Incr. Act- Friends Sr. Year	#Girls Who Decr. Act- Friends Sr. Year	#Girls Who No Change
63	57	24	23	53
<b>Totals:</b>				
63	57	24	23	53

The correlation between the Junior and Senior year was .38. This indicates a low correlation with a definite, but small relationship between Activities-Friends during the Junior and Senior years, weekends and is significant at the one per cent level.

GENERAL TABLES  
SPRING ACTIVITIES

Table 1. The Order of Rank of Use of Recreational Activities by 100 High School Girls During Weekdays of Their Junior High Year (Grade 8) and Senior High Year (Grade 9) Spring Season.

Activities	Rank Jr. Year	Rank Sr. Year	Correlation Between Jr. and Sr. Years
Television	1	1	.69
Reading	6	5	.37
Creative Arts	11	10	.98
Outdoor Sports	8	8	.61
Indoor Activities	13	14	.98
Religious Activities	14	13	.13
Chores	3	3	.98
Clubs	10	11	.32
Outside Activities	7	7	.30
Personal	4	4	.56
Recreational	5	6	.35
Homework	2	2	.51
Activities-Parents	12	12	.66
Activities-Friends	9	9	.40

Evaluation: Observation of the above table reveals that Television remained the most preferred activity during the Junior and Senior years. Homework, Chores and Personal areas of activity held 2nd, third, and fourth rank respectively for both the Junior and Senior years.

Recreational activity ranked 5th for the Junior year and 6th for the Senior year indicating a decreased trend for the Senior year. In the Reading area ranking rose from 6th for the Junior year to 5th rank for the Senior year.

Outside activities ranked identically, 7th, for both years. In the category of Outdoor Sports the same ranking occurred for the Junior and Senior year: 8th. Also holding identical ranks for the Junior and Senior years was Activities with Friends: 9th.

Clubs activity followed next in ranking: 10th for the Junior year and 11th for the Senior year.

Creative Arts as an activity was ranked eleventh for the Junior year and increased to tenth rank for the Senior year.

Activities with Parents held the same rank for both years: 12th. Indoor Activities was ranked thirteenth and fourteenth, respectively, for the Junior and Senior years. A slight drop in interest for the Senior year.

Ranking last, 14th, for the Junior year was Religious Activity with a rise in rank to 13th reported for the Senior year.

Table 2. The Order of Rank of Use of Recreational Activities by 100 High School Girls During Weekends of Their Junior High Year (Grade 8) and Senior High Year (Grade 9)

Activities	Rank Jr. Yr.	Rank Sr. Yr.	Correlation between Jr. and Sr. Year
Television	1	1	.23
Reading	5	5	.31
Creative Arts	12	13	.95
Outdoor Sports	8	9	.44
Indoor Activities	13	14	.96
Religious Activities	6	6	.20
Chores	2	2	.39
Clubs	14	12	.98
Outside Activities	7	7	.21
Personal	4	3	.32
Recreational	9	8	.26
Homework	9	4	.19
Activities-Parents	11	10	.50
Activities-Friends	10	11	.24

Evaluation: Observation of Table 2 reveals that ranking for Television, Chores, Reading, Religious Activities and Outside Activities remained the same for both the Junior and Senior years. Respective ranks held were: 1st, 2nd, 5th, 6th and 7th.

Ranking 8th for the Junior year and 9th for the Senior year was Outdoor Sports. In the area of Homework there was a decided rise in ranking from 9th for the Junior year to 4th for the Senior year.

Activities with Friends was the next in ranking 10th, there was a drop in ranking for the Senior year to 11th for this activity. Activities with Parents ranked 11th and 10th respectively for the Junior and Senior years with an apparent increase for the Senior year.

The category of Creative Arts ranked 12th for the Junior year and 13th for the Senior year.

Indoor Activities dropped from 13th ranking to that of 14th between the Junior and Senior years.

Ranking last in preference of activity for the Junior year was Clubs. There was a definite increase in interest toward this activity for the Senior year as the ranking rose to 12th.

Table 3. The Number of Girls Who During Their Junior Year and Senior Year, Weekdays, Reported Participation in the Activities Listed Below. Spring Season

Activity	During Jr. Year	During Sr. Yr.	#Girls Who Incr. Act.	#Girls Who Decr. Act.	#Girls No Change
Television	100	100	26	65	9
Chores	93	93	35	47	18
Personal	95	95	43	42	15
Homework	100	100	53	34	13
Activities-Parents	41	41	13	25	62
Activities-Friends	60	60	17	37	46

The following activities were reported as being engaged in for less than 10 times - Reading, Creative Arts, Outdoor Sports, Indoor Activities, Religious Activities, Clubs, Outside Activities and Recreational Activities.

Evaluation: An analysis of Table 3 discloses that all of the girls involved in the study 100, reported participation for the Junior and Senior years. Twenty-six reported increased activity for the Senior year while 65 reported decreased activity revealing a great change in this area.

In the category of Chores, 93 of the girls reported for the Junior and Senior years. There was a marked decrease in duties for the Senior year.

Personal activity found almost all of the girls partici-

pating: 95. No important changes in this activity were noted.

The number of girls reporting participation in Homework was: 100, i.e., all of the girls involved in the study.

Homework activity was increased noticeably by the girls during their Senior year.

Activities with Parents was engaged in by less than half of the girls: 41. The girls decreased this activity greatly during the Senior year.

In the category of Activities with Friends, 60 girls participated and recorded a decrease in this area for the Senior year.

Table 4. The Number of Girls Who During Their Junior Year and Senior Year, Weekends, Reported Participation in the Activities Listed Below. Spring Season.

Activity	During Jr. Year	During Sr. Year	#Girls Who Incr. Act.	#Girls Who Decr Act.	#Girls No Change
Television	98	98	22	58	20
Chores	91	91	33	39	28
Personal	84	84	43	33	24
Homework	72	72	41	19	40
Activities- Parents	48	48	25	14	61
Activities- Friends	53	53	17	29	54

The following activities were reported as being engaged in far less than 10 times - Reading, Creative Arts, Outdoor Sports, Indoor Activities, Religious Activities, Clubs, Outside Activities and Recreational Activities.

Evaluation: For the weekends, the following is reported: Television recorded almost all of the girls, 98, as taking part during the Junior and Senior year. The decrease in this activity during the Senior year was very apparent.

Ninety-one girls reported activity in the area of Chores for both of the years with a lessening trend revealed during the Senior year.

Personal activity was engaged in by 84 of the girls for

the Junior and Senior years both. There was a definite increase noted for the Senior year.

The number of girls reporting activity in Homework was the same for the Junior and Senior years: 72. Activity in this area almost doubled for the Senior year as reported by the girls.

In the area of Activities with Parents, the number of girls reporting was 48, not quite half the number of girls involved in the study. An increase was noted in this activity during the Senior year.

Fifty-three girls engaged in Activities with Friends for both the Junior and Senior year. The slight decrease in this category was during the Senior year.

SPECIAL TABLES  
SPRING ACTIVITIES

Table 1. The Number of Times 100 H. S. Girls Watched Television During a Specified 14-Day Period During Their Junior and Senior Years. Grade 8 and 9, Weekdays, Spring Season.

Reported Viewing Jr. Year	Reported Viewing Sr. Year	# Girls Who Incr. T.V. Sr. Year	# Girls Who Decr. T.V. Sr. Year	# Girls Reporting No Change
613	502	26	65	9
<b>Totals:</b>				
613	502	26	65	9

The correlation between the Junior year and Senior year was .69. This indicates a moderate correlation with a substantial relationship between Television viewing during the Junior and Senior years, weekdays. This correlation is significant at the one percent level.

Table 2. The Number of Times 100 H. S. Girls Watched Television During a Specified 14-Day Period During Their Junior and Senior Years. Grade 8 and 9, Weekends. Spring Season.

Reported Viewing Jr. Year	Reported Viewing Sr. Year	# Girls Who Incr. T.V. Sr. Year	# Girls Who Decr. T.V. Sr. Year	# Girls Who Did Not Change
305	254	22	58	20
<b>Totals:</b>				
305	254	22	58	20

The correlation between the Junior year and Senior year was .23. This indicates a low correlation with a definite but small relationship between Television viewing during the Junior and Senior years, weekends, and is significant at the one percent level.

Table 3. The Number of Times 100 H. S. Girls Engaged in Chores During a Specified 14-Day Period During Their Junior and Senior Years. Grade 8 and 9, Weekdays, Spring Season.

Reported Chores Jr. Year	Reported Chores Sr. Year	# Girls Who Incr. Chores Sr. Year	# Girls Who Decr. Chores Sr. Year	# Girls No Change
382	387	35	47	18
<b>Totals:</b>				
382	387	35	47	18

The correlation between the Junior and Senior year was .98. This indicates a very high correlation and a very dependable relationship between Chores during the Junior and Senior years, weekdays. This correlation is significant at the one percent level.

Table 4. The Number of Times 100 H. S. Girls Engaged in Chores During a Specified 14-Day Period During Their Junior and Senior Years. Grade 8 and 9, Weekends, Spring Season.

Reported Chores Jr. Year	Reported Chores Sr. Year	# Girls Who Incr. Chores Sr. Year	# Girls Who Decr. Chores Sr. Year	# Girls No Change
276	231	33	39	28
<b>Totals:</b>				
276	231	33	39	28

The correlation between the Junior year and Senior year was .39. This indicates a low correlation with a definite but small relationship between Chores during the Junior and Senior years, weekends and is significant at the one percent level.

Table 5. The Number of Times 100 H. S. Girls Engaged in Personal Activity During a Specified 14-Day Period During Their Junior and Senior Years. Grade 8 and 9, Weekdays, Spring Season.

Reported Personal Act. Jr. Year	Reported Personal Act. Sr. Year	#Girls Who Incr. Pers- Act. Sr. Yr.	#Girls Who Decr. Pers. Act. Sr. Yr.	# Girls No Change
281	294	43	42	15
<b>Totals:</b>				
281	294	43	42	15

The correlation between the Junior year and Senior year was .56. This indicates a moderate correlation with a substantial relationship between Personal activity during the Junior and Senior years, weekdays. This correlation is significant at the one percent level.

Table 6. The Number of Times 100 H. S. Girls Engaged in Personal Activity During a Specified 14-Day Period During Their Junior and Senior Years. Grade 8 and 9, Weekends, Spring Season.

Reported Per.-Act. Jr. Yr.	Reported Per.-Act. Sr. Yr.	#Girls Who Incr. Per- Act. Sr. Yr.	#Girls Who Decr. Per- Act. Sr. Yr.	#Girls No Change
131	148	43	33	24
<b>Totals:</b>				
131	148	43	33	24

The correlation between the Junior and Senior year was .32. This indicates a low correlation with a definite but small relationship between Personal activity during the Junior and Senior years, weekends. This correlation is significant at the one percent level.

Table 7. The Number of Times 100 H. S. Girls Engaged in Homework During a Specified 14-Day Period During Their Junior and Senior Years. Grade 8 and 9, Weekdays, Spring Season.

Reported Homework Jr. Year	Reported Homework Sr. Year	# Girls Who Incr. Homework Sr. Yr.	# Girls Who Decr. Homework Sr. Yr.	# Girls No Change
409	468	53	34	13
<b>Totals:</b>				
409	468	53	34	13

The correlation between the Junior year and Senior year was .51. This indicates a moderate correlation with a substantial relationship between Homework during the Junior and Senior years, weekdays. This correlation is significant at the one percent level.

Table 8. The Number of Times 100 H. S. Girls Engaged in Homework During a Specified 14-Day Period During Their Junior and Senior Years. Grade 8 and 9, Weekends, Spring Season.

Reported Homework Jr. Year	Reported Homework Sr. Year	# Girls Who Incr. Home- work Sr.Yr.	#Girls Who Decr. Home- Work Sr. Yr.	# Girls No Change
65	99	41	19	40
<hr/>				
Totals: 65	99	41	19	40

The correlation between the Junior year and Senior year was .19. This indicates a slight almost negligible relationship between Homework during the Junior and Senior years weekends and is significant at the one percent level.

Table 9. The Number of Times 100 H. S. Girls Engaged in Activity-Parents During a Specified 14-Day Period During Their Junior and Senior Years. Grade 8 and 9, Weekdays, Spring Season.

Reported Act.-Par. Jr. Year	Reported Act.-Par. Sr. Year	# Girls Who Incr. Act.- Par. Sr. Yr.	# Girls Who Decr. Act.- Par. Sr. Yr.	# Girls No Change
39	30	13	25	62
<hr/>				
Totals:				
39	30	13	25	62

The Correlation between the Junior year and Senior year was .66. This indicates a moderate correlation with a substantial relationship between Activity-Parents during the Junior and Senior years weekdays. This correlation is significant at the one percent level.

Table 10. The Number of Times 100 H. S. Girls Engaged in Activity-Parents During a Specified 14-Day Period During Their Junior and Senior Years. Grade 8 and 9, Weekends, Spring Season.

Reported Act.-Par. Jr. Year	Reported Act. Par. Sr. Year	# Girls Who Incr. Act.- Par. Sr. Yr.	# Girls Who Decr. Act. Par. Sr. Yr.	# Girls No Change
39	47	25	14	61
<b>Totals:</b>				
39	47	25	14	61

The correlation between the Junior year and Senior year was .50. This indicates a moderate correlation with a substantial relationship between Activity-Parents during the Junior and Senior years, weekends, and is significant at the one percent level.

Table 11. The Number of Times 100 H. S. Girls Engaged in Activities-Friends During a Specified 14-Day Period During Their Junior and Senior Years. Grade 8 and 9. Weekdays. Spring Season.

Reported Act.-Friends Jr. Yr.	Reported Act.-Friends Sr. Yr.	#Girls Who Incr. Act- Friends Sr. Yr.	#Girls Who Decr. Act.- Friends Sr. Yr.	#Girls No Change
108	72	17	37	46
Totals: 108	72	17	37	46

The correlation between the Junior year and Senior year was .40. This indicates a low correlation with a definite but small relationship between Activities-Friends during the Junior and Senior years, weekdays. This correlation is significant at the one percent level.

Table 12 The number of Times 100 H. S. Girls Engaged in Activities-Friends During a Specified 14-Day Period During Their Junior and Senior Years. Grade 8 and 9. Weekends, Spring Season.

Reported Act.-Friends Jr. Year	Reported Act.-Friends Sr. Year	# Girls Who Act-Friends Sr. Year	Incr. #Girls Who Decr. Act- Friends Sr. Year	#Girls Who No Change
56	43	17	29	54
<b>Totals:</b>				
56	43	17	29	54

The correlation between the Junior year and Senior year was .24. This indicates a low correlation with a definite, but small relationship between Activities-Friends During the Junior and Senior years and is significant at the one percent level.

CHAPTER V  
SUMMARY AND FINDINGS

The leisure-time habits of the 100 girls in this study have been surveyed to provide a comparison study between the Junior High year (Grade 8), and the Senior High year (Grade 9), for the weekdays (after school closes), weekends, and Fall, Winter and Spring seasons.

The findings are summarized as follows:

1. Television remained the most preferred activity throughout the entire two-year recording period for the weekdays, weekends, and the seasons of Fall, Winter, and Spring.

2. Homework activity followed television activity and remained in this position throughout the length of the study, dropping slightly during the Senior year, weekends, Fall and Winter seasons and rising slightly during the Senior year, weekends, Spring season.

3. Chores was in third position, after Homework during the Fall, Winter, and Spring seasons, weekdays. Activity in the Chores category decreased during the Fall, Winter and Spring seasons, weekends.

4. Personal activity (grooming, etc.) followed Chores as an activity choice for the Fall and Spring seasons, weekdays. There was a decrease in this activity during the Senior year, weekends, Fall season, an increase during the Senior year, weekdays, Winter season and an increase during the Spring

season, weekends, Senior year.

5. Activities with Parents remained the same during weekdays of the Fall and Spring seasons rising slightly during weekdays of the Winter season. There were many fluctuations involved during weekends: activities with parents dropped during the Fall season, weekends in the Senior year, held steady during the Winter season, weekends and increased during the Senior year, Spring season, weekends.

6. In the category of Activities with Friends many changes were evident. During the Spring season, weekdays, however, the girls did not alter their interest level. In the Senior year, Fall season, weekdays activity decreased and increased for weekends, Fall season. In the Senior year, weekdays and weekends, interest increased for the Winter season. In the Senior year, weekends, Spring season, activity decreased.

7. The following categories of interest were low in participation throughout the length of the study: Outside Activities, Reading, Recreational Activities, and Creative Arts.

8. The following categories of interest recorded very low levels of participation throughout the study. Outdoor Sports, Clubs (school teams, etc.), Indoor Activities, and Religious Activities.

In the light of these findings, it would appear desirable that more guidance be provided regarding children's out-of-

school leisure-time choices and reveals that there is still much to be accomplished as pertains especially to the influence of television and its role in our lives.

CHAPTER VI  
LIMITATIONS OF THIS STUDY

## CHAPTER VI

## LIMITATIONS OF THIS STUDY

Limitations.--This study has given the author an opportunity to find out the comparisons between leisure time activity of girls during the last year of Junior High and the first year of Senior High. Because of the scope of this study which encompassed two years and covered weekday and weekend activity as well as the seasons of Fall, Winter, and Spring it was felt that the scope should set the limitations. Therefore, no attempt was made to consider the effect differences in age might have on leisure time activity, nor economic level, size of community, etc. Some of these have been included in suggestions for further study.

Suggestions for further study.--The suggestions for further study are presented as follows:

1. The investigation of parental participation in the out-of-school interests and activities of Junior High pupils.
2. The relationship between free time and time spent on homework.
3. The relationship between television, reading time and out-door play.
4. The effect of socio-economic status on leisure-time choices.
5. The effect of parents' occupations on leisure-time choices.

6. The effect of other factors such as, size of community, regions of the country, and the like on leisure-time choices.

7. The influence of nationality on leisure-time choices.

8. The influence friendships have on leisure-time choices.

9. The relationship between family sizes and leisure-time choices.

10. The differences between the leisure-time choices of boys and girls at various age levels.

APPENDICES

A INITIAL INQUIRY FORM

B AMENDED FORM

Name: \_\_\_\_\_

## APPENDIX A

## INITIAL INQUIRY FORM

## AN INQUIRY CONCERNING LEISURE TIME ACTIVITIES

Directions:

This is not a test. It is an inquiry form intended to gather information concerning some of your leisure time activities during a typical week. Keep sheet in your notebook during the entire week and please be accurate and truthful about your activities. Bring the sheet up-to-date each time you do your homework.

The information you are invited to give has to do with the hours from 3:00 P. M. (close of school) up to 11:00 P. M. on each school day and from 9:00 A. M. to 11:00 P. M. on Saturday and Sunday.

TIME SCHEDULE

HOURS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
3:00 - 3:30 P. M.					
3:30 - 4:00					
4:00 - 4:30					
4:30 - 5:00					
5:00 - 5:30					
5:30 - 6:00					
6:00 - 6:30					
6:30 - 7:00					
7:00 - 7:30					
7:30 - 8:00					
8:00 - 8:30					
8:30 - 9:00					
9:00 - 9:30					
9:30 - 10:00					
10:00 - 10:30					
10:30 - 11:00					

TIME SCHEDULE  
(Saturday & Sunday)

HOURS:	SATURDAY	SUNDAY
9:00A.M. - 9:30 A.M.		
9:30 - 10:00		
10:00 - 10:30		
10:30 - 11:00		
11:00 - 11:30		
11:30 - 12:00		
12:00 - 12:30		
12:30 - 1:00		
1:00 - 1:30		
1:30 - 2:00		
2:00 - 2:30		
2:30 - 3:00		
3:00 - 3:30		
3:30 - 4:00		
4:00 - 4:30		
4:30 - 5:00		
5:00 - 5:30		
5:30 - 6:00		
6:00 - 6:30		
6:30 - 7:00		
7:00 - 7:30		
7:30 - 8:00		
8:00 - 8:30		

HOURS

SATURDAY

SUNDAY

8:30 - 9:00

9:00 - 9:30

9:30 - 10:00

10:00 - 10:30

10:30 - 11:00

## APPENDIX B

## AMENDED FORM

## AN INQUIRY CONCERNING LEISURE-TIME ACTIVITIES

Directions:

This is not a test. It is an inquiry form intended to gather information concerning some of your leisure-time activities during a typical week. Keep this sheet in your notebook during the entire week. Please be accurate and truthful about your activities. Bring the sheet up-to-date each time you do your homework.

Remember: This information might be used to enrich your after-school program. The information you are invited to give has to do with the hours from 3:00 P. M. (close of school) up to 11:00 P. M. on each school day and from 9:00 A. M. to 12:00 P. M. on Saturday and Sunday.

TIME SCHEDULE

HOURS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
3:00 - 3:30 P. M.					
3:30 - 4:00					
4:00 - 4:30					
4:30 - 5:00					
5:00 - 5:30					
5:30 - 6:00					
6:00 - 6:30					
6:30 - 7:00					
7:00 - 7:30					
7:30 - 8:00					
8:00 - 8:30					
8:30 - 9:00					
9:00 - 9:30					
9:30 - 10:00					
10:00 - 10:30					
10:30 - 11:00					

(Time schedule for Saturday and Sunday on next page)

TIME SCHEDULE

(Saturday and Sunday)

Hours	Saturday	Sunday
9:00 - 9:30 A. M.		
9:30 - 10:00		
10:00 - 10:30		
10:30 - 11:00		
11:00 - 11:30		
11:30 - 12:00		
12:00 - 12:30		
12:30 - 1:00 P. M.		
1:00 - 1:30		
1:30 - 2:00		
2:00 - 2:30		
2:30 - 3:00		
3:00 - 3:30		
3:30 - 4:00		
4:00 - 4:30		
4:30 - 5:00		
5:00 - 5:30		
5:30 - 6:00		
6:00 - 6:30		
6:30 - 7:00		
7:00 - 7:30		
7:30 - 8:00		
8:00 - 8:30		
8:30 - 9:00		
9:00 - 9:30		

Hours	Saturday	Sunday
9:30 - 10:00		
10:00 - 10:30		
10:30 - 11:00		
11:00 - 12:00 Midnight		

BIBLIOGRAPHY

## BIBLIOGRAPHY

1. Ahlbum, Sumner and R. Gelaman, "The Teens-Mountains of Joy and Valleys of Despair," Cosmopolitan Magazine (November 1957).
2. Baxter, Bernice and R. Cassidy, Group Experience, Harper Bros., New York, 1952.
3. Baxter, Bernice, G. M. Lewis, G. M. Cross, The Role of Elementary Education, D. C. Heath and Company, Boston, 1952, p. 74.
4. Billett, Ray O. and J. Wendell Yeo, Growing Up, D. C. Heath and Company, Boston, 1951.
5. Binney, Jr., "Doctrine of Interest," Education, (October 1952) 73:126-30.
6. Boyd, William, The Challenge of Leisure, London New Education Fellowship, Glasgow University, 1936, p. 67.
7. Burton, William H., The Guidance of Learning Activities, Appleton-Century, New York, 1955, p. 514.
8. Butterfield, Marjorie I., Program Preferences in Television of Grade 4 Pupils in Lowell, Massachusetts, Unpublished Master's, Boston University, 1951.
9. Craig, Anna C., Survey of Leisure Time Activities and Interests of Ninth Grade Boys and Girls, Unpublished Master's, Boston University, 1950.
10. Crow, Lester D., and Alice Crow, High School Education, Odyssey Press, New York, p. 4.
11. Cunningham, Ruth and Associates, Understanding Group Behavior of Boys and Girls, Bureau of Publications, Teacher's College, Columbia University, New York, 1951.
12. Davis, Calvin O., Junior High School Education, World Book Company, 1926, p. 7.
13. Deasy, J. P., Jr., A Summary of Research in Interests and Preferences of School Children, Unpublished Master's, Boston University, 1954.

14. Dddley, Louise, Can You Entertain Yourself, National Education Association Nournal (November 1943) 32:231.
15. Edwards, Phyllis O., Around the Clock With the Elementary Pupil, Grade Teacher (March, 1951), 68:17-19.
16. Encyclopedia Americana, 1958 Edition, Vol. XXIII, Library of Congress Card No. 58-6264.
17. Fryer, Douglas, Measurement of Interest, Henry Holt and Co. New York, 1931.
18. Ghmoise, Marie K., A Survey of Children's Interests from Grade IV through Grade VIII in the Fields of Active Recreation, Entertainment, Reading, School Subjects and Vocations, Unpublished Master's, Boston University, 1953.
19. Guilford, J. P., Fundamental Statistics in Psychology and Education, McGraw-Hill Book Co., New York, Second Edition, 1950.
20. Guy, A. M., A Survey of Leisure Activities of 4th, 5th, 6th and 7th Grade Pupils in Louisa County Schools, Unpublished Thesis, Boston University, 1952.
21. Hildreth, Gertrude, Child Growth Through Education, Ronald Press, New York, 1948.
22. Hurlock, E. B., Child Development, Second Edition, McGraw-Hill Co., New York, 1950, p. 471.
23. Hurlock, Elizabeth B., Adolescent Development, McGraw-Hill Co., New York, 1948.
24. Jersild, Arthur T. and Associates, Child Development and the Curriculum, Bureau of Publications, Teachers' College, Columbia University, New York, 1948, p. 122.
25. Jersild, Arthur T. and Ruth J. Tasch, Children's Interests and What They Suggest for Education, Bureau of Publications, Teachers' College, Columbia University, New York, 1949.
26. King, Willford I., The Elements of Statistical Method, MacMillan Co., New York, 1916.
27. Lane, Howard and Mary Beauchamp, Human Relations in Teaching the Dynamics of Helping Children Grow, School of Education, New York University, Prentice-Hall, New York, 1955, pp. 104-106.

28. McCrory, Mae, Analytical Studies of the Teacher's Functions on the Role of the Teacher in the Modern School, Unpublished Master's, Ohio University, 1932, p. 19.
29. Meyer, Harold D., Charles K. Brightbill, Community Recreation, Prentice-Hall, 1956, p. 48.
30. Mitchell, Sarah, Construction and Evaluation of a Measure of Reading Preference, Unpublished Master's, Boston University, 1944.
31. Monroe, Walter, Encyclopedia of Educational Research, Rev. Edition, MacMillan Co., 1950.
32. Nelson, M. J., and E. C. Denny, Statistics for Teachers, Dryden Press, New York, 1940.
33. Paterson, H. F., Jr., The Relationship of Children's Out-of-School Activities to School Progress and Adjustment, Dissertation, Boston University, 1957.
34. Riley, Frank and James Paterson, Social Impact of Television, Survey, (November 1950), 86:482-6.
35. Shattuck, Ruth, The Leisure Activities of High Achievers and Low Achievers in Grade 7 of the Nashua Junior High School, Unpublished Service Paper, Boston University, 1950.
36. Sprowl, Eleanor B., A Survey of the Television Interests of 224 Children in Grades 4, 5, and 6, Unpublished Master's, Boston University, 1952.
37. Streit, W. K., "Approach to Leisure Time Activities," American School Board Journal (July 1949) 119:17-18.
38. Thomas, Elizabeth A., A Survey of Leisure Time Interests of Elementary School Children Living in a Small Town in the Spring, Boston University, 1949.
39. Townsend, W. R., A Study of the Leisure-Time Activities of the Pupils in the Coolidge Jr. High School, Natick, Massachusetts, Boston University Thesis, 1945.
40. Thorndike, Edward L., The Psychology of Wonts, Interests and Attitudes, Appleton-Century Co., New York, 1935.
41. Tyler, L. E., "Comparison of the Interests of English and American School Children," Journal Genetic Psychology 88:175-81, June 1956.

42. Walker, Helen M., Elementary Statistical Methods, Henry Holt Co., New York, 1943.
43. Wicas, Edward A., A Study of the Factors of Personality Adjustment or Maladjustment that Distinguishes Over-Achievers and Under-Achievers, Unpublished Master's, Boston University, 1952.
44. Witty, Paul, Television and the Educative Process, School and Society, (December 1941) 10:100-4.
45. Witty, Paul A., "Children's Interests in Reading the Comics" Experimental Education (December 1941) 10:100-4
46. Winslow, Leon L., Art in Elementary Education, McGraw-Hill Book Co., New York and London, 1942, pp. 52-53.
47. Wrenn, Gilbert and D. L. Harley, Time On Their Hands, American Council on Education, Washington, D. C., 1941.
48. Wylie, James A., A Survey of 5,004 Families to Determine the Relationship Between Certain Factors and the Nature of the Family Recreation, Published Doctor's Dissertation, Boston University, 1949.
49. Young, Doris, Identifying and Utilizing Children's Interests Educational Leadership, Vol. 13, December 1955.
50. Zirbes, Laura, Curriculum Trends, Association for Childhood Education, Washington, D. C., 1935.