

OPINIONS OF 1585 HIGH SCHOOL YOUTH ABOUT THEIR RECREATIONAL
INTERESTS AND NEEDS IN MANHATTAN, KANSAS

by 544

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CHAPTER I

INTRODUCTION

The growing numbers of teen-agers and the extended duration of adolescence forces parents, youth leaders, educators, and community policy makers to examine their responsibilities toward youth. Young people themselves have expressed a need for help in solving problems that inhibit successful growth toward maturity.

One complaint often heard among contemporary high school youth in many communities throughout America is that they have nothing to do and no place to go. At the same time, many youth particularly those in major populated areas, face unprecedented opportunities for education, arts, entertainment, and leisure. This paradoxical condition--no place to go and nothing to do in an affluent society--is a challenge that prescribes creative action based on the knowledge and understanding of both the internal and external characteristics of the dissatisfied adolescents.

In the midst of their own personal transition between childhood and adult stages in human development, adolescents face a world in transition. The complexity of a highly organized society can instill a sense of helplessness and insignificance (Sorenson, 1962). High school youth seek identity in a kaleidoscopic society characterized by anxiety, affluence, increased leisure, and mobility.

Garrison (1965) believed that the changing world has affected adolescents more than any other group in society. He specifically cited the impact of automation, community development, and materialistic values on the personal and social life of adolescents. Automation has increased

free time for all Americans and has left teen-agers standing on the corner with nothing to do. He pointed out that communities, whether they be in rural, suburban, or industrial areas are frequently developed as a means of satisfying the needs and aspirations of middle-class adults with little consideration given to the needs of youth.

Adolescents are subject to a great deal of conflict, frustration, and tension--invariable concomitants of change and development; therefore, it seems axiomatic that they need to relax to have fun, to enjoy themselves, and to play. They need opportunities to discover release from normal pressures and tensions.

In a paper prepared for the Forty-second National Recreation Congress in Washington, D. C., Musselman (1960) summarized reports from the Golden Anniversary Conference on Children and Youth that revealed a national concern for free time, leisure, and recreation of all contemporary American youth.

Kerckhoff (1961) recognized a growing interest in the socio-cultural settings in which humans develop and relate. He noted that theoretical and research emphasis to date in family life and child development has been dominated by an interest in the intra-familial aspects. A survey of current family living textbooks revealed that the chapters concerning the interdependence of family members and community, when they did appear, were often among the weakest and least helpful in the books.

The individual's perception of a situation is an important element in the study of human behavior. Dr. H. H. Remmers (1962), social scientist and Director of the Purdue Division Educational Reference, emphasized the

importance of seeking views of American teen-agers on matters of common concern instead of merely theorizing about what they ought to think.

The concerns among Manhattan, Kansas, high school youth about the inadequacy of their recreational opportunities initiated citizenry interest, and provided the impetus for an opinion survey in the public and parochial high schools. A questionnaire developed by concerned adults and youth in the community, sponsored by the Manhattan Council of Churches, and distributed by the student councils in the junior and senior high schools was utilized to survey the opinions of youth about their recreational interests and needs.

Because of personal interest in and with high school youth, the writer agreed to tabulate and summarize the findings from the survey. It was believed that a greater understanding of the feelings of this age group could be gained, and community recreational plans could be facilitated from a knowledge of their recreational needs in their own environment. In turn, this understanding can facilitate guidance for present interpersonal competence and the future development of youth.

The purpose of this study was to identify the recreational interests and ascertain the recreational needs of high school youth in grades seven through eleven in the three high schools in Manhattan, Kansas. Specifically, the study proposed to answer the questions: (1) What are the preferred recreational pursuits of Manhattan youth? (2) Do the high school youth believe the existing community recreational opportunities are adequate? and (3) Do the high school youth believe there is a need for a "Teen-Center" in Manhattan?

CHAPTER II

REVIEW OF THE LITERATURE

Literature on three aspects of the problem seem relevant for this study: (1) Nature of Adolescence; (2) Stresses for Youth Today; and (3) Recreational Needs of Youth.

Nature of Adolescence

Linguistic Descriptions

In the study of human development, the term "adolescence," derived from the Latin verb adolescere, meaning "to grow," or "to grow to maturity," is most often used to identify the developmental stage between childhood and adulthood.

Literature, however, revealed a myriad of terms for this stage in the life cycle.

The labels "problem age," "stormy decade," "age of stress," and "awful teen years" emphasized the internal and external stresses of the individuals growing toward adulthood.

"teen-ager," "teenager," "teen," "high school youth," "twixt twelve and twenty," "juvenile," "teeny-bopper," and the sex linked terms "ingenue," and "nymphette" described the preadult age of the individuals in this developmental stage. Behavioral terms used to identify the composite group of individuals included "cool generation," "lost generation," "hang loose generation," and "restless generation."

Coleman (1961) spoke of the teen-age culture while he considered adolescents as members of a distinct subsociety within the larger

American society. Birmingham (1961) and Riesman (1965) preferred the term adolescent. They believed it implied fluidity; whereas, the catch word teen-ager seemed to suggest seven years at a standstill without growth. Jennings (1964) said the marketing term teen-ager was a handicap in trying to understand adolescents as individuals. Sorenson (1962) believed the word adolescent was pedantic, and he preferred the term youth as did Hurlock (1967); although, Sorenson recognized the latter term had carelessly spread to include children and adults. He concluded that there was no good term for this period between childhood and adulthood, and he attributed the use of unsatisfactory words to society's own state of confusion and unease about individuals in this developmental period of the life cycle.

Age of Adolescence

Generally speaking, adolescence begins with sexual maturity and terminates with legal independence from adult authority. Although, there are differences within the sex groups, adolescence in American society extends from thirteen to twenty-one years for girls, and from fourteen to twenty-one years for boys (Hurlock, 1967). Recent studies revealing marked differences between young adolescents and older adolescents have led to two subdivisions of this transition period in the life span. The dividing line, determined by changes in behavioral patterns, is seventeen years (English, 1957). Thus, a senior in high school would generally be considered in the older adolescent period of human development, and those students in grades seven through eleven in the younger adolescent reference group.

Development Tasks

Because each biologically normal individual follows, without major deviation, the same pattern of development, every cultural group expects individuals of a given age to do certain things they are capable of doing (Hurlock, 1967). These expectations are expressed in the form of developmental tasks. There was general agreement that successful achievement of a particular developmental task for one stage in the life cycle leads to success on a similar task at a later period. Furthermore, success on one developmental task is generally associated with good achievement on other tasks during the same period. Likewise, failure leads to personal unhappiness, disappointment, and difficulties with later tasks (Havighurst, 1952; Kenkel, 1966; and Hurlock, 1967).

Havighurst (1952) identified developmental tasks or behavior patterns an adolescent must achieve if he is to be a reasonably successful and happy adult in our culture (Appendix A). One of the most obvious tasks facing an adolescent is the need to become an autonomous person freed from the need for direction from adults and no longer emotionally dependent on his parents. Adolescents are expected to emerge with a realistic masculine or feminine sex role through reconciliation of societal demands, family expectations, and personal personality needs. Our culture expects adolescents to come to grips with economic realities and to select and prepare for roles in the economic system. Preparation for marriage and family life is viewed as an important factor for ultimate happy married adulthood. A further developmental task for the adolescent is learning to be an

acceptable member among his age-mates.

Havighurst (1956) stated that the mastery of these developmental tasks is dependent upon personal motivation; opportunities for learning; and the type of foundation individuals have when they reach adolescence.

Transition Period

Adolescence is usually viewed as a transition stage because it overlaps both childhood and adulthood. The very ambiguity of the adolescent stage indicates the continuity in the process of development. Sorenson (1962) described adolescence thus:

Adolescence is much more than one rung up the ladder from childhood. It is a leave taking of the dependencies of childhood and a precocious reach for adulthood. An adolescent is a traveller who has left one place and has not reached another.

Transition means change and change is accompanied by a need for adjustment. The more rapidly changes come, the more difficult it is to adjust to them. Hurlock (1967) recognized that the onset of puberty brings rapid changes in body size and structure, and accompanying these physical changes are changes in interests, behavior, and attitudes. She pointed out that more new problems arise during adolescence than the individual has ever had to solve in so short a time before.

Stresses of Youth

Most authorities recognized adolescence as a period of stress and strain; however, there were differing views concerning the origin of the conflicts.

Hall (1904) described adolescence as the time when a "new birth" occurred in an individual's personality. He popularized the belief that the biologically generated changes, accompanying the totally new personality, were so rapid and radical that they created the individual's storm and stress.

Recent findings confirmed the fact that most American adolescents experience stress and strain, but disregarded the physiological basis for the conflict. Justification for disregarding the traditional belief has been brought about by studies by psychologists, sociologists, and anthropologists of large groups of adolescents from different social classes, from different cultures, and from different economic levels. These studies revealed that social and economic conditions and pressures, rather than internal physical conditions are largely responsible for the difficulties individuals have during the transition period (Mead, 1952; Rosenthal, 1963; and Hurlock, 1967).

Simpson and Simpson (1965) agreed that the problems of adolescence were social and not biological in origin. They pointed out that American society does not clearly specify the proper behavior for adolescents; thus, vagueness was considered the specific social root for their problems. This cause was based upon their assumption that people adjust more easily to those situations in which their expected behavior is defined and clearly understood.

The adolescent phenomenon is primarily emotional, commented Bauer (1965) who described the adolescent as a person whose behavior indicated that he had come to grips with a conflict between his need to remain dependent on one hand and his desire to become independent on the other.

Necessity of Stress

Many sociologists and psychologists believed that adolescents are necessarily vulnerable to conflicts. Friedenberg (1959) stated that the protracted conflict between adolescents and society is essential so that the individual might learn the subtle and precious differences between himself and society. Erikson (1963) called adolescence a necessary psychosocial moratorium and Naegle (1962) spoke of it as a necessary intermission between freedom and responsibilities, or a last hesitation before serious commitments concerning work and love are made.

Remmers and Radler (1962) warned that parents, teachers, and concerned adults should not if they could eliminate the stresses of adolescence. Instead, they should provide teen-agers with techniques for solving these problems themselves and they must show them by example that human problems can indeed be solved. They concluded that the years of transition into adulthood are usually accompanied by severe pressures which make them turbulent, but by no means must they necessarily be desperately difficult or totally insoluble.

Recreation for Adolescents

Hurlock (1967) emphasized that the adolescent must have strong and satisfying recreational interests if he is to achieve interpersonal competence.

Garrison (1965) justified his belief that recreational experiences are more important today than they were in the past by citing contemporary stresses, tensions, and more free time brought

about by social changes. He elaborated on the impact of urbanization which has made informal home entertaining difficult and eliminated recreations that require considerable space. He quoted a teen-ager living in an industrial area of a southern town of 35,000 as representative of the feelings of teen-agers. "In our community there is nothing to do over the week-ends except to go to church. . ."

There was general agreement that adolescents differ in what recreations give them satisfaction. Making something for the enjoyment of doing so may be recreation for one person and a source of tension and anxiety to another (Hurlock, 1967; Crow and Crow, 1961).

Benefits of Recreation

Jennings (1964) and Glassberg (1965) pointed out that recreational activities should be planned according to the needs of adolescents, and they each cited positive benefits of recreation for developing personalities. Recreation was believed to contribute to the adolescent's physical and mental health; improve his social status; and provide foundations for adult living.

Physical Health. In Defense of Youth, Kelly (1962) justified adolescents need for recreation on the premise that young people have a great deal of energy to be spent in one way or another. Formerly this energy was spent in natural ways that are uncommon to youth today such as doing farm work, fighting the elements, and walking long distances to school.

Mental Health. Dissatisfaction with life brings stresses and strains that can be eased through relaxation and recreations. Dr. Menninger (1948) reported the observed relationship between

recreational participation and one's mental health. Recreation contributes to mental health by offering opportunities to express aggressions that do not find an outlet because of school or job restrictions, to be creative and constructive, and to ease everyday living tensions through relaxation (Hurlock, 1967).

Improvement of Social Status. Recreation provides opportunities for the development of social skills and improvement of social insight through peer group relations; thus, leading to a more favorable social status. This in turn, contributes to the emotional health of the individual. Schneiders (1965) viewed communication as the means par excellence to participation, socialization, and companionship. Adolescents teach one another and formulate individual ideals and values from participation, socialization and companionship. They learn to relate warmly to others, to relinquish childish dependence on family, and to know themselves through comparison with others. Adolescents gain new perspectives on their personal problems as they realize their problems are similar to problems of their friends.

Foundations for Adult Living. Recreation that meets the adolescent's needs adequately contributes not only to his happiness and physical and mental health, but sets the pattern for recreations in adult life. With the trend toward shorter working hours and increased leisure time, adults need satisfying recreations if they are to maintain good physical and mental health. Demeroth (1967) concluded that individuals who successfully adjust to adult demands must first prepare themselves in the informal group life of adolescence.

The social critic Goodman (1960), writing in his perceptive study of today's adolescents, Growing Up Absurd, recognized recreation as an activity participated in merely for the enjoyment afforded individuals. "What is lacking is worthwhile community necessity, or the serious leisure. The scholē, of the Athenians had communal necessity, whether in the theatre, the games, the architecture, and festivals, or even the talk."

Community Responsibility

In the study of human development, psychologists recognized that the cultural milieu is an important factor for adolescent development. Cole and Hall (1964) recognized that the community influences and to some extent controls the present and future behavior patterns of an adolescent. It sets his standard of conduct, gives him his physical environment and schools, and provides more or less for his leisure and general enjoyment of life. Garrison (1965) believed adults should become aware of the fact that many adolescents have no recreational centers where they can have fun together, and many do not have homes to which they feel they can invite friends.

Others pointed out that there is often age, sex, interest, seasonal, and status discrimination in the recreational offerings in many communities. Many community leaders presume recreation that is adequate for children and young adults are equally enjoyed by teenagers. Most high school youth find it difficult to find recreation that is adventurous, daring, and a little bit dangerous (Musselman, 1960). From extensive opinion research in Northern Illinois, Coleman (1961) believed that boys have far more to do than girls. He based

his assumption on the frequency of responses of adolescents' favorite free time activities. The girls usually answered "just being with friends;" whereas, boys preferred sports. Reports at the White House Conference on Children and Youth (1960) indicated many communities fail to provide for a variety of interests. Many schools, recreation departments, and agencies duplicate each other in a few recreational activities; thus, many youth find very few opportunities in which they are interested. Shivers (1967) said, "In too many cases, recreational activities are generally of an athletic orientation, and typically do not satisfy more than five percent of a town's population." There is often no winter replacement for swimming, boating, and other aquatic sports that are available to most youth only in the summer. The school is expected to provide leisure time activities during the fall and winter, but as Strang (1957) pointed out schools are usually closed after school and on week-ends. Cole and Hall (1964) recognized that when recreation facilities are adequate they often are not available to young people from families in lower socio-economic classes either because they are not aware the facilities exist or they do not have money for transportation.

Goodman (1960) pointed out that loss of neighborhood traditions, increased family mobility, poor city planning and loss of play spaces means the contemporary city cannot be dealt with practically by youth. What is called for, and what has not been evidenced is a real recognition of the need. In most cases, the city planning process has simply not been dominated by human concerns. Jennings (1964) reported how our actions appear to be the subject of our concern

because we know far more than we understand. He went on to say that if we look on adolescence as a "problem" and on the teen-agers as strange and special creatures with unique, protohuman attributes, we effectively seal ourselves off from performing our adult roles. Galbraith (1957) saw the failure to sufficiently provide recreational opportunities as a part of a broader disinterest, that is, unwillingness to solve the imbalance between private and public needs and expenditures. In the Affluent Society, Galbraith makes the point that we, as a nation have been willing to spend tremendous amounts privately to purchase opulent luxury goods and services. However, we are unwilling to spend a sufficiently high proportion of our income for essential public services. He cited diversionary forces operating to interest contemporary youth, but pointed out that they do no damage in a well-organized community with a strong school system, recreational opportunities, and effective police force. In communities where public services have failed to keep abreast of public interest and consumption, there is nothing to dispute the enjoyment of less desirable attractions.

Eisenberg (1965) emphasized the truism that each society depends upon adolescents as future adults. Failure to provide them with conditions necessary for optimum development will severely handicap the growth potential of society.

CHAPTER III

METHODS OF PROCEDURE

Sample

The sample consisted of all students (1585) present in the three high schools in Manhattan, Kansas, during the last week of classes prior to summer vacation, 1967. The participants were enrolled in grades seven, eight, and nine in the public junior high school; grades ten and eleven in the public senior high school; and grades nine, ten, and eleven in the parochial high school.

Manhattan, Kansas, is located 112 miles west of Kansas City, 130 miles northeast of Wichita, Kansas, 140 miles south of Lincoln, Nebraska, and 55 miles from Topeka, Kansas. According to the 1960 Census, Manhattan had a population of 22,993 with approximately one-half enrolled in Kansas State University (11,300) and Manhattan Bible College (160). The participants in the study (1585) represented approximately 14 per cent of the domestic population of Manhattan.

The total elementary and high school enrollment was 6329 with 5599 students enrolled in nine public elementary schools, one public junior high school, and the public senior high school; and 730 in the parochial elementary and high schools. There were thirty-five religious denominations represented and thirty-two churches located within the city (Manhattan Chamber of Commerce, 1967).

The Chamber of Commerce (1967) cited in a descriptive leaflet of Manhattan the following local amusements: City auditorium (seats 1400); two golf courses; one miniature golf course; two movie theatres;

one drive-in theatre; two swimming pools, one zoo; county historical museum; tennis and horseshoe courts; two roller skating rinks; one bowling alley; one miniature racing track; two pool and billiard parlors. Tuttle Creek Dam, located five miles north of the city, provides sand beaches, 16,000 acres of surface water, and public park areas for camping, fishing, boating, swimming, and picnicking. Sports events, lectures, artist series, and concerts at Kansas State University are attended by citizens of Manhattan.

It is significant to note other recreational provisions for teen-age leisure time not cited in the Chamber of Commerce brochure: Douglas Center, Teen-Town, and the Community House.

Questionnaire

All participants were asked questions concerning the following: their recreational plans for the summer; their participation in recreational programs during the school year; their personal desires in a "Teen-Center"; speculative problems that could be solved by a "Teen-Center"; and a name for a "Teen-Center." Those students interested in helping fix a place for a "Teen-Center" were asked to write their name, home address, and time available for assistance with the project (Appendix B).

Construction of the Questionnaire

The questionnaire proposed by the vice-principal of the junior high school, and financed by the Manhattan Council of Churches, was designed by Mr. Bruce Quantic, Vice-Principal, Manhattan Junior High School, and Dr. Richard L. D. Morse, Head, Department of Family Economics, Kansas State University. Student leaders in the three high schools assisted in the

revision and printing of the questionnaires.

Data Collection

The questionnaires were distributed by the student councils in the participating schools during the last week of classes prior to summer vacation.

Tabulation of the Data

A code system and tally sheet were constructed while summarizing a sample of questionnaires consisting of one room in each grade level. Under the direction of Mr. Quantic, youth participants assisted in the tabulation of 1585 questionnaires during the summer, 1967. After informal discussions with Mr. Quantic and youth participants, concerning the involvement of many students in the data tabulation, the writer recognized the need for accurate tabulation before the results could be summarized. The code system used for the preliminary tabulation was revised, then the data were recorded on IBM cards. Electronic data processing facilitated the tabulation of the data during the fall, 1967. Comments were examined and summarized in relation to content and grade levels of the participants.

CHAPTER IV

RESULTS

This chapter presents data collected from the questionnaire used with junior and senior high school students. The opinions expressed in the questionnaire responses are grouped under three headings: (1) Evaluation of Recreation in Manhattan, Kansas; (2) Recreational Interests of Manhattan High School Youth; and (3) Manhattan High School Students' Opinions Concerning a "Teen-Center."

Evaluation of Recreation in Manhattan, Kansas

Do the High School Youth Believe Their Recreational Opportunities are Adequate?

As reported in Table 1, most (55%) believed existing recreational opportunities to be "poor" or "terrible". Only 2 per cent (35) reported them to be "excellent" and 11 per cent "good". The other 32 per cent considered their recreational opportunities "OK" (26%) or were noncommitted (6%).

Among the five grade level responses, a greater proportion of seventh grade students (60%) expressed positive opinions concerning the recreational opportunities in Manhattan. The proportion considering opportunities "poor" increased from grades seven through nine in the junior high then dropped upon entering senior high school.

What Age Groups Have the Best Recreational Opportunities?

In general, the students believed those outside their own group had the best recreational opportunities (Table 2). The high frequency

TABLE 1
 YOUTHS' OPINIONS OF THEIR RECREATIONAL
 OPPORTUNITIES, BY GRADE LEVEL

Opinion	Students by Percentage of Grade Level					
	7 %	8 %	9 %	10 %	11 %	All Grades %
<u>Positive</u>	<u>60</u>	<u>37</u>	<u>29</u>	<u>30</u>	<u>39</u>	<u>39</u>
Excellent	3	2	1	3	2	2
Good	24	10	16	7	6	11
OK	33	25	22	20	31	26
<u>Negative</u>	<u>35</u>	<u>55</u>	<u>66</u>	<u>65</u>	<u>55</u>	<u>55</u>
Poor	26	34	47	39	37	37
Terrible	9	21	19	26	18	18
<u>No Opinion</u>	<u>5</u>	<u>9</u>	<u>5</u>	<u>5</u>	<u>5</u>	<u>6</u>
Don't Know	4	7	4	4	3	5
Blank	1	2	1	1	2	1
Total	100% (355)	100% (398)	100% (388)	100% (234)	100% (210)	100% (1585)

of response "12" in all grade levels is interesting because the twelfth grade was the only high school grade not included in the study. Comparison responses in the five grade levels reveals the low frequency in each group occurred for the response numbers corresponding with the respective grade level.

What Reasons Do They Have for their Opinions Concerning the Age Groups with the Best Recreational Opportunities?

After selecting the age group they believed had the best recreational opportunities, the students were asked, "What's good about them?" The comments revealed different interpretations of the preceding question. The question read: "What age groups have the best opportunities?"

TABLE 2

*STUDENTS' OPINIONS BY GRADE LEVEL, REGARDING AGE GROUPS
WITH THE BEST RECREATIONAL OPPORTUNITIES

Group With Best Opportunities	Students by Percentage of Grade Level											
	7		8		9		10		11		All Grades	
	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)
<u>7</u>	<u>18</u>	(61)	<u>16</u>	(65)	<u>25</u>	(95)	<u>29</u>	(67)	<u>24</u>	(50)	<u>22</u>	(185)
7	10		8		16		16		8		12	
7,8	3		4		4		4		5		4	
7,8,9	5		4		5		9		11		6	
<u>8</u>	<u>9</u>	(30)	<u>10</u>	(39)	<u>11</u>	(40)	<u>14</u>	(32)	<u>18</u>	(38)	<u>12</u>	(178)
8	1		2		2		1		2		2	
7,8	3		4		4		4		5		4	
7,8,9	5		4		5		9		11		6	
<u>9</u>	<u>11</u>	(39)	<u>8</u>	(31)	<u>8</u>	(31)	<u>14</u>	(31)	<u>15</u>	(31)	<u>10</u>	(163)
9	4		4		2		2		3		3	
9,10	2		--		1		3		1		1	
7,8,9	5		4		5		9		11		6	
<u>10</u>	<u>30</u>	(101)	<u>30</u>	(117)	<u>24</u>	(103)	<u>17</u>	(38)	<u>13</u>	(28)	<u>24</u>	(384)
10	3		4		4		6		2		4	
9,10	2		--		1		2		1		1	
10,11	--		--		--		--		--		--	
10,11,12	25		26		19		9		10		19	
<u>11</u>	<u>27</u>	(97)	<u>27</u>	(116)	<u>21</u>	(82)	<u>11</u>	(24)	<u>10</u>	(22)	<u>21</u>	(33)
11	2		1		2		2		--		2	
10,11	--		--		--		--		--		--	
10,11,12	25		26		19		9		10		19	
<u>12</u>	<u>48</u>	(171)	<u>49</u>	(190)	<u>40</u>	(158)	<u>28</u>	(64)	<u>24</u>	(50)	<u>40</u>	(633)
12	23		23		21		19		14		21	
10,11,12	25		26		19		9		10		19	
No Pattern:	<u>7</u>	(25)	<u>3</u>	(11)	<u>4</u>	(17)	<u>3</u>	(6)	<u>5</u>	(11)	<u>4</u>	(70)
Blank:	<u>14</u>	(51)	<u>22</u>	(89)	<u>20</u>	(78)	<u>28</u>	(61)	<u>39</u>	(81)	<u>23</u>	(365)

*Total percentage is greater than 100% because multiple number responses are listed more than once.

followed by a series of the numbers: "7 8 9 10 11 12." Evidently some respondents interpreted the alternative choices literally as ages rather than grades seven through twelve as reflected in the comments:

- "They can still play in the park."
- "They have playgrounds, and the zoo."
- "They have kiddy movies and Easter egg hunts."
- "They like to play on the swings and slides in the park."
- "They're at the age where playgrounds really hold a lot of fun for them."
- "Little kids don't have the urge to run around as much and these small activities will satisfy them."

Other students interpreted the response alternatives as grade levels rather than age groups. The junior high remarks were similar among all three grade level groups. Likewise, the senior high students had similar comments.

The automobile was the most popular reason approximately one half of the 333 students in grades seven, eight and nine gave for circling 12. These respondents believed the twelfth grade students have the "best deal" because they have more--more mobility and more stuff to do; can go more places--Teen Town, Douglas Center, and out of town; and can do more things--go to more dances and get out of the house more often.

The most common comments among the students (25%) who left the question concerning groups with the best opportunities blank included: "I don't think the recreational opportunities are good for any age group," "If you're 16-17, nothing," and "Nothing, there is just no place to go." A greater percentage of students in senior high than in junior high school omitted this item. An eleventh grade student added, "College, because they have a place to relax and see other people they know." The inconsistency of the question and response alternatives of the instrument might

explain the reason 365 students did not answer the question. A respondent in the tenth grade said: "I'm not that young; therefore, I'm unimformed. Four and five are pretty stupid questions."

What Age Groups Have the Poorest Recreational Opportunities?

Most of the junior high students either circled their respective grade group or response 7 as the group with the poorest recreational opportunities; while the senior high students frequently said number 12 or the number corresponding with their grade level group (Table 3).

What do the Students Believe the Groups with the Poorest Recreational Opportunities Need?

Following the multiple choice answers in question five concerning the age groups with the poorest recreational opportunities the students were asked, "what do they need?" Again, the comments gave some insight into their responses to question five. A tenth grade student left the question blank and stated, "Too bad you didn't list the teens because they do have the poorest recreational opportunities." As reflected in these comments, some students interpreted the multiple choice answers as age groups:

- "They all need to grow older."
- "Small parties--with games such as hide and seek."
- "They need wheels and we all need cars."

The most frequent suggestions among students in all grades included these specific examples: YMCA; some place like the student union; a youth center; recreation center; something like Douglas Center; a place like the local pizza parlors; a more strictly enforced Teen Town; and a Coffee House.

Many junior high school students circling their respective grade level group believed they needed a car. Other popular responses included:

TABLE 3

*STUDENTS' OPINIONS BY GRADE LEVEL REGARDING AGE GROUPS
WITH THE POOREST RECREATIONAL OPPORTUNITIES

Groups With Poorest REcreational Opportunities	Students by Percentage of Grade Level											
	7		8		9		10		11		All Grades	
	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)
<u>7</u>	<u>57</u>	(221)	<u>44</u>	(173)	<u>33</u>	(127)	<u>22</u>	(50)	<u>15</u>	(22)	<u>37</u>	(583)
7	34		19		14		12		4		18	
7,8	12		11		6		4		1		8	
7,8,9	10		14		12		6		10		11	
<u>8</u>	<u>24</u>	(85)	<u>35</u>	(36)	<u>20</u>	(79)	<u>12</u>	(26)	<u>11</u>	(24)	<u>22</u>	(350)
8	2		9		2		2		1		4	
7,8	12		11		6		4		1		8	
7,8,9	10		14		12		6		10		11	
<u>9</u>	<u>13</u>	(45)	<u>16</u>	(64)	<u>25</u>	(97)	<u>10</u>	(24)	<u>12</u>	(24)	<u>16</u>	(234)
9	2		2		10		1		1		4	
9,10	1		1		3		3		1		1	
7,8,9	10		14		12		6		10		11	
<u>10</u>	<u>7</u>	(23)	<u>6</u>	(23)	<u>16</u>	(66)	<u>27</u>	(63)	<u>29</u>	(61)	<u>15</u>	(236)
10	1		1		14		7		4		3	
9,10	1		--		3		3		1		1	
10,11	--		1		--		--		--		--	
10,11,12	5		4		10		18		24		11	
<u>11</u>	<u>6</u>	(20)	<u>6</u>	(22)	<u>12</u>	(46)	<u>19</u>	(45)	<u>28</u>	(59)	<u>12</u>	(192)
11	1		1		2		2		4		2	
10,11	--		1		--		0		--		--	
10,11,12	5		4		10		17		24		10	
<u>12</u>	<u>21</u>	(76)	<u>21</u>	(81)	<u>22</u>	(87)	<u>33</u>	(76)	<u>37</u>	(77)	<u>25</u>	(397)
12	16		16		12		15		13		15	
10,11,12	5		4		10		18		24		10	
<u>No Pattern:</u>	<u>3</u>	(11)	<u>3</u>	(10)	<u>6</u>	(22)	<u>5</u>	(11)	<u>6</u>	(13)	<u>4</u>	(67)
<u>Blank:</u>	<u>13</u>	(47)	<u>20</u>	(82)	<u>19</u>	(74)	<u>27</u>	(63)	<u>31</u>	(65)	<u>21</u>	(331)

*Total percentage is greater than 100% because multiple number responses are listed more than once.

Something to do--especially after school and on week-ends besides movies; a place to go--to get off the streets, to be with friends, away from others; a casual place--to stay, to be, to relax, to be natural and free in, to have fun; a place of our own--without being bothered by parents, without a cover charge, with adult leadership, where people won't run us out; and a place where we don't have to be there on a certain day or at a certain time.

Sex, interest, and seasonal discrimination in the recreation program was identified by the youth circling all of the multiple choice numbers. These comments ranged from "Girls, they have it the worst" to "There should be more to do than swim or play baseball." An eleventh grade student said they needed the chance to show that all teen-agers don't get drunk every night and that all aren't "hoods." "I didn't know we had any recreational opportunities," was a frequent comment among 21 per cent (331) of the students who omitted the previous question.

Recreational Interests of Manhattan High School Youth

What Recreational Plans do These Youth Have for the Summer?

Swimming was planned for the summer by approximately three-fourths of the junior and senior high school students (Table 12). The interest was about equal among students in all five grades. Students in grades ten and eleven showed a greater interest in a variety of aquatic sports including skiing, boating, "Tuttle Puddle," and sailing, than did the junior high school students. This may reflect available opportunities for the youth rather than their recreational interests.

Athletics did not rate as high as aquatic sports in the youth's summer plans. Baseball rated higher with seventh grade students and declined as the students reached the senior high school level. Tennis, on the other hand, was more popular than baseball among tenth and eleventh grade students (Fig. 1). A greater percentage of students in grades seven and eight reported golf plans for the summer. Plans to bowl and play miniature golf were equally low among both junior and senior high school respondents (Table 12).

Outdoor sports were generally more popular among junior high students; whereas, social activities were planned by a greater percentage of senior high youth. Other plans including 4-H; church activities; reading; summer school; running or track; park; watch T. V.; drag racing; watch games at the park; twirling; and scuba and skin diving were reported by about one tenth of the students (Fig. 1).

Twelve per cent of the ninth graders reported "no plans" or did not answer the question; whereas, only 5 per cent of the seventh grade students indicated no recreational plans for the summer.

What Recreational Program did Students Participate in During the School Year?

Almost half of the students reported they did not participate in any recreational program during the school year (Table 4). The eleventh grade had the lowest percentage of students participating as 53 per cent said "none," or left the open-ended question blank. Many students in all grades said "there is nothing to do," "I didn't know there was a recreational program," or "nothing," in response to this question.

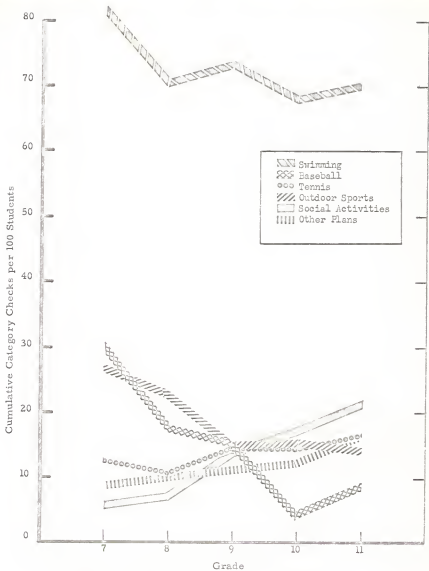


Fig. 1. --Changes in Summer Recreational Plans Throughout the Adolescent Years. (Source: Table 12)

TABLE 4

*RECREATIONAL PROGRAM PARTICIPATION DURING
THE 1966-67 SCHOOL YEAR

Recreation Participation	Students by Percentage of Grade Level					
	7	8	9	10	11	All Grades
	%	%	%	%	%	%
<u>Athletics</u>						
Misc. Sports	13	6	9	16	7	10
Football	3	7	9	5	3	6
Track	8	7	4	4	1	5
Basketball	6	5	4	7	3	5
Baseball	7	2	3	3	1	3
Bowl	4	4	2	2	3	3
I.M. Sports	2	6	2	3	2	3
Miniature Golf	4	3	3	1	4	3
Tennis	2	2	3	1	1	2
Wrestling	3	1	3	--	1	2
Ping Pong	1	1	1	1	1	1
<u>Social Activities</u>						
Teen-Town	--	--	12	15	--	5
Movies	6	7	5	3	10	5
Skating	6	5	4	2	3	4
School Parties	1	1	9	4	--	3
Girl or Boy Watching	1	3	1	2	1	2
<u>Park</u>	5	2	1	--	4	2
<u>Mobil-Activities</u>						
Go-Carts	--	1	--	--	1	1
Cars-Driving	1	1	--	--	3	1
<u>Student Union</u>	2	9	5	4	5	5
<u>Miscellaneous</u>	20	13	12	14	27	16
No Recreational Program Partici- pation	27	51	44	52	53	49

*Total percentage is greater than 100% because this was a multiple-response item.

Athletics were popular in all grades with the greatest percentage of athletic responses in grade seven (51%) and the lowest (27%) in grade eleven.

Teen-Town was listed by 12 per cent of the ninth grade students and 5 per cent of the tenth grade students. No one in the eleventh grade reported they had attended Teen-Town. A comparison of grade level responses revealed movies were more popular among eleventh grade students; skating was listed by more students in the seventh and eighth grades; and school parties were attended by more ninth grade students. A greater percentage of eleventh grade students than youth in the other grade levels said cars or riding was their recreation during the school year.

Manhattan High School Students' Opinions Concerning a "Teen-Center"

Do the Students Believe there is a Need for a "Teen-Center?"

Approximately three-fourths of the students said a "Teen-Center" was needed "very much" (Table 5). The greatest proportion of grade level responses in the "very much" category was in the ninth grade with 79 per cent; whereas, the seventh grade had the lowest percentage (67%) expressing "very much." Seventeen per cent of the students said "probably," 5 per cent (71) circled "Don't Know," and only 4 per cent (69) said "no" in response to this question.

What Groups do These Youth Believe Need a "Teen-Center?"

More than two-thirds (1080) of the high school students believed both the junior and senior high schools needed a "Teen-Center." Only 3 .

TABLE 5
NEED FOR "TEEN-CENTER" IN MANHATTAN, KANSAS,
AS EXPRESSED BY STUDENTS

Opinion	Students by Percentage of Grade Level					
	7	8	9	10	11	All Grades
	N=355	N=398	N=388	N=234	N=210	N=1585
	%	%	%	%	%	%
Very Much	67	77	79	74	65	73
Probably	20	14	15	15	24	17
No	5	3	3	6	7	4
Don't Know	7	5	3	2	3	5
Blank	1	1	1	3	1	1
Total	100%	100%	100%	100%	100%	100%

per cent (53) of the respondents left the question blank, and the remainder of the responses (29%) were equally distributed between the "Junior High Only" and "Senior High Only" response categories (Table 6).

Justification comments for their responses follow Table 7 on page 33.

Although the majority of the respondents in all grades circled "Both," a significant percentage of students in all grades, with the exception of the ninth grade, believed only their respective school needed a "Teen-Center." Perhaps many of the ninth grade students perceived themselves as senior high school students because this was the last day of junior high school for those in the Public School.

Most of the students circling "Junior High Only" believed this group needed a "Teen-Center" because they, unlike the senior high school

TABLE 6
 GROUPS NEEDING A "TEEN-CENTER" AS IDENTIFIED
 BY HIGH SCHOOL STUDENTS

Respondents by Grade Level	Junior High Only		Senior High Only		Both		Blank		Number of Students
	%	(N)	%	(N)	%	(N)	%	(N)	
<u>Junior High School</u>	<u>19</u>	(213)	<u>6</u>	(65)	<u>73</u>	(833)	<u>3</u>	(31)	<u>N = 1141</u>
Seventh Grade	26	(91)	5	(17)	66	(234)	4	(13)	N = 355
Eighth Grade	23	(91)	3	(9)	72	(288)	3	(11)	N = 398
Ninth Grade	8	(31)	10	(39)	80	(311)	2	(7)	N = 388
<u>Senior High School</u>	<u>5</u>	(22)	<u>39</u>	(153)	<u>51</u>	(247)	<u>5</u>	(22)	<u>N = 444</u>
Tenth Grade	1	(3)	38	(89)	56	(130)	5	(12)	N = 234
Eleventh Grade	9	(19)	31	(64)	56	(117)	5	(10)	N = 210
<u>All Grades</u>	<u>15</u>	(235)	<u>14</u>	(218)	<u>68</u>	(1080)	<u>3</u>	(53)	<u>N = 1585</u>

students, were denied satisfactions derived from automobiles. Other students believed the junior high students had more time; and several said "A Center would keep the kids out of trouble and maybe keep them out of trouble when they're in senior high school."

Several senior high students said "Senior High Only" and added they wouldn't go if the junior high was included because they were too immature and couldn't take care of things. "The 'teeny-boppers' will grow up too fast if they have privileges now," and "they will appreciate it more later" were other reasons given to justify their responses. One eleventh grade student said, "The junior high kids aren't old enough to know they're left out." A few junior high school students believed the senior high school students needed it to keep them occupied, and

an eighth grade student circled "Senior High Only," and said: "By the time we're in senior high school, they will have it built."

Many students in all grades believed the ninth grade should be considered with grades ten, eleven, and twelve.

Several students circled "Both" because they believed they could get along better if both junior and senior high students had a "Teen-Center." Other reasons were "More kids--more fun," or "The more kids the better the bands." One ninth grade student said "Your boyfriend or girl friend might go to the other school so if they both could go, they could go together."

The majority of the students circled "Both" and added "separate facilities," "Different times," "different rooms," or "different places in different areas." One seventh grade student said "Both, but separate because senior high regrets having junior high school around," and one eighth grade student said: "Senior high would kill us if we got in the way."

Other comments ranged from the urgency of the need--"We need it fast,"--to advice for operating a Teen-Center such as "Not handled like Teen-Town," "More orderly than Teen-Town," "Require memberships, but can be kicked out," and "It should be centrally located." One ninth grade student left the question blank and commented: "I think a "Teen-Center" would only turn into a hang out. There are plenty of things to do without it, and I feel it would be a waste of money."

For What Purposes do the Youth Want a "Teen-Center"?

There was general agreement among the students in all five grades regarding the facilities they wanted in a "Teen-Center." More than one

half of the students said they wanted a place where they could dance, eat hamburgers and drink cokes, play pool, talk, and listen to a juke box. Approximately one-third of the respondents wanted a place for after school studying, a ping pong table, gym facilities, and television. Nearly one-fourth of the youth wanted a place for crafts (Table 7).

TABLE 7
"TEEN-CENTER" FACILITIES DESIRED
BY STUDENTS

Facilities	*Responses by Percentage of Grade Level					Combined Grades
	7	8	9	10	11	
	%	%	%	%	%	%
Eat	76	81	80	82	84	80
Juke Box	64	77	78	79	77	75
Pool Table	59	72	73	73	71	69
Dancing	62	69	72	75	70	69
Place to Go and Talk	64	58	70	72	77	67
Ping Pong	51	41	49	41	46	46
Gym Facilities	37	31	44	50	50	41
Television	29	35	37	38	35	35
After School Study	31	23	32	34	43	31
Crafts	27	16	20	25	21	22
<u>Other</u> (Bowling, Swimming, Pinball Machines, Vending Machines, & Skating rink)						
No answer	4	3	4	1	3	3

*Total percentage may be greater than 100% because this was a multiple-response item.

After circling their responses, many students added "Sounds great!" or "All Sound Good." Other suggestions included facilities for bowling (53) and swimming (53), pinball machines, vending machines, and a skating rink. Many students in all grades added "bands," "like a Student Union," and "like a Y." In addition to cokes and hamburgers circled by 80 per cent of the students, there were several "ice cream" and "pizza" responses.

A few respondents described the type of program they wanted a "Teen-Center" to provide such as retreats, sponsored activities, trips to out of town events, and talent shows. A library, book store, restrooms, tables, and spaces for club meetings were responses related to the physical aspects of a "Teen-Center."

General comments included a place "to get away from parents," "to have fun," "be at ease;" and "a place to be." Many stated they wanted to wear casual clothes to the "Teen-Center." One student said "Just a place to sit and relax without the blaring of a juke box." One student asked, "The high school has gym facilities, why don't they let us use them?"

What Problems of Manhattan Youth do These Students Perceive
Could be Solved by a "Teen-Center?"

Responses were evoked by the open-ended question concerning problems solved by a "Teen-Center" were similar in all grades (Table 8). Approximately one-fifth of the students (303) believed a "Teen-Center" would help keep kids off the street. Many added "We can't help running around when we have no place to go." Each of the responses "Prevent boredom," "keep youth out of trouble," and "prevent juvenile delinquency," were expressed by more than 10 per cent of the students. Other problems students believed could be solved by a "Teen-Center" included: apathy

and loitering (116); drinking (47); hoods (40); after school and week-ends (25); making and keeping friends (25); and physical fitness (6). Four respondents believed the smoking problem among youth could be curtailed. A tenth grade student felt a "Teen-Center" would solve the "North and South part of town problem." Several students in all grades said, "Keep people out of the student union where we're not wanted," and Dragging up and down Poyntz." Three respondents said "decrease illegal births." One per cent of the students said "Nothing will be solved," and 18 per cent (289) left the item blank.

TABLE 8
YOUTHS' PERCEPTION OF PROBLEMS HELPED
SOLVED BY A "TEEN-CENTER"

Problems	High School Youth by Percentage of Grade Level					
	7	8	9	10	11	All Grades
Off the Street	16%	18%	21%	20%	23%	19%
Juvenile Delinquency	10	15	21	14	11	15
Boredom	9	15	6	3	23	11
Out of Trouble	15	10	8	8	74	10
Apathy-Loitering	6	2	12	18	4	7
Drinking	1	2	2	7	4	3
Hoods	5	3	1	2	1	3
Week-ends--After School	2	2	2	1	--	2
Make and Keep Friends	2	1	1	2	2	2
Physical Fitness	1	1	--	--	1	1
Smoking	--	1	--	--	--	--
Other	14	1	8	7	12	10
"Nothing"	1	1	1	1	1	1
Blank	18	23	16	17	16	18
Total	100%	100%	100%	100%	100%	100%
N=	(355)	(388)	(398)	(234)	(210)	(1585)

Do These Youth Want Adult Assistance in the Establishment and/or Maintenance of a "Teen-Center"?

In response to the question, "Could the youth run it" 71 per cent of the students said "themselves but with help of adults"; 18 per cent believed they would need to count heavily on adults at first; and only 8 per cent said "by themselves" (Table 9).

TABLE 9
YOUTH' OPINIONS CONCERNING
MAINTAINENCE OF A "TEEN-CENTER"

Opinion	Youth by Percentage of Grade Level					
	7	8	9	10	11	All Grades
	%	%	%	%	%	%
Teen-age Youth by Themselves	8	7	5	12	8	8
Themselves, but with Adult help	70	68	72	72	74	71
Need to count heavily on adults at first	19	21	20	14	13	18
No Answer	3	4	3	2	5	3
Total	100% N=355	100% N=398	100% N=388	100% N=234	100% N=210	100% N=1585

How often do the High School Youth Perceive They Would Use a "Teen-Center" During the Summer?

Approximately two-thirds of the students said they would have time to use a "Teen-Center" every day (33%) or once a week (35%) during the summer. One-fourth (399) reported once in awhile, and only 4 per cent (63) said they would never have time to use it in the forthcoming summer (Table 10).

TABLE 10
 FREQUENCY OF "TEEN-CENTER" USE DURING SUMMER, 1967
 AS PERCEIVED BY YOUTH

Perceived Frequency	Students by Percentage of Grade Level					
	7	8	9	10	11	All Grades
	%	%	%	%	%	%
Every Day	24	40	35	37	27	33
Once a Week	37	29	37	38	34	35
Once in Awhile	31	24	23	21	26	25
Never	6	5	3	1	5	4
No Answer	2	4	2	5	9	4
Total	100%	100%	100%	100%	100%	100%

Do the High School Youth Express Interest in Helping
 Organize a "Teen-Center" in Manhattan, Kansas?

Almost one-third of the students in grades seven through eleven said they would be willing to help "fix up a spot" for a "Teen-Center." (Table 11) A greater percentage of tenth grade students (39%) than seventh grade students (24%) said they would be willing. More girls than boys in all grades with the exception of the seventh grade expressed interest in helping. Several students did not sign their name but said they might be interested some time other than the summer because they already had made plans.

TABLE 11

*PERCENTAGE OF STUDENTS EXPRESSING INTEREST
IN HELPING FIX A PLACE FOR A "TEEN-CENTER"

Grade Level:	7	8	9	10	11	All Grades
Number of Students Reporting:	355	398	388	234	210	1585
	%	%	%	%	%	%
<u>*Interested</u>	24	29	31	39	38	31
Boys	12	11	13	15	14	13
Girls	12	18	18	24	24	18
<u>Not Interested</u>	76	71	69	61	62	69
Total	100%	100%	100%	100%	100%	100%

*Interest based upon signature and address given in item #13 of questionnaire.

CHAPTER V

SUMMARY

A survey of 1585 Manhattan high school youth in grades seven through eleven was conducted to identify the recreational interests and perceived recreational needs of high school youth in Manhattan, Kansas.

Specifically, the study sought answers to: (1) Do the youth believe their recreational opportunities are adequate? (2) What are the preferred recreational pursuits of Manhattan youth? and (3) Do the high school youth believe there is a need for a "Teen-Center" in Manhattan?

Students' opinions were obtained through a written questionnaire distributed in classes seven through eleven during the last week of classes prior to summer vacation. Questions were enumerated, coded and tabulated by an electronic digital computer. Miscellaneous comments were examined and summarized in relation to content and grade level of the participants.

The results revealed that:

The Manhattan high school youth in grades eight through eleven felt the recreational opportunities did not adequately meet their needs; however, 60 per cent of the seventh grade students believed they were adequate.

The respondents perceived a car, rather than age or grade level, as the most salient characteristic of those Manhattan youth with the best recreational opportunities.

Aquatic sports and athletics were the most frequent summer recreational plans among the high school youth. Specifically, their plans included swimming, baseball, tennis, camping, travelling, golf, boating, fishing, and miscellaneous activities as 4-H, goofing off, or summer school. Approximately one-half of the students reported no recreational program participation during the school year.

The high school respondents strongly agreed that both the junior and senior high school students needed a "Teen-Center"; however, most recognized the need for separate programs. The consensus was that an inexpensive, convenient place to congregate after school, on week-ends, and during the summer holds top priority among the teen-agers. They wanted a casual meeting place wherein they could talk, eat, play games, listen to a juke box, or study. A "Teen-Center," they believed, could eliminate boredom; and keep the youth of Manhattan from running around and off the street. More than one-half of the youth perceived they would use a "Teen-Center" at least once a week during the summer.

The youth indicated they would welcome adult assistance with a "Teen-Center," provided the major responsibility was with the youth themselves. Approximately one third of the respondents expressed interest in helping "fix up" a place during the summer.

RECOMMENDATIONS

Based on the opinions of Manhattan high school youth and related studies reviewed in literature, these suggestions are offered:

1. Establish a Teen-Council composed of both youth and adults to serve as a sounding board, exploratory forum, interpretative medium and an educational outlet for matters related to the concerns and needs of teen-age youth in Manhattan, Kansas. Preferably the youth will be selected from the three high schools; will represent different geographic areas of the city; and will hold the majority membership on the council. (Suggested ratio is 10:3 or 5:3.) Adult advisors with voting privileges will be selected on the bases of interest in adolescents; training and experience working with youth; and familiarity with the unique needs of youth in Manhattan, Kansas.

2. The initial task of the Teen Council will be to implement plans for the establishment of a "Teen-Center" in Manhattan. A Teen-Center Task Force composed of adults and youth will be created to co-ordinate the plans for a "Teen-Center," and will report directly to the Teen Council. The following committees and related functions are suggested to assist the Task Force:

Building and Site Committee. Investigate renting, leasing, and building a facility large enough to meet the needs of teen-agers in the three high schools with separate areas designated for the junior and senior high school students. A desirable building would be as simple as possible, easy to maintain, plain in decor, and easily accessible by walking or by car.

Financial Committee. Prepare an operating budget for the establishment and operation of a "Teen-Center" for one year. Community donations are an important consideration.

Services Committee. Plan the facilities in accordance with the recreational activities to be planned for the Center. Kitchen and food service facilities should be planned in relation to the menu prepared by this committee and State Health Standards. Maintenance decisions will involve the consideration of adult vs. youth; and volunteer vs. employed food and custodial services.

Program Committee. Outline the rules for operating time, membership, and general discipline. Special activities such as bands, special parties, and club meetings should be planned and a promotional program outlined. This committee may consider long range possibilities including sponsoring trips to out of town events.

In addition, these immediate action suggestions are encouraged:

3. Introduce a variety of recreations to Manhattan youth; implement new recreational activities before duplicating existing programs; and recognize that the recreational plans and/or recreational program participation reported by youth often mean these are the only opportunities available for their use.

4. Work with public and private schools to maximize the use of existing community recreational facilities after school, on weekends, and during the summer.

5. Eliminate age, sex interest, seasonal, and status discrimination in recreation by providing equal opportunities for all Manhattan youth.

- a. A survey of girls representing all socio economic classes in the three schools would provide additional guidelines for meeting their special needs.
- b. Provide leadership training opportunities for those teen-agers in various socio economic situations not represented in the school class offices, or informal leadership positions in the teen-age society.

These should serve to reduce the recreational problems of Manhattan Youth; and contribute to the adolescent's happiness and physical and mental well being, while providing an attractive diversion for free time. A contribution will also be made to the future adolescents in Manhattan, and will give them something to look forward to when the playground, the zoo, and slides in the park are no longer fun for them.

APPENDIX A
DEVELOPMENTAL TASKS FOR ADOLESCENTS

APPENDIX A

DEVELOPMENTAL TASKS FOR
ADOLESCENTS (Havighurst 1957)

GOALS OF TASKS

- | | |
|---|---|
| 1. Achieve new and more mature relations with age-mates of both sexes. | Learn to look upon girls as women and boys as men; become an adult among adults; learn to work with others for a common purpose disregarding personal feelings; and learn to lead without dominating. |
| 2. Achieve a masculine or feminine social role. | Accept and learn a socially approved adult masculine or feminine social role. |
| 3. Accept one's physique and use the body effectively. | Become proud, or at least tolerant of one's body; use and protect one's body effectively and with personal satisfaction. |
| 4. Achieve emotional independence of parents and other adults. | Become free from childish dependence on parents; develop affection for parents with dependence upon them; develop respect for older adults without dependence upon them. |
| 5. Achieve assurance of economic independence. | Feel able to make a living, if necessary. |
| 6. Select and prepare for an occupation. | Choose an occupation for which one has the necessary ability; and prepare for this occupation. |
| 7. Prepare for marriage and family life. | Develop a positive attitude toward family life and having children; and obtain the knowledge necessary for home management and child rearing. |
| 8. Develop intellectual skills and concepts necessary for civic competence. | Develop concepts of law, government, economics, politics, geography, human nature, and social institutions which fit the modern world; and develop language skills and reasoning ability necessary for dealing effectively with the problems of a modern democracy. |

9. Desire and achieve socially responsible behavior. Participate as a responsible adult in the life of the community, region, and nation; and take account of the values of society in one's personal behavior.
10. Acquire a set of values and an ethical system as a guide to behavior. Form a set of values that are possible of realization; develop a conscious purpose of realizing these values; define man's place in the physical world and in relation to other human beings; keep one's world picture and one's values in harmony with each other. (A value is an object or state of affairs which is desired.)

APPENDIX B
QUESTIONNAIRE

APPENDIX B

Questionnaire

1. As far as you are concerned, are the various recreational opportunities in Manhattan adequate? (Circle)

Excellent Good OK Poor Terrible Don't Know

2. What recreational plans do you have for this summer?

3. What recreational program did you use this school year?

4. What age groups have the best recreational opportunities?

7 8 9 10 11 12 What's good about them? _____

5. Which age group has the poorest recreational opportunities?

7 8 9 10 11 12 What do they need? _____

6. In your opinion does Manhattan need a "Teen Center?"

very much probably no don't know

(This questionnaire is being used by the Student Councils of Luckey High School, Manhattan Junior High School, and Manhattan High School.)

7. What groups need a "Teen Center?"

Jr. High only Sr. High only Both

Comments: _____

8. What would you want it for? dancing after school studying
 a place to go and talk T.V. cokes and hamburgers
 ping pong pool table juke box crafts
 gym facilities other _____
9. Would you have time this summer to use it?
 every day once a week once in a while never
10. What problems of Manhattan youth would it help solve?

11. Could the youth run it?
 by themselves themselves, but with need to count heavily
 the help of adults on adults at first
12. What name would you give it? _____
13. If you would be interested in helping fix up a spot, print
 your name: _____
 address: _____
- When would you be available? This Summer _____
 Next Fall-Winter _____

APPENDIX C
SUPPLEMENTARY TABLE

TABLE 12

SUMMER, 1967 RECREATIONAL PLANS AS REPORTED BY 1585
MANHATTAN HIGH SCHOOL YOUTH IN MAY, 1967

Percentage of Students Planning Participation at Each Grade Level						
Grade Level:	7	8	9	10	11	All Grades
No. of Students Reporting:	355	398	388	234	210	1585
<u>Aquatic Sports</u>						
Swim	81	70	73	68	70	73
Ski	6	7	4	9	8	6
Boat	7	6	4	12	10	7
Tuttle Puddle	1	1	3	7	8	3
Sail	--	--	--	--	2	--
<u>Athletics</u>						
Baseball	30	18	16	5	8	17
Tennis	12	10	14	14	16	13
Misc. Ball	3	5	6	8	3	5
Golf	10	12	4	6	6	8
Bowl	3	6	2	3	3	3
Miniature Golf	2	4	2	2	3	3
<u>Outdoor Sports</u>						
Camp (or camping)	12	12	2	5	5	10
Fish	9	6	6	7	6	7
Hike	1	1	4	--	1	2
Horseback Riding	5	4	2	4	2	3
<u>Social Activities</u>						
Movies	2	2	3	3	7	3
Skate	3	2	3	1	3	3
Dance (or Teen-Town)	1	1	4	10	7	4
Girl or Boy						
Watching	--	2	3	3	3	2
Country Club	--	--	1	--	1	--
<u>Mobil Activities</u>						
Travel	8	9	8	9	10	9
Cars or Riding	2	1	1	1	--	2
Bicycling	1	1	1	1	--	1
Go-Cart	--	--	1	1	1	1

TABLE 12 (Continued)

Percentage of Students Planning Participation at Each Grade Level						
Grade Level:	7	8	9	10	11	All Grades
No. of Students Reporting:	355	398	388	234	210	1585
<u>Misc. Activities</u>	12	12	10	13	11	12
<u>Not Recreation</u>						
Work or Job	3	3	7	7	7	5
Sleep or Loaf	6	5	4	4	8	5
Eat or Drink	--	2	--	1	1	1
<u>No Plans</u>	5	11	13	12	9	9

*Total percentage may be greater than 100 per cent because this was a multi-response item.

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OPINIONS OF 1585 HIGH SCHOOL YOUTH ABOUT THEIR RECREATIONAL
INTERESTS AND NEEDS IN MANHATTAN, KANSAS

by

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The growing numbers of teen-agers and the extended duration of adolescence has forced parents, youth leaders, educators and community policy makers to examine their responsibilities toward the problems that inhibit successful growth toward maturity. "No place to go, and nothing to do" in an affluent society has been identified as a problem faced by many contemporary American youth.

Since literature stressed the importance of seeking the views of American teen-agers on matters of common concern, the present study concentrated on the opinions of Manhattan, Kansas, high school youth concerning their own recreational interests and community recreational needs. The study proposed to answer the questions: (1) What are the preferred recreational pursuits of Manhattan youth? and (2) Do the high school youth believe the existing community recreational opportunities are adequate?

The opinions of 1585 high school youth in grades seven through eleven were obtained through a written questionnaire distributed in the three high schools during the last week of classes prior to summer vacation.

The students in grades eight through eleven felt the existing recreational opportunities did not adequately meet their needs; however, the majority of students in the seventh grade felt they were adequate.

The students believed a car, rather than age or grade level, was the most salient characteristic of those youth with the best recreational opportunities.

Aquatic sports and athletics were the most frequent summer recreational plans among students in all grades. Specifically, their plans

more often included swimming, baseball, tennis, camp, travelling, golf, boating, fishing, and miscellaneous activities such as 4-H, goofing off, and summer school. Approximately one-half of the students reported no recreational program participation during the school year.

The students believed both junior and senior high school students needed a "Teen-Center"; however, most recognized the need for separate programs. The consensus that an inexpensive convenient place to congregate after school, on week-ends, and during the summer held top priority among the teen-agers. They wanted a place wherein they could talk, eat, play games, listen to a juke box, or study. A "Teen-Center", they believed, would eliminate boredom, and help keep the youth of the community off the street. More than one-half of the youth perceived they would use a "Teen-Center" at least once a week during the summer. Although, the youth preferred to operate a "Teen-Center" themselves, they wanted adults to assist them. Approximately one-third of the respondents expressed interest in helping plan a "Teen-Center" during the summer.