

**Rice. A Study of the Recreational And Leisure Time Habits of Eighty  
Madisonville Junior High School Students.**

**1952**

A STUDY OF THE RECREATIONAL AND LEISURE  
TIME HABITS OF EIGHTY MADISONVILLE  
JUNIOR HIGH SCHOOL STUDENTS

A THESIS

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Dean of the College

A STUDY OF THE RECREATIONAL AND LEISURE  
TIME HABITS OF EIGHTY MADISONVILLE  
JUNIOR HIGH SCHOOL STUDENTS

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A THESIS

Submitted to the Faculty of  
Sam Houston State Teachers College  
in Partial Fulfillment of the Requirements

for the Degree

MASTER OF ARTS

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BY

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## CHAPTER I

### INTRODUCTION

#### Definition of Terms

Recreational Facilities: That equipment which is used by children in leisure time at home and in the community.

Leisure Time: Webster's Collegiate Dictionary defines leisure time as "Freedom afforded by exception from business or occupation". <sup>1</sup>

Neumeyer and Neumeyer states "That time remaining after the practical necessities of life have been attended to is leisure time". <sup>2</sup>

Local Situation: For the purpose of this paper the local situation is Madisonville, Texas and its outlying communities.

Entertainment: Used in this paper to mean those things which Madisonville has provided for the children's use in leisure time.

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1. A. Merriam-Webster, Webster's Collegiate Dictionary, p. 573.

2. Martin H. Neumeyer and Ester S. Neumeyer, Leisure and Recreation, p. 15.

Free Time: For the purpose of this paper is that time spent doing whatever the student wishes.

Frequency: For the purpose of this survey is the number of times that activity was checked by the students.

Occasionally: In this paper means less than six times a year.

Often: As used in this paper means more than six times a year.

Hobby: For the purpose of this paper a hobby consists of anything a child does continually for use of leisure time.

Recreational Center: Is used in this paper to mean the local city park or a supervised play center.

Data: For the purpose of this paper, data is that material used to further the writer's knowledge of the recreational and leisure time habits of Madisonville Junior High School Students.

### The Need of This Study

In view of the modern concepts of living and the ever present lack of facilities to accommodate this fast pace, it becomes necessary to analyze the use of our childrens' leisure time and recreational habits.

We must bring our problem out in the open before we can solve it. No longer should we sit idly by and leave our childrens' development to chance. It seems to the writer

there has been too much lip service and not enough action in our health program. This suggests that there should be action and at the same time a plan for this action. It is the writer's hope that this paper will help create this plan.

### Purpose

The purpose of this study is to bring to light the facts in our local situation that will show our recreational habits and use of leisure time. This will enable our recreation leaders to plan and point out our difficulties and better utilize our facilities.

This study is to be used as a guide for our local improvement and whatever it can contribute to other communities with problems such as ours.

Our recreation program has been started and it is my hope that our local park board, through the use of this paper, can make it a permanent recreational center of which the people can be proud.

"The quality of an individual or a civilization becomes most starkly apparent in the use of leisure time. When people can do what they please to do, we find out what they please to do. If they are eager to use their time in the development and use of creative skill, in active sports and games, in social activities that can unite a whole community, and in all the various forms of mutual assistance, we can be moderately certain that their civilization will have a tone

of vigorous optimism even under conditions of adversity".<sup>3</sup>

### Statement of the Problem

We may readily see from this study that there is a definite need for recreational facilities and more interest in our childrens' welfare. Our problem is to define our local difficulties and bring them out into the open. We are set up to better cope with the problem once it is localized.

### Technique Used in Collecting Data

The questionnaire method was used to acquire most of the information for this study. The questionnaire (in the appendix) was so divided as to furnish information for fourteen tables. These tables are used for comparison and separate study so as to enable us to clearly understand our local problem. This method was used because of the close contact it gives with the students throughout the time the questionnaire was in the hands of the students. The writer was on hand to interpret the questionnaire. There were ninety-three questionnaires distributed and eighty-eight returned. This number was ninety-five per cent of the total but only eighty were complete so that number was used.

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3. Floyd W. Reeves, Youth and the Future, p. 152.

The conference method was also used in this paper. As each questionnaire was completed, time was given for discussion, both in group and in private. This was done to find out why these students answered the questions as they did. This gave the writer a personal interview and an understanding of each student's ideas and problems. We must keep in mind that these students are our citizens of tomorrow.

## CHAPTER II

### REVIEW OF LITERATURE

There is comparatively little information concerning the recreation and leisure time habits of small communities. The writer found several guides to study of recreation and leisure time. This material only suggests how to run a typical or average program. Mr. Birtchet made a study in his local community which inspired the writer to approach this problem in much the same manner. <sup>4</sup>

A survey made by Perkins in 1948 of a group of Houston children proved that youth should have guidance in a recreation program. <sup>5</sup> This guidance should come through the school as it is an organization suited and prepared to serve this purpose. A great number of surveys have been done on the city level that would not be practicle from our standpoint.

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<sup>4</sup> Malcolm G. Birtchet, A Study of the Recreational Habits and Interest of Fifty Tarkington Prairie High School Students.

<sup>5</sup> Dale H. Perkins, A Study of Leisure Time and Recreational Interest of 982 Fifteen and Sixteen Year Old Reagan (Houston) Senior High School Students.

### CHAPTER III

#### EVIDENCE AND INTERPRETATION

This chapter covers the more important phase of this study. This statement is made because here is treated the actual evidence and interpretation of the questionnaire and tables in this study. This chapter includes all the data collected from eighty Madisonville Junior High School Students and other references. For convenience to the reader this information is divided into fifteen tables of information. They are as follows:

1. Personal and Comparative Information
2. Recreational and Leisure time facilities found in the home
3. Hobbies
4. Outdoor activities engaged in by girls
5. Outdoor activities engaged in by boys
6. Indoor activities engaged in by girls
7. Indoor activities engaged in by boys
8. Frequency of interest in outdoor activities of boys and girls
9. Frequency of interest in indoor activities of boys and girls
10. Activities these boys and girls would like to participate in and why they do not

11. Recreation and Leisure time choices of these students
12. Summer entertainment participated in by boys
13. Summer entertainment participated in by girls
14. Tables showing interest in organized leagues
15. Information showing how these boys and girls feel about facilities at their disposal. Boys and girls are separated for the most part in this study for the reader's comparison and understanding.

The information compiled in Table I gives us an over all picture of the eighty Madisonville Junior High School boys and girls who filled out questionnaires completely and to the best of their knowledge. Knowing these facts not only shows us where our problem begins but helps considerably to isolate it for easier understanding.

The average ages of the Madisonville Junior High Students questioned in this survey are, boys thirteen and girls twelve. This indicates that the boys rate of progress is slightly less in school than that of the girls at this age.

The average boy has two sisters and two brothers while the average girl has two sisters and three brothers. This tells us that the average family has five children.

There is at least one automobile to the family which indicates that the automobile is used for business as well as

TABLE I

PERSONAL AND COMPARATIVE INFORMATION ON THIRTY-SIX BOYS  
AND FORTY-FOUR GIRLS IN MADISONVILLE JUNIOR HIGH SCHOOL

Item	Boys	Girls
1. Average age	13	12
2. Number of Sisters (range)	0-5	0-4
3. Number of Brothers (range)	0-5	0-9
4. Number of Sisters (average)	2	2
5. Number of Brothers (average)	2	3
6. Automobile in family (average)	1	1
7. Own bicycle	26	28
8. Own horse	17	14
9. Have hobby	20	32
10. Average hour to retire (school)	8:15	8:00
11. Average hour to retire (vacation)	9:45	9:30
12. Average hour to arise (school)	7:00	7:15
13. Average hour to arise (vacation)	9:00	9:30
14. Ride busses (to school)	12	16
15. Walk (to school)	10	7
16. Car (to school)	6	12
17. Bicycles (to school)	8	9

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pleasure by about ninety-per cent of our population.

It is interesting also to note that seventy-two per cent or twenty-six out of thirty-six own their bicycles and that forty-seven per cent or seventeen out of thirty-six boys own horses. While the girls on the other hand show sixty-three per cent or twenty-eight out of forty-four girls own bicycles and thirty-one per cent or fourteen out of forty-four own horses. This indicates that a large per cent of our youth get exercise and transportation by riding bicycles and that our community has a high percentage riding horses for this day and age. This is probably due to the occupations and interest of their parents. The hobbies of these eighty Madisonville Junior High School boys and girls in this survey, is treated in Table III. The girls have an average only of one hobby plys per girl while the boys average two-thirds plus hobby per boy. This might mean that the boys either have other interests or have not been taught the value of hobbies. In either case the problem needs some thought.

As rest is important to any child, according to Diehl,<sup>6</sup> the writer has shown the average amount of rest the Junior high school students of Madisonville get. This indicates that the average child gets up at seven-five in the winter and goes to bed at eight-five at night. The students get up at nine-fifteen in the summer and go to bed at nine-thirty.

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<sup>6</sup> Harold S. Diehl, Textbook of Healthful Living, Fourth Edition, P. 232.

This indicates that our children get a sufficient amount of rest with exception to a small per cent who go to the show regularly or listen to the radio and the ones who sit up and watch television.

The data on students who ride the bus shows a large percentage of our students leave home early and get home late which is an unwholesome situation that can not be helped at present. The survey shows (Table I) an average of one-third of our students ride busses, about one-fourth walk and the others either come to school in cars or on bicycles. The average child spends thirty minutes coming to school and thirty minutes going home. The average distance traveled is about six and one-half miles.

The information as compiled in Table II adds to our picture by showing our home situation. This table indicates the pulse and thinking of our community as far as recreation is concerned.

This survey indicates that the average home is fairly well equipped with recreational devices. Eighty per cent have radios. Seventy-three per cent have pets. Sixty per cent have jigsaw puzzles. Forty-eight per cent have basketballs. Forty-two per cent have baseballs and bats. Thirty-two per cent have other musical instruments. Twenty-seven per cent have footballs. Twenty-six per cent have libraries. Twenty-five

TABLE II

RECREATIONAL AND LEISURE TIME FACILITIES FOUND IN THE HOMES  
OF THE EIGHTY MADISONVILLE JUNIOR HIGH SCHOOL STUDENTS

Item	Boys	Girls	Per cent
1. Radio	31	40	80
2. Pets	29	29	73
3. Jigsaw puzzles	18	30	60
4. Basketball	28	10	48
5. Baseball and bat	20	16	42
6. Other musical instruments	11	15	32
7. Football	19	3	27
8. Library	7	14	26
9. Piano	8	12	25
10. Ping Pong	13	6	24
11. Volley-ball	2	15	22
12. Television	7	9	21
13. Tennis Equipment	4	7	10
14. Boxing Gloves	9	1	10
15. Play room	3	4	7
16. Croquet	4	2	7
17. Science Kit	5	1	7
18. Horseshoes	2	0	2

per cent have pianos. Twenty-four per cent have ping-pong sets. Twenty-two per cent have volley-balls. Twenty-one per cent have television sets. Tennis equipment, boxing gloves, playrooms, croquet sets, science kits and horseshoes range from ten to two per cent.

This information shows that basketballs rank highest in play equipment. It is significant to note that baseball ranks second and football third. This might be due to the community attitude toward these sports. Radios rank highest in entertainment devices.

### Hobbies

The hobby listed most by the boys was fishing and hunting which indicates that our parents are allowing the use of fire arms among the Madisonville Junior High School Students. This suggests that extra precaution should be taken in the care of these instruments and safety taught in our classes. The boys' hobbies ranged on down to one each in four hobbies. This might indicate a need to promote more interest in hobbies for our boys.

The first choice of the girls was reading. The girls have their hobbies fairly well scattered over several items, but they also suffer from a lack of interest in hobbies. Our teaching should probably place more emphasis on education and

TABLE III

## A COMPARISON OF HOBBIES OF THE MADISONVILLE JUNIOR HIGH SCHOOL STUDENTS

Boys		Girls	
Activity	Frequency	Activity	Frequency
1. Hunting and Fishing	6	1. Reading	11
2. 4-H Club	5	2. Sewing	10
3. Model Airplane	4	3. Collecting Dolls	6
4. Riding	3	4. Collecting Dishes	6
5. Reading	2	5. Drawing	4
6. Shooting	2	6. Music	3
7. Playing Records	1	7. Riding	2
8. Music	1	8. Collecting Pictures	1
9. Drawing	1	9. Collecting Bibles	1
10. Stamp Collecting	1	10. Stamp Collecting	1
	<u>26</u>		<u>45</u>

interest in hobbies, thus creating a more worthy use of leisure time among our young people. A definite interest in hobbies is shown in some of our Madisonville Junior High School Students. This interest should be guided, cultivated and expanded in order to serve them to their best advantage.

### Outdoor Activities

The outdoor activities of the boys and girls are treated separately as shown in Table IV and V. The reasoning behind this is to show the difference in the interest of the two sexes and to keep a clear cut picture in mind so as to more easily find the weak spots in our program.

The Madisonville Junior High School boys show an interest in hunting, free time, and the major sports during the school season and swimming, riding bicycles and playing in the park during vacation months.

This survey indicates there is little interest in the minor sports and other leisure time activities.

The survey indicates that our variety of outdoor activities for the boys should be increased. The boys could be taught the value of games other than those of the major sports so as to provide a better carry over into later life situations. Little interest was shown in picnicing, camping and volleyball. The survey showed little interest in minor sports,

TABLE IV  
OUTDOOR ACTIVITIES ENGAGED IN BY BOYS OF MADISONVILLE JUNIOR HIGH SCHOOL

Activity	Often	Per cent	Occasionally	Per cent	Never	Per cent
1. Hunting	23	63	4	11	9	25
2. Basketball	23	63	6	16	7	19
3. Football	18	50	5	17	13	34
4. Fishing	18	50	10	27	8	23
5. Free time	17	47	8	23	11	31
6. Swimming	16	45	8	23	4	11
7. Baseball	16	45	12	33	8	23
8. Playing in Park	15	41	14	39	7	19
9. Riding bicycle	14	39	12	33	10	27
10. Riding Horse	9	25	8	23	19	52
11. Picnicing	7	19	10	27	19	52
12. Camping	6	16	12	33	18	50
13. Hiking	4	11	7	19	25	69
14. Skating	4	11	8	23	24	66
15. Volleyball	2	4	12	33	22	60

but enough information was derived from interviews to show that organized physical education should stress a greater variety of activities. If we intend to develop a well-rounded citizen socially, mentally, physically and morally we should reorganize our program to provide interest in as many of the activities as possible.

The outdoor activities participated in by the girls is almost the reverse of the boys. The survey suggests lack of organization and effort put forth to improve the girls' attitudes as far as sports are concerned. However, the girls use the facilities they have.

The survey indicates that seventy-three per cent of the Madisonville Junior High School girls listed use of free time often, nine as occasionally and eight as never using free time. The other activities with high percentages are: Volley-ball with sixty-seven per cent, baseball with fifty-nine per cent and swimming with fifty-seven per cent. The problem of girls' free time continually without concern over proper exercise probably lies in the fact that no interest has been created and they can think of nothing better to do.

TABLE V  
OUTDOOR ACTIVITIES ENGAGED IN BY GIRLS OF MADISONVILLE JUNIOR HIGH SCHOOL

Activity	Often	Per cent	Occasionally	Per cent	Never	Per cent
1. Free time	32	73	4	9	8	18
2. Volleyball	30	70	7	15	7	15
3. Baseball	26	60	9	20	9	20
4. Swimming	25	57	6	13	13	30
5. Playing in Park	21	49	7	15	16	36
6. Riding bicycle	19	42	9	22	16	36
7. Skating	17	40	8	18	19	42
8. Riding horse	11	24	3	6	31	70
9. Basketball	10	23	9	20	25	57
10. Hiking	7	15	3	7	34	78
11. Camping	7	15	3	7	34	78
12. Picnicing	5	12	15	34	24	54
13. Hunting	3	7	7	15	34	78
14. Fishing	3	7	9	20	32	73
15. Football	1	2	2	5	41	93

### Indoor Activities

Table six consists of the indoor activities engaged in by thirty-six Madisonville Junior High School boys as found by this survey. This information is shown for the purpose of finding out what the students do in the winter months as table six indicates the variety of activities are fewer. The boys in this survey participate more in the game of basketball than any other activity. Twenty-three boys or sixty-four percent play basketball often, four or eleven percent often, and nine never play. Listening to the radio ranks second with these boys. Twenty-one or fifty-eight percent listen to the radio. These two activities comprise the largest percent of the boys time. Parlor games, singing games, and skating follow in that order.

This indicates a rather narrow range of minor activities, which could be varied if physical education could offer a broader program of interests.

TABLE VI  
INDOOR ACTIVITIES ENGAGED IN BY THIRTY-SIX MADISONVILLE JUNIOR HIGH SCHOOL BOYS

Activity	Often	Per cent	Occasionally	Per cent	Never	Per cent
1. Basketball	23	64	4	11	9	25
2. Listening to radio	21	58	14	38	1	2
3. Singing	7	19	11	31	18	50
4. Parlor games	8	22	12	33	16	45
5. Skating	6	17	10	28	20	55
6. Cooking	4	11	8	22	24	67
7. Sewing	3	8	5	14	28	78
8. Art painting	1	2	2	6	33	92
9. Volleyball	0	0	10	28	26	72

The information shown in table seven consists of the indoor activities participated in by forty-four Madisonville Junior High School girls. The purpose of this table is to show the activities these girls participated in during the winter months. This table also gives us a comparison of girls activities to those of the boys in this survey. The girls in this survey spend their indoor leisure time in a more varied manner than do the boys. This probably indicates that good training has been given in the home in those activities.

Sewing ranks highest in the girls indoor activities. Twenty-nine or sixty-six per cent sew often, eleven or twenty-five per cent sew occasionally and four never sew. Cooking ranks a very close second; twenty-eight or sixty-five per cent cook. This could mean that there is some correlation between these two activities.

Listening to the radio, singing, playing volley-ball and skating follow in that order. It is interesting to note that here volley-ball leads the sports with forty per cent participation and basketball is only eleven per cent. This survey indicates that the girls have put their leisure time to more varied use than have the boys.

TABLE VII  
INDOOR ACTIVITIES ENGAGED IN BY FORTY-FOUR GIRLS OF MADISONVILLE JUNIOR  
HIGH SCHOOL

Activity	Often	Per cent	Occasionally	Per cent	Never	Per cent
1. Sewing	29	66	11	25	4	9
2. Cooking	28	65	13	29	3	6
3. Listening to radio	26	60	18	40	0	0
4. Singing	18	40	20	47	6	13
5. Volleyball	18	40	16	37	10	23
6. Skating	8	17	10	23	26	60
7. Parlor games	6	13	22	50	16	37
8. Basketball	5	11	15	34	24	55
9. Art painting	2	5	7	16	35	79

Frequency Of Interest In Indoor Activities Of  
Madisonville Junior High School Girls And Boys

Table eight indicates the combined interests in outdoor activities of the eighty Madisonville Junior High School boys and girls in this survey. These activities are listed in this table according to their importance to indicate as near as possible what these students would like to do. The activity listed most by the students in this survey is swimming. Sixty-four or eighty per cent of these boys and girls chose swimming as their chief interest. This indicates we should have a swimming pool in Madisonville. It is interesting to note that basketball ranks second even as an outdoor activity. Thirty students or thirty-seven per cent would like to play basketball. Hunting, fishing, and football all ranked above twenty per cent.

TABLE VIII

FREQUENCY OF INTEREST IN OUTDOOR ACTIVITIES OF  
MADISONVILLE JUNIOR HIGH SCHOOL GIRLS AND BOYS

Activity	Frequency
1. Swimming	80%
2. Basketball	37
3. Hunting	35
4. Fishing	34
5. Football	27
6. Skating	24
7. Horseback riding	23
8. Tennis	19
9. Volley-ball	18
10. Softball	15
11. Camping	10
12. Hiking	6
13. Boating	5
14. Golf	2

Table nine consists of the indoor interests of the eighty Madisonville Junior High School boys and girls. This table indicates the difference in variety of the indoor activities. Basketball ranks highest in interest in the indoor activities. Ninety-five or forty-three per cent of the students in this survey wished to play basketball. Scouting was a close second with thirty-four or forty-two per cent. This indicates interest outside of sports that has not here-to-fore been considered.

Volley-ball, sewing and cooking follow in order of their importance. This survey indicates little interest in handicraft, library, tumbling, and golf. The variety of activities in indoor activities is a little more varied than the outdoor activities.

TABLE IX

FREQUENCY OF INTEREST IN INDOOR ACTIVITIES OF  
MADISONVILLE JUNIOR HIGH SCHOOL GIRLS AND BOYS

Activity	Frequency
1. Basketball	43%
2. Scouting Boys and Girls	42
3. Volley-ball	35
4. Sewing	22
5. Cooking	21
6. Singing	18
7. Handicraft work	10
8. Summer Library	7
9. Tumbling	2

Reasons Why Eighty Madisonville Junior High School  
Students Do Not Participate In Activities  
In Which They Have Shown Interest

The comparison of reasons why our children do not participate in activities should be of utmost importance. First, because it shows what they consider their barrier, and second, it suggests how we might remove this barrier by the improvement of attitudes and facilities.

The following reasons will be given in order of their percentage of importance. Fourteen boys and eighteen girls gave lack of equipment as reason for not participating. That figure is forty per cent of the boys and girls who feel that they are improperly equipped to satisfy their recreational and leisure time needs. The answer to this, of course, is interest and money invested for proper development of our facilities. Eight boys and ten girls feel that they are not able to purchase proper recreational equipment. This figure is twenty-three per cent of the total boys and girls.

Twelve students stated that they do not know how to participate in the things they wish to enjoy. This is fifteen per cent of the total number of children. The next figure drops to eight boys and girls who are not physically able to participate in things they wish to enjoy and eight who are not allowed time. These make up seventeen per cent of the students studied. Those students who do not have time expressed need of guidance.

TABLE X

REASONS EIGHTY MADISONVILLE JUNIOR HIGH SCHOOL STUDENTS DO  
NOT PARTICIPATE IN ACTIVITIES IN WHICH IS SHOWN INTEREST

Reasons	Boys	Girls
1. Do not know how	4	8
2. Do not have equipment	14	18
3. Do not have the money	8	10
4. Not physically able	2	6
5. Do not have time	6	2

#### Four Recreation and Leisure Time Choices of Eighty Madisonville Junior High School Boys and Girls

The most named leisure time choices of the students of Madisonville Junior High School are of great importance to future improvement to our recreational system. These are listed as first and second choices of these students. Free time ranks highest with boys and girls alike which is interesting to note as they often differ in likes and dislikes. This means that approximately eighty-five per cent of our students enjoy free time as recreational past time. With the proper encouragement this time could be put to use in improving the childrens' recreational and leisure time program.

Playing games, both team and individual, ranks second with both sexes. This activity comprised approximately fifty per cent.

Hobbies and reading rank third and fourth. These activities comprise twenty-seven per cent and twenty-five per cent respectively.

TABLE XI  
FOUR RECREATION AND LEISURE TIME CHOICES OF EIGHTY MADISONVILLE JUNIOR  
HIGH SCHOOL BOYS AND GIRLS

Activity	Boys			Girls		
	First Choice	Second Choice	Total Choices	First Choice	Second Choice	Total Choices
1. Free time	18	14	32	21	15	36
2. Playing games	11	8	19	9	14	23
3. Working on hobby	4	9	13	8	5	13
4. Reading	3	5	8	6	10	16

Table XII and XIII consist of the summer entertainment participated in by both boys and girls of Madisonville Junior High School.

These two tables are considered together for the purpose of comparison. It is interesting to note that fifty per cent of the boys go to movies often while sixty-three per cent of the girls go frequently to the movies. The boys and girls in their survey show approximately the same percentages on use of free time. Swimming ranks third in summer activities participated. This is interesting because we do not have a swimming pool.

This survey indicates little interest in travel, however about forty per cent travel occasionally.

TABLE XII  
SUMMER ENTERTAINMENT PARTICIPATED IN BY GIRLS

Activity	Often	Per cent	Occasionally	Per cent	Never	Per cent
1. Movies	28	63	14	33	2	4
2. Free time	18	41	20	46	6	13
3. Swimming	16	36	21	48	7	16
4. Visit Relative	8	17	22	50	14	33
5. Travel	12	27	14	32	18	41

**TABLE XIII**  
**SUMMER ENTERTAINMENT PARTICIPATED IN BY BOYS**

Activities	Often	Per cent	Occasionally	Per cent	Never	Per cent
1. Movies	18	50	14	39	4	11
2. Free time	17	47	16	45	3	8
3. Swimming	17	47	18	50	1	3
4. Visit Relative	8	22	12	34	16	44
5. Travel	5	14	15	41	16	45

### INFORMATION CONCERNING ORGANIZED LEAGUES

Here-to-fore there has been little or no effort made to provide an organized summer league for the youngsters. The town men have played softball every summer for years. The children have always sat in the stands and watched. According to the information acquired by these questionnaires, the Junior High School boys and girls feel that they deserve some organized effort on the part of the grown-ups for their program. Information from these questionnaires showed that of the thirty-six boys questioned, thirty wished to take part in an organized softball league. The girls showed that of forty-four girls questioned, twenty-eight expressed the desire to play softball.

#### Information Showing How Our Youth Feel About Facilities at Their Disposal

The last portion of the questionnaire was designed to sample the attitude of the eighty students little farther than a Yes and No head count. Although some effort had already been made through the sponsors of the city park program, nineteen boys and thirty-eight girls felt that our community did not provide enough clean, wholesome activity for their leisure time. In brief, about ninety per cent of the above number wrote their paragraph on one of the four following past times.

The girls chief concern was for a Girl Scout Program for them to participate. In view of this information, the

regional girl scout organization in Angleton, Texas has been contacted and steps are being taken to organize this program. From the girls' comments in interviews and questionnaires, much discontent was found with the Madisonville recreation program. The girls of our community feel they are just as important as the boys and rightly so. Most of our efforts in the past have been concentrated on the boys. Our school program has had no athletic competition for the girls and as a result their attitude is beginning to show that they, too, want to participate.

The girls' second ranking comments were based upon lack of equipment for recreation and time allotment for their welfare. They could only choose from a very limited program of recreation, especially in the summer months. Our recreation problem has not been solved to a satisfactory degree, but it has been recognized and can be coped with.

The chief concern of the boys was a swimming pool, which incidentally, also showed up many times in the girls' answers. Our community has a very small inadequate private owned pool located approximately four miles out of town. Our children feel like we should provide a swimming pool more accessible to them and one that is large enough to provide more desirable swimming experiences. This problem has been discussed by our civic leaders. It has been found that it will take a lengthy period of time and a lot of donated money for the City Park to provide a swimming pool. Our park is going fairly well, but

until we can provide a swimming pool it cannot be totally successful. The other problem brought out by interviews and questionnaires was simply to provide a summer schedule so timed as to give every boy a chance to participate in some enjoyable organized summer activity. This problem is being worked out.

## CHAPTER IV

### CONCLUSIONS AND RECOMMENDATIONS

A survey of this study points out a weakness in our program that may be overcome by: First, a need to utilize our recreation and leisure time facilities to the fullest to make sure we do not fall short here. Second, we should organize our program to the extent that as many of these students as possible might have ample opportunity to participate in recreation of some form. Third, we should supervise and educate our students to be more recreation minded. When our community has done these things to improve its recreation and leisure time program many of our problems will be solved or on the way to a solution.

The one thing the writer recommends above all else is, build a swimming pool adequate for summer activity, accessible to and practical in charge. The writer further recommends that further study be made to facilitate future improvement. Once we have compiled a number of studies of this sort in many local situations we can see our problem in a local and wider scope for better adjustment for all small communities.

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## APPENDIX I

Example of Questionnaire Sent to Students of Madisonville  
Junior High School.

# THESIS QUESTIONNAIRE

Name \_\_\_\_\_ Age \_\_\_\_\_ Date of Birth \_\_\_\_\_

Grade in school \_\_\_\_\_ Are your parents both living \_\_\_\_\_

How many brothers do you have? \_\_\_\_\_

How many sisters do you have? \_\_\_\_\_

Does your family have a car? \_\_\_\_\_

Do you own a bicycle? \_\_\_\_\_ A Horse? \_\_\_\_\_

Do you have a hobby? \_\_\_\_\_ What? \_\_\_\_\_

What time do you go to bed during winter months? \_\_\_\_\_

What time do you get up during winter months? \_\_\_\_\_

What time do you go to bed during spring months? \_\_\_\_\_

What time do you get up during spring months? \_\_\_\_\_

What time do you go to bed during summer months? \_\_\_\_\_

What time do you get up during summer months? \_\_\_\_\_

How do you get to school? (check one) Car \_\_\_\_\_ Bus \_\_\_\_\_ Walk \_\_\_\_\_

Bicycle \_\_\_\_\_

How far do you live from school? \_\_\_\_\_

How long does it take you to get to school each morning \_\_\_\_\_

How long does it take you to return home from school? \_\_\_\_\_

Check the recreation or leisure time equipment available in your home:

Television _____	Tennis equipment _____
Science kit _____	Ping pong table _____
Piano _____	Library _____
Radio _____	Horse shoes _____
Other musical instruments _____	Basketball _____
Pets _____	Boxing gloves _____
Volley-ball _____	Ball and bat _____
Croquet _____	Jigsaw puzzles _____
Football _____	Play room _____

Check the following activities in which you engage:

### Indoor Recreational Activities

	Often	Occasionally	Never
Skating			
Basketball			
Volley-ball			
Art Painting			
Cooking			
Sewing			
Singing			
Parlor games			
Listening to radio			

### Outdoor Recreational Activities

	Often	Occasionally	Never
Hunting			
Picnicking			
Camping			
Skating			
Free Time			
Riding bike			
Swimming			
Hiking			
Riding Horse			
Football			
Baseball			
Basketball			
Volley-ball			
Playing in local park			

Name some activities in which you would like to participate

Give reason you do not engage in activities you like:

Do not know how \_\_\_\_\_

Do not have equipment \_\_\_\_\_

Do not have money \_\_\_\_\_

Not physically able \_\_\_\_\_

Do not have time \_\_\_\_\_

Which of the following activities do you enjoy most:

Reading\_\_\_\_\_Playing a game\_\_\_\_\_

Free Time\_\_\_\_\_Working on a hobby\_\_\_\_\_

What do you do for summer entertainment: Check one or

two: Go to movies\_\_\_\_\_Swim\_\_\_\_\_Play in park\_\_\_\_\_

Visit relatives\_\_\_\_\_Loaf around the house\_\_\_\_\_

or travel\_\_\_\_\_

Would you like to have an organized softball league in

the summer? Yes\_\_\_\_\_or No\_\_\_\_\_

Do you think the community provides enough entertainment

for you? Yes\_\_\_\_\_or No\_\_\_\_\_

Write in one paragraph what you would do to improve our  
community recreation and leisure time activities.