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A STUDY OF RECREATION AND RECREATIONAL FACILITIES
OF FRESHMEN HIGH SCHOOL GIRLS

by

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4-13-50

A thesis submitted to
the Faculty of
The Consolidated University of North Carolina
in partial fulfillment
of the requirements for the degree
Master of Science

Greensboro

1950

Approved by

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Adviser

ACKNOWLEDGEMENTS

The writer wishes to extend her appreciation to Dr. Josephine Kremer, director of the thesis, for her untiring effort and skillful guidance, and to the committee members for their help and their encouragement. Also the writer expresses appreciation to the girls of the Goldsboro High School who participated in the study.

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CHAPTER I

INTRODUCTION

It has long been recognized that relief from regular routine is necessary for the happiness and well being of individuals. Recreation in the form of play has become an accepted means of relief from routine. It is true that people enjoy recreation alone, but since man is a "gregarious animal" it is reasonable to assume that people find greater enjoyment in participating in some kind of group recreation. The youth, of high school age, whether boy or girl, is usually group minded. The sudden and rapid organization of gangs and clubs at this age emphasizes this point.

Teen age girls of this generation are faced with many problems which are not easily understood by parents or teachers. It is hoped that this study will provide useful information to the teacher in helping teen age girls to meet their recreational problems with greater understanding.

Statement of the Problem

The problem that the writer attempted to analyze was a study of recreation and recreational facilities of freshmen girls in a home room of Goldsboro High School, Goldsboro, North Carolina.

The Purposes of the Study

The purposes of the study were (1) to teach new forms of recreation, (2) to determine the forms or types of recreation that were liked and practiced by the group, (3) to determine what facilities were

available and needed for improved home recreation, and (4) to stimulate added and more satisfying recreation and improved recreational facilities in homes.

Background for this Study

Goldsboro, a town of approximately 25,000 inhabitants, located in Eastern North Carolina, was used for this study. The people in the town are engaged in business, industry and farming.

The school system, outstanding in its support of a progressive program of education, consists of four elementary and grammar grade schools and one high school for white children and a comparable number for colored children.

The city and county enjoy a community memorial building which includes a gymnasium, a swimming pool and various assembly rooms used by Scout and civic organizations. During World War II at Seymour Johnson Field there were erected a number of recreational buildings which at present are used as a public recreation center, where bowling, skating, movies and dancing may be enjoyed. Both the town and rural people endeavor to further a feeling of mutual interest and cooperation in working together on projects of this type. Both groups are interested in youth, in recreation and in the development of well rounded citizens. The community building and recreation center have served as a nucleus in strengthening this common interest.

The guidance of girls in experiences which contribute to the improvement of recreation and social satisfaction has been recognized as uppermost in the mind of the writer for many years through associations with teen age girls in teaching, in 4-H Club work, and in the home.

Procedure

Before making the study the approval and suggestions of the principal were sought. His approval was given but no suggestions were made.

In September, soon after school opened, class discussion and conferences with the girls indicated a limited knowledge of organized games and how to play them. In order to provide experience in organizing and playing games to develop social appreciations in pupils and to encourage wholesome competition and fair play in the group, a series of home room parties was planned and carried out by the pupils under the guidance of the home room teacher. Observations were made and recorded of the four home room parties.

At the beginning of the second semester a questionnaire was used to determine the forms or types of home recreation that were liked and practiced by the group, and to determine what additional home recreational facilities were needed. The class discussed improvement in home recreational facilities which were within the abilities and means of the girls. About two weeks later the girls reported on improvements they had made. Data from the questionnaire and reports were tabulated for the group.

A case study was written concerning each girl's participation in the home room parties and concerning her home recreation and recreational facilities.

A picnic planned by the girls which was held at the end of the school year, concluded the recreational study.

CHAPTER II

REVIEW OF LITERATURE

Definitions of Recreation

A number of references and studies on recreation seem important in relation to the present study. Since recreation is a part of every pupil's day, some consideration should be given to an understanding of recreation. According to Leopvetz:

Recreation in a general sense has been defined as that leisure time left over and out of any twenty-four hours of the day not devoted to

1. Getting ready for work or working
2. Time devoted for eating
3. Sleep and relaxation.

In short one-fourth of the life span is concerned in its attempt to develop a better human being and a finer personality.¹

In contrast Fisher and Fisk have a more constructive idea of recreation:

We should enjoy our recreations for their own sake or else they are not recreations. All work and no play make not only dull boys but dull men and women. Everyone can secure recreation in some form. . . .

Working hours should be so arranged as to enable the worker to fully recuperate overnight, partly from sleep and partly from the recreation enjoyed in leisure between work and sleep.²

Trilling and Nicholas have a similar constructive concept of recreation.

Recreation is a release from work, a stimulation, an outlet for

1. Leopvetz, Ferd John. A Handbook of Playground, School and Adult Recreation, State Teachers College, La Crosse, Wisconsin, 1940. p. 19.

2. Fisher, Irving and Fisk, Eugene. How to Live, edited by Funk & Wagnalls Co., New York: 1916. pp. 92-98.

personal expression. It brings the variety to life which is a relief from the monotony of work, and no matter how much one likes his work, continued work with no cessation does result in monotony.

.....
 Recreation in the true sense of the word brings release from too much physical strain, from mental stress and worry, and restores vigor, mental, physical and moral.

The type of recreation which one needs depends upon personal interests and the type of work which one does. The person who leads a sedentary life needs physical exercise, the person who works at manual labor needs other kinds of recreation, reading, theaters, music. . . . The first test of good recreation is whether it offers variety to the life of the individual. The second test is whether the individual is vitally interested in it. . . .

These concepts of recreation advise a balance in the kinds of recreation chosen. Avoidance of physically harmful recreations, choice of recreation that is mentally stimulating, and certainly recreation within the means of the individual and lastly recreations that help others.³

Need for Guidance Because More People Have Leisure Time

Trilling and Nicholas are aware of the fact that more people have leisure time now than formerly and believe that people need help in making the most of it.

Today there is still what might be termed a leisure class; but nearly all people have some leisure. People who work have some time in which to do what they want to do. Working days have been shortened and wages have been increased.

It is because so many people have more leisure today than formerly that our use of leisure time has become a problem for study. We do not always know how to make the most of it.⁴

Need for Guidance Because Recreation Has Shifted from Home to Community

In addition to the fact that leisure time has increased during the past years more recreation is carried on outside of the home.

3. Trilling, Mabel B. and Nicholas, Florence Williams. The Girl and Her Home. Houghton-Mifflin Co., 1932. pp. 305, 306-336.

4. Ibid., p. 336.

Economic conditions have caused smaller families and there are fewer brothers and sisters in the home. Consequently, youth is looking for other youths to participate in recreation. Increased recreational facilities, increased transportation facilities, less parental guidance, church and organized community recreational programs, and a greater variety of school programs in sports, dramatics, clubs, and music departments have all contributed in increasing the recreational attractions away from the home.

Zachry is concerned about the loss of certain values for youth and their elders in the shift from home to community recreation.

The family's resignation of much of its former function of providing its own recreation likewise has cost youth opportunity to participate as group members, to contribute to the enjoyment of old and young. In the recreation now provided elsewhere they receive (as do their elders, for that matter) largely without giving.⁵

Zachry believes that mothers have failed to aid children in becoming well poised social beings:

Many mothers of today's adolescents - under inner pressure to manage their households and train their children with proficiency - failed to appreciate emotional needs of family members when to give attention to them would impede the execution of scientifically involved schedules and routines. In the effort to conduct their homes in a "professional" manner some repressed to a considerable degree their own affectional responses to their children, thus depriving them of needed emotional warmth and security. Moreover, in excessive anxiety to do a good job of child rearing they conveyed tensions to their children. Their homes were conducted more for the sake of achieving efficiency in management than for the comfort and satisfaction of family members.⁶

In discussing the role of the father, she stated that he usually carries the economic load but in his endeavor to succeed "has scant time

5. Zachry, Caroline B. Emotion and Conduct in Adolescence. New York: D. Appleton-Century Co., 1940. p. 269.

6. Ibid., p. 269.

for his family."⁷

However, Zachry was aware that the shifting of a large part of the responsibility of recreation from home to community has some desirable aspects:

The community's larger participation in functions once reserved to the home holds potentialities for far-reaching influence upon the young person's liberation from undue dependence. To the adolescent (as to his parents as well) the home has long stood as the symbol of protective care and authority over him, while representatives of community agencies stand in less warmly personal relationships with him. They might therefore reasonably be expected, in their dealings with him in this transition, to render him assistance of a sort less readily accessible to the family.⁸

To guide youth well, Moore believes that the community must take its responsibility seriously.

Recreation, like education, was for long a family and neighborhood affair. It still is to a large degree. However, as public schools have developed, so have public recreation programs in the larger communities. Lack of play space at home and in the neighborhood have made it necessary for the community to furnish places to play. Other facilities, such as picnic grounds, swimming pools, golf courses, toboggan slides, skating rinks and camping places, can be provided much more cheaply through community resources than through private effort. When large groups of children or grown persons come together to play, there must be direction. The provision of recreation leaders, as well as playgrounds and community centers, has developed out of community need.⁹

Green in a study comparing "in school" and "out of school" leisure time activities of fifty-five junior high girls in Dearborn, Michigan, placed the responsibility for guidance in recreation on the schools:

Education for leisure is a social problem of great importance and that challenge carries directly into the public school. The time is now ripe when the public schools must concern

7. Ibid., p. 92.

8. Ibid., p. 269.

9. Moore, Bernice Milburn and Leahy, Dorothy M. You and Your Family. D. C. Heath Co., Boston: 1948. 440 pp.

themselves with education for the use of leisure time quite as much as with education for commercial and industrial efficiency.¹⁰

Bruner after a study of the recreation of rural girls in Louisiana also stressed the need of guidance in the use of leisure time, placing the responsibility on home economics. The study was based upon a review of leisure time activities of girls enrolled in the home economics department of fifteen high schools in Natchitoches Parish, Louisiana. Data were secured from questionnaires and personal conferences with the principals and home economics teachers. The majority of the girls were daughters of farmers and public workers. Leisure time was divided among church activities, home economics clubs and other school organizations, active sports, reading, listening to radio, flower gardening and a few other activities. It was found that non-participation in desirable activities was due to lack of time, money and training. These facts seemed to indicate that there was ample opportunity for home economics to function in guiding pupils with their leisure time.

Towne in a study noted that the small amount of time available for leisure was not well spent, and that guidance might enable the pupils to see broader possibilities in leisure activities. A study was made of 100 subjects chosen by random sampling of ninth grades from two junior high schools, Welch and Central, of Ames, Iowa. A questionnaire was used to cover "all areas of activity in which a ninth grader would participate before or after school hours and on Saturday and Sunday."¹¹

10. Green, Helen Maurine. A Comparison of In School and Out of School Leisure Time Activities of 55 Junior High Girls in Dearborn, Michigan. Iowa State, Ames. 1935. p. 47.

11. Towne, Helen P. The Use of Out-of-School Hours by Ninth Grade Pupils of Ames, Iowa. Master's Thesis, Iowa State College, 1944.

. . . the average number of ninth graders did not have a great amount of leisure time.

.
The time spent listening to the radio and going to movies cannot be termed as excessive since there are no standards for the number of hours which should be consumed by these activities. However, the average ninth grade pupil in this study spent enough time in these activities to justify some guidance in school. Such guidance might at least enable the pupil to see the broadest possibilities of radio and movies.

Although, as far as this investigation can reveal, the time of ninth grade pupils of Ames is rather fully occupied, there are some indications that this time might be more usefully spent.

The out-of-school activities of the girls are perhaps characterized by too little physical activity, and by a rather limited variety of interests.¹²

In a study made in 1931 Humphrey called attention to the good and bad aspects of certain leisure time activities of 10,000 Minnesota high school girls and urged guidance in a forward direction:

The types of leisure time activities in which the data at hand reveal the girls and homes in Minnesota are interested present a rather encouraging situation which should be taken advantage of and attempts made to produce a further growth in a forward direction.

The girl's interests in outdoor sports is a wholesome one and the relation of such activity to a healthy body is obvious.

The reading interests should be analyzed and directed into worthwhile channels and their continuation stimulated. It is suggested that this may be done in part by a consideration of books for children in connection with child training courses; books and magazines for the adolescent boy and girl. . . .

The extensive participation in family gatherings out in the open is to be encouraged for this suggests hobbies and interests in nature study as possible outgrowths and perhaps will aid the participation in a greater appreciation of the fact that 'the best things in life are free.'

. . . It seems that the larger percentage of attendance at movies should be discouraged, as there is danger of its becoming more "time-killing" amusement.¹³

North Carolina Youth Need and Want Guidance

Evidence that North Carolina youth need and want guidance in

12. Ibid.

13. Humphrey, Alice W. and Brown, Clara M. A Study of Certain Leisure Time Activities and Financial Practices in the Homes of Minnesota High School Girls. Minnesota: University of Minnesota, 1931. #16.

leisure time is presented by Lovejoy and Bosworth.

Lovejoy was discouraged by the general recreational activities of North Carolina youth:

Playing outdoor sports, social activities, going to the movies, or listening to the radio - these are the principal ways in which the male high school youths spend most of their leisure time. Female high school youths follow practically the same pattern except that they spend considerably more time reading or writing letters and improving their personal appearance than do the males. . . . It is discouraging to probe further into the ways of which the high school youth spend most of their leisure time, for when we do so, we find that pitifully small numbers of them are devoting leisure time to music, art or dancing lessons, or to private instruction in subjects not included in the school curriculum.¹⁴

Bosworth, on the basis of data from 814 pupils representing sections of the state, presented facts concerning leisure time activities of adolescents in North Carolina and states their desire for leadership:

1. Average leisure hours a week excluding Sunday:
22 for boys, 20.5 for girls
2. Much loafing occurs in town as well as in cities
3. Adolescents in country and in small town need as much recreational supervision as in cities
4. Little club life aside from church and school
5. Direct tendency for school and church to supplant the home as centers of group activity
6. 75.6% of the boys and 89.7% of the girls are church members and take part in activities
7. Over 90% of both like to read - boys prefer adventure - girls love stories.
8. A marked need exists for more cooperative games which would develop team play and loyalty.
9. Some form of outdoor life represents one of the chief interests of both boys and girls.
10. Attitudes and opinions do not indicate a marked tendency toward the impropriety and indifference often attributed to the young people of today.
11. Indications show that adolescents desire leadership with training experience and personality.¹⁵

14. Lovejoy, Gordon W. Paths to Maturity. University of North Carolina, 1940. p. 145.

15. Bosworth, Mabel. Leisure Time Activities of Adolescents in North Carolina. Master's Thesis, 1925. University of North Carolina Record Research in Progress. (Thesis cannot be loaned.)

Need for Improvement in Home
Recreational Facilities

The need for improvement in home living and home facilities for recreation is indicated by a study of high school pupils by Dr. Bernice Moore for the Woman's Foundation, reported by Gutheim.

A group of high school students . . . stressed the need for privacy and freedom to the point of wanting separate radios and telephones and even rooms of their own apart from the main house. They were concerned with the lack of suitable places in the home to entertain their friends, with the lack of recreation space in general, and they wanted better arrangements for serving food at parties and open air barbecue facilities. High among their complaints was the lack of sufficient and suitable storage space for their own clothes, equipment and collections. . . . These are the voices of tomorrow. They express the views of people with active bodies, big appetites and gregarious dispositions.¹⁶

The writer sympathizes with these desires of these young people but feels that only a group of families with high incomes could satisfy these wants in these particular ways. Most families would have to solve the problem of privacy and freedom by scheduling of rooms, telephones and radios and would need help to use their ingenuity in providing recreational space and facilities through their own time, energy and skill and with limited money.

Summary of Literature Review

That recreation should be enjoyed and should re-create as well is the belief of Fisher and Fisk, and Trilling and Nicholas.

The need for guidance because more people have leisure time than formerly is stressed by Trilling and Nicholas.

The loss of certain values for youth and elders in the shift

¹⁶. Gutheim, Fredrick, Houses for Family Living. The Woman's Foundation, Inc., 10 East 40th St., New York, N. Y. p. 32.

from home to community recreation was pointed out by Zachry, who also sees in this shift an opportunity to develop greater independence on the part of youth if community recreation is well directed.

Moore places the responsibility for guidance in the use of leisure time on the community. Also the awareness on the part of high school pupils of the need for improved home recreational facilities was pointed out by Moore. Green places the responsibility on the school; Bruner places the responsibility on home economics. Towns, in a study of 100 ninth grade high school pupils in Ames, Iowa, and Humphrey in a study of the leisure time activities of 10,000 Minnesota high school girls conclude that there is need for improvement in the use of leisure time. North Carolina youth need and want guidance in the use of leisure. Lovejoy in a study of North Carolina youth was disturbed about the quality of recreation. Bosworth found that North Carolina adolescents desired leadership in leisure time activities.

CHAPTER III

HOME ROOM PARTIES

Because of the limited recreation in the homes of the pupils, it was decided to have parties in the home room at school to provide more experience in types of recreation as an introduction to this study of home recreation. The class at the beginning of the year consisted of twenty girls. The girls were eager to participate in the project which later proved beneficial.

Planning the Parties

On the first day the class was divided into four equal groups by putting in twenty slips of paper with blue, yellow, green or red written on them. Each girl drew a slip thus determining her group. This method was used to secure democratic groups rather than cliques. It was decided by the class to limit the recreation for home room parties to games that could be used at school or at home. It was also decided by the group to omit card games because of parental objection due to their religious beliefs.

Books on recreation had been assembled and placed on a reference shelf, easily accessible to the girls. (Appendix A, pp. 76-78). Each of the five girls chose a game for the group to play and prepared herself to lead the game.

First Party

Of the five girls who were responsible for the first party, Pat,

Blanche, Marie, and Wilma conducted games. Bottled drinks and potato chips were served to the group.

Guessing Game

Pat, the first girl to conduct a game said, "We are going to have a guessing game and you write the answers. The questions are parts of the body." The class did not understand, so Pat went over the instructions again, giving an example: first question, "A strong bos"; the answer, "a chest." Pat concluded the questions giving them a chance to give the answers. The pupils showed they were unaccustomed to playing games and also to following directions. They laughed a lot when they missed the answers. Although Pat was one of the poorest pupils, she led her game well.

Animal Guessing Game

The second game was conducted by Blanche, a very shy and retiring girl. She said, "This is an animal guessing game, and you write the answers." After a general question, which had to be repeated because Blanche spoke so low, the pupils demanded an example, which was readily given by Blanche. "What animal do you think of when you are making bread?" Many were able to answer that one, "Doe." Blanche's game was too hard for the pupils, and seemed to be liked least in the first party.

Bean Bag

Marie had chosen an action game, Bean Bag. Girls were assembled in a circle and were instructed to turn left, throw the bag, turn right and catch it. This game was lots of fun, and much laughing and bumping of

girls and dropping of bags resulted. Marie had not provided her bean bags, so they were improvised by using dish cloths tied in knots. Many had not played the game before, however, all were eager to play it.

Gossip

Wilma chose a game which she had played before. She said, "I will start with a sentence and whisper it into the ear of my neighbour, and she in turn will whisper it to her neighbour. The message will be passed around the circle." Later Wilma told what she whispered and the last girl told what she had heard. There was much laughter at this point, in fact, they wanted to play it again which they did. Wilma said she would choose the game again but would try to have more order so they could hear what was being whispered.

At the conclusion of the game the period was up. The chairman of the group was absent, but one girl said, "This is lots of fun, let's do it again soon."

Second Party

Four girls in the yellow group held the second homr room party. Refreshments were served to the group.

Word Making Game

Bonnie with much poise said, "This is a word making game. Get out pencils and paper and in two minutes make as many words out of Home Economics as you can." Eight words was the maximum reported. Each pupil started as directed, but the game went slowly.

You Have a Face

Frances held the second game of You have a Face. Her animation

sold the game at once to the class. The leader said to the next girl, "You have a face, What kind of a face?" First girl, "An awful face." The next girl had to think of an adjective beginning with the letter B, and so on down the alphabet. The game was enjoyed to such an extent that they decided to go around again. It went well until one girl used "Jackass." At once the interest lagged and they said, "Let's do something else."

Cross and Uncross

Cross and Uncross was the game led by Ginger. Each girl was handed the pair of scissors and the leader said, "Crossed or uncrossed," as she handed the scissors to the next person, depending upon whether they had their legs crossed or uncrossed. Most of the girls had their minds on whether the scissors were crossed or uncrossed when handed to them. It was lots of fun and the girls were interested and curious about the game.

Tell Your Fortune

Betsy had planned a game of tell your fortune. Ten persons in the group wrote questions and ten wrote answers. The first question was read and then the first answer was given and so the game continued. Betsy's game of tell your fortune produced much laughter. When each person read a question or answer.

Third Party

This group of four girls chose to play table games. Each girl chose one game to conduct in the class and brought the equipment from home. They suggested that each girl play a game she had never played before thus learning a new game. Ruby said, "At the blue table we will play Monopoly. Anyone who wants to learn the game may join the group."

Directions for playing were given in a very clear, concise way by Ruby who had thought out what she was going to say. At the yellow table Fay conducted her game of fiddle sticks which proved most entertaining. Skill of concentration and steady nerves were pointed out by Fay as being necessary to successfully play fiddle sticks. Melba had only two who wanted instruction in the art of checker playing. Much serious study was noted at this table and Melba gave very good directions for playing the game. Old maid played by six pupils in the red group was very popular. Ann has a good sense of humor, and even though she conducted the game, she was proven to be old maid holding the deadly card in three out of five games.

Unlike the other home room parties, the groups played diligently and quietly at these formal games though much interest in each activity was noted. Refreshments of pop corn and drinks were served throughout the play. The pupils in this group assumed the responsibility and carried out their plans in a commendable manner. A chairman of games and a chairman of refreshments handled the planning of the party.

At this party there was much wholesome talk and laughter, and competition and friendly rivalry flourished. When the party was over one pupil said, "This was fun, let us play games again sometime. I didn't get to learn but one game."

Fourth Party

Six girls in the green group provided games for the last party which was concluded with refreshments of a bottle drink and peanut butter crackers. This group was larger because of girls who entered school late who wanted a chance to participate in the party games.

Fish, Bird or Beast

Sue asked the group to place chairs in a circle so that the game could move along faster. "We are going to play Fish, Bird or Beast. When I throw this ball to a person I say either a fish, bird or beast such as 'pike.' The person must answer 'fish.' If the person who catches it cannot name the classification before I count ten, she is it." The game was very lively as Sue had planned her game well and also since she kept the interest keen by her fairness in conducting the game. Much laughter and fun resulted. The slower pupils were "it" more often. Pat liked to be "it" and made an effort to remain so by making errors. Pat liked to be the center of attraction. One pupil said, "Oh, Pat, go on and play right." When Ruby got mixed up and said "cow" instead of "beast," the girls were convulsed with laughter and Ruby enjoyed being laughed at. At this point the group made a new rule. You couldn't say "trout" or "dog" or "blue bird" as they had been named a number of times. Arguments resulted when they couldn't decide whether "perch" had been named. The interest finally lagged and one pupil said, "How long does this game go on?" It had been ten minutes. Sue then said, "Since Pat is it again, we are going to play another game."

Charades

Arline chose as her game, Charades. A chair was placed in the center of the circle. Each pupil was handed a slip of paper with an occupation written on it. Arline said, "You are to act out your occupation, as shown on your slip of paper." Many ejaculations such as, "Oh my land, I can't do that" - "I'm not going to do that" - "Arline, you gave me such a hard one, I can't do that." All the time they were laughing and

having fun. Ginger was first. She was a typist which was guessed at once. Bobbie rapped on the table and cried, "Order in court," which meant she was guessed at once. Wilma was a nurse, Marie was a traffic cop. Bobbie drew the greatest interest when she donned glasses, took up a note book and said, "You will now put out your gum." Each girl finally did her bidding in the game in spite of former protests. The game concluded with the one who was preacher who said, "Let us all bow our heads in prayer." This remark produced much laughter. All enjoyed the pantomime and Arline had planned her game well since she had all her properties ready for each one.

Control

Mary said, "When I drop this handkerchief, everybody laugh, and when it touches the floor, everybody stop at once. If you continue laughing, you're out. This game was so typical of Mary who was very fond of laughing. Two of the girls kept a straight face until Mary said, "Them two's froze." The last one "in" had to do a special stunt. It was Melba, and she was asked to sing. She said, "well I don't know but one song; I'll sing that as if my boy friend were here." The song was "Guilty." She sang in a good "blues" type of voice, which both surprised and entertained the class since they did not know Melba could sing.

Whom Are You With

"I need two people to help with this game of Whom are You With," said Dorothy. Two girls volunteered. "I'm going to tell you who you are with, Sue will tell you what you are going, and Melba will tell you where you are." Each of the three girls whispered a sentence in the ear of each

girl playing. Results went like this, I'm with David L. - in the bath rub - washing dishes; I'm with Pat - in his pocket - riding a horse. The pupils had fun because of the "boy friend" association. There was much blushing, giggling and laughter as well as shrieks and exclamations. The game moved faster than usual as the girls realized we had a time limit for the activity. This game was the hit of the day as the two assistant leaders were at ease, relaxed and definitely in a party mood. The game was well planned by Dorothy who, because she was shy and retiring, asked the help of two girls who were full of pep.

Names of Famous People

Jean gave out slips of paper and directed girls to write names of famous people whose surname started with A. Answer to first was "Jane Adams." A pupil didn't know what surname was because she said, "Oh you mean last name." When Jean said "Stop," she checked to see how many names each had. Six names was maximum reported. Jean had selected a game far above the ability of the class, as they knew so few famous people. Marie, who is musically inclined and older, won with six. The next highest was three.

At this point refreshments were served and Mary said she had a surprise. She had put on her tap dancing shoes and gave a good demonstration of her skill. Pat, the show off, said, "Give me those shoes, I can dance too." The shoes were too long, but she tried. Eleanor also requested a turn at the shoes and she was given a chance to dance. The group decided Mary was best at tap dancing. The party concluded as the bell rang. Several girls said, "These games have been so much fun. Can't we keep them up?"

Games Played

Eighteen* girls each evaluated the game she led and the games she played, telling whether she liked, was indifferent to or disliked each game on a blank, "Games I Played." (p. 22)

All eighteen girls liked the game, Fish, Bird and Beast, and all except the girl who did the dancing liked the tap dance. (Table I) Her comment was that she didn't dance well enough. The usual comments about Fish, Bird and Beast were; fun, kept you thinking. The leader, Sue, said that she would choose the game again, but would give more thorough directions before starting.

Fifteen or more girls liked Tell Your Fortune, You Have a Face, Whom Are You With, Bean Bag, Gossip, Charades. The most usual comment was that they were fun. Each leader said she would choose the same game again.

Seven or less of the girls liked Cross and Uncross, Animal Guessing Game, Names of Famous People. The comments had to do with their being hard and/or dull. Two of the leaders of these games said they would choose the game again, but would explain it more thoroughly.

Table games not played by all girls, but apparently liked by most of the girls who played them were, Fiddle Sticks, Old Maid, Checkers and Monopoly.

Picnic at Dudley Beach

To conclude the recreational program of the home room, a picnic,

*Twenty girls enrolled at the beginning of the year, three had dropped out of school, and two had entered, but one was absent the day the blank, "Games I Played," was filled out.

Games I Played

Game	Leader	Reaction to game			Comment
		Liked	Indif-ferent	Dis-liked	
First Party					
Guessing game	Pat				
Animal guessing game	Blanche				
Bean bag	Marie				
Gossip	Wilma				
Second Party					
Word making	Bonnie				
You have a face	Frances				
Cross and uncross	Ginger				
Tell your fortune	Betsy				
Third Party					
Monopoly	Ruby				
Fiddle sticks	Fay				
Checkers	Melba				
Old maid	Ann				
Fourth Party					
Fish, bird, beast	Sue				
Charades	Arline				
Control	Lee				
Whom are you with?	Dorothy				
Names of famous people	Jean				
Tap dance	Mary				

Game I Led

Why did you choose this game? _____

Would you choose it again? _____

What would you do differently another time? _____

TABLE I
GAMES I PLAYED

Eighteen girls in a freshman home room in Goldsboro High School*

Game	Reaction to Game			
	Liked	Indifferent	Disliked	not stated
Games played by all unless absent				
Fish Bird and Beast	18	0	0	0
Tap dance	17	0	1	0
Tell your Fortune	17	1	0	0
You Have a Face	17	0	1	0
Whom are you with	16	1	0	0
Bean Bag	16	2	0	0
Gossip	15	1	1	1
Charades	15	3	0	1
Control	11	4	1	2
Guessing Game	11	4	1	2
Word Making	9	8	1	0
Cross and Uncross	7	7	4	0
Animal Guessing Game	4	5	4	5
Names of Famous People	4	7	7	0
Games not played by all				
Fiddle Sticks	12	0	0	6
Old Maid	9	1	0	7
Checkers	8	0	0	9
Monopoly	7	3	0	7

*One girl led a game and also tap danced. One other girl prepared a game but there was no time for it and three girls were absent. At this time there were twenty-one girls in the class. Two more having entered school.

suggested by the group, was planned, prepared and served by the members of the class at the end of school at Dudley Beach which is about six miles out of town.

The teacher allotted a sum of money to the group for the project. The class planned, through their own appointed committees, the menu, the buying, the assigning of jobs which included shopping, frying

chickens, making salad, making sandwiches, drinks, packing the lunch, and serving it. Each girl had certain responsibilities which she performed in a commendable manner. The president of the class made arrangements for the school bus which was driven by two student teachers who were connected with the school at the time.

Recreation at Dudley Beach included boating, and dancing at the pavillion. The teacher noted improvement in behavior of several members of the group. All made an effort to mix with the group rather than to dance and talk in cliques. On the return trip group singing was the high light of the picnic. At the end of the picnic the girls said they had enjoyed the recreational project and would like to continue the recreational program.

Summary of Home Room Parties

During the first semester, four home room parties were planned and conducted by members of the class, each girl leading one game and all playing most of the games. All were provided with an opportunity to mingle in social groups and to learn new forms of recreation. To complete the party concept simple refreshments were planned and served by the girls at each party.

The games liked best were the action games such as Bean Bag, Gossip and Charades, and the silly games such as Tell your Fortune, You Have a Face and Gossip, better than the thought games such as Word Making, Animal Guessing Game and Names of Famous People.

At the end of the year a picnic at Dudley Beach, suggested, planned and carried out by the girls climaxed the home room recreational program.

CHAPTER IV

HOME BACKGROUND, RECREATION AND HOME

RECREATIONAL FACILITIES

It was hoped that the interest in the home room parties would be transferred to home recreational situations so that the girls could learn to share recreational activities with family and friends. Right after the home room parties there was increased interest in home recreation. The girls borrowed games from each other to use at home. Many of them played games when visiting their friends after school rather than gossiping and reading movie magazines. To assist in this transfer of interest, a schedule, "Recreation of Freshman Girls," asking information about the girl, her home, and her recreation was filled out by each of the nineteen girls then in class. (pp. 26, 27)

The Girl and Her Family

The girls were fourteen, fifteen and sixteen years of age; no one age group predominated (Table II).

TABLE II

AGE OF GIRLS

(Nineteen girls in a freshman home room in Goldsboro High School)

Age	Number of girls	Per cent of girls
14	7	37
15	7	37
16	5	26
All ages	19	100

RECREATION OF FRESHMAN GIRLS

(The way you answer this questionnaire will have nothing whatsoever to do with your grade. The answers will be regarded as confidential. Please answer as completely as possible. Ask questions concerning any statement that is not clear.)

Name _____ Address _____ Tel.No. _____

Age (nearest birthday) _____ Grade in school _____ Date _____

Father's occupation _____

Mother's occupation _____

Persons Living in Your Home

Family Members

How does person affect your recreation?

Father (check) _____

Mother (check) _____

Sisters (older) (number) _____

(younger) " _____

Brothers(older) " _____

(younger) " _____

Others (name) _____

Number of rooms in your house _____

Type of Dwelling and Tenure

Type of dwelling	Tenure	
	Own	Rent
Apartment		
Duplex		
Separate house		

	Own	Rent	Live with relatives without paying rent
Apartment			
Duplex			
Separate house			

How is recreation financed?

Spending money as requested _____

Allowance at regular intervals _____

Earnings _____

List ten kinds of recreation you enjoy most:

Activity	With whom	Where	Are the facilities satisfactory?
At home			
At friend's home			
At public place			

What other forms of home recreation would you like if you had the facilities?

Activity	With whom	Where	What facilities would be needed?

Only eleven of the nineteen girls were living at home with their own fathers and mothers. Two were living with their mothers and step-fathers. Five were living with their mothers, the father being deceased, divorced or separated from the family. One was living at the I.O.O.F. Home, because her mother was deceased and her father was separated from the children.

The fathers of the fourteen girls were mostly wage earners or salaried business men (Table III). Ten of the eighteen mothers were working mostly as wage earners and clerical workers.

Of the nineteen girls in the study, one girl had no brothers or sisters, one girl had an older brother away from home, and one girl had an older sister away at school (Table IV). The other sixteen girls had from one to six brothers and/or sisters living at home. In six of these families there were older children only; in five younger children only; and in five both older and younger children. In four of these families there were brothers only; in four there were sisters only; and in eight there were both brothers and sisters.

Five girls had one person other than the immediate family living in the home, one had two other persons and one had three other persons living in the home.

In most of the families the girls enjoyed recreation with other members of the household. However, one girl said that her father was always gone, her mother worked and her sister was away at school. Another girl stated that her mother would not let her play sometimes, and her younger sisters were always around; however she did play cards, checkers and enjoy radio and reading with her brothers and sisters. One girl said she enjoyed playing table games with an aunt and uncle at her

TABLE III

GAINFUL OCCUPATION OF FATHER AND MOTHER

(Nineteen girls in a freshman home room in Goldsboro High School)

Occupation	Number
Father	
Carolina Theater	1
Chicken dealer	1
Fireman	1
Florist	1
Foundry Worker	2
Furniture man	1
Furniture repair and lumber mill	1
Mechanic	2
Mechanic and painter	1
Merchandise work	1
Minister	1
Salesman	1
	<u>14*</u>
Mother	
Beautician	1
Boarding house	1
Clerk in store	2
Florist	1
Helps in family store	1
Helps with farm work	1
Seamstress	1
Works at General Electric	1
Works in bakery	1
	<u>10</u>

TABLE IV

AGE OF BROTHERS AND SISTERS LIVING AT HOME

(Nineteen girls in a freshman home room in Goldsboro High School)

Brothers and Sisters	AGE			all ages
	older	younger	older and younger	
Brothers only	3	1	-	4
Sisters only	1	1	2	4
Brothers and sisters	2	3	3	8
All families	6	5	5	16*

*One girl had no brothers or sisters.

One girl had an older brother away from home.

One girl had an older sister away at school.

TABLE V

NUMBER OF ROOMS IN HOUSE

(Nineteen girls in a freshman home room in Goldsboro High School)

Number of rooms in house	Number of girls
4	3
5	4
6	3
7	3
8	-
9	-
10	1
11	-
12	-
13	-
14 or more*	3
Total	17**

*One of these girls lived in a boarding house with twenty rooms, and one in an orphanage with thirty-one rooms.

**Two girls did not state the number of rooms.

home.

Thirteen girls lived in houses of four to seven rooms; one girl lived in a house of ten rooms and one lived in a house of fourteen rooms (Table V). One girl's home was a boarding house of twenty rooms operated by her mother and one girl lived in an orphanage of thirty-one rooms with sixty-five other children.

Families of six girls owned their homes (Table VI). Four rented separate houses, four girls lived in rented apartments and four lived in rented duplex houses.

TABLE VI

TYPE OF DWELLING AND TENURE

(Nineteen girls in a freshman home room in Goldsboro High School)

Type of dwelling	Number of families	
	Own	Rent
Apartment	-	4
Duplex	-	4
Separate house	6	4
Total*	6	12

Thirteen of the nineteen girls financed their recreation with spending money received as requested, three girls with their own earnings, and three with earnings in addition to a regular allowance. (Table VII).

Favorite Kinds of Recreation

Each girl was asked to list ten kinds of recreation she enjoyed most, classifying them according to whether she did them at home, at friend's home or at public place. For each kind of recreation, information

TABLE VII

METHOD OF FINANCING RECREATION

(Nineteen girls in a freshman Home room in Goldsboro High School)

<u>Method of financing recreation</u>	<u>Number of girls</u>
Spending money as requested	13
Earnings	3
Earnings and allowance at regular intervals	3
<u>Total</u>	<u>19</u>

was given concerning the person with whom the recreation was enjoyed and the place.

Recreation at Home

Two-thirds of the girls listened to the radio, read or played cards (Table VIII). Forms of recreation enjoyed by two to six of the nineteen girls were making candy, dancing, basket ball, playing the piano, checkers, Jack rocks and writing letters. Forms of recreation mentioned by only one girl were listening to records, skating, singing, puzzles, popping corn, old maid, monopoly, having parties and drawing.

High school freshmen girls spent more of their home recreation time alone and with family members than with a group of friends or single friend. More time was spent with the whole family and with sisters and with sisters and brothers than with brother or father or mother.

The living room was used as often as all other rooms of the house for home recreation by the high school freshman girls (Table IX). Four to seven reported the following: the kitchen, the girl's own room, the

TABLE VIII

KINDS OF RECREATION HIGH SCHOOL FRESHMEN GIRLS ENJOY AT HOME AND WITH WHOM THEY ENJOY THESE ACTIVITIES

(Nineteen girls in a freshman home room in Goldsboro High School)

Activity	With Whom											To- tal	
	A- lone	Fa- mily	Si- ster	Sister and Brother	Bro- ther	Mo- ther	Fa- ther	Fri- ends	A Crowd	A Girl Friend	Fri- end		Not stated
	(Number of Families)												
Listening to radio	7	3	1	1	1			1				1	15
Reading	10		3	2									15
Cards		3	1	2		1	1	1		1		2	12
Making Candy			1					1		3		1	6
Dancing			3		1			1					5
Basket ball		1	1						1		1	1	5
Playing piano	4												4
Checkers	-	1		1	1			1					4
Jack rocks										2			2
Writing letters	2												2
Listening to records												1	1
Skating								1					1
Singing		1											1
Puzzles	1												1
Popping corn	1												1
Old maid		1											1
Monopoly				1									1
Having parties								1					1
Drawing	1												1
	26	10	10	7	3	1	1	7	1	6	1	6	79

TABLE IX

LOCATION USED FOR HOME RECREATION OF HIGH SCHOOL FRESHMEN GIRLS

(Nineteen girls in a freshman home room in Goldsboro High School)

Activity	Location							Not stated	Total
	Living room	Kitchen	Own room	Dining room	Yard	Sun parlor	Street		
Listening to radio	8		1	1		1		4	15
Reading	8		4	1		1		1	15
Cards	5	1		3				3	12
Making Candy		5						1	6
Basket ball					4			1	5
Dancing	4							1	5
Playing piano	1							3	4
Checkers			1					3	4
Jack rocks								1	1
Writing letters								2	2
Having parties								1	1
Monopoly								1	1
Old maid								1	1
Popping corn		1							1
Puzzles							1		1
Skating								2	2
Listening to records								1	1
Singing								1	1
Drawing								1	1
	26	7	6	5	4	2	1	28	79

dining room, the yard. Only one reported playing in the street.

Recreation at Friend's Home

Eight girls enjoyed making candy and dancing at a friend's home (Table X). Two to six girls enjoyed each of the following: playing records and radio, cards, baseball, talking, monopoly, singing, checkers and basket ball. One girl enjoyed each of the following: Bingo, cooking, jack rocks, old maid, party, paper dolls, popping corn, playing piano, puzzles and soft ball.

Recreation at a friend's home was engaged in more often with a single friend than with a group of friends as one would expect.

Recreation at Public Place

Eleven girls enjoyed dancing and skating with friends (Table XI). From three to six enjoyed movie, swimming, basketball, ping pong, checkers and bowling. One enjoyed each of the following: baseball, cards, playing records, soft ball, and working in store.

Recreation at a public place was enjoyed with a group of friends (stated as friends, girls and boys, other people, girls, crowd, boys), and not with an individual friend. Twenty-three reported using Recreation Center (XII). Ten used the community building, eight used downtown places: movie and soda shop. One each used the school yard and a lake.

Home Recreational Facilities Needed

Forty-five facilities for recreation were needed by nineteen girls for a variety of kinds of recreation (Table XIII). Twenty-nine of these facilities were wanted for playing with friends: eight needed

TABLE X

KINDS OF RECREATION HIGH SCHOOL FRESHMEN GIRLS ENJOY MOST AT FRIENDS HOME
AND WITH WHOM THEY ENJOY THESE ACTIVITIES

(Nineteen girls in a freshman home room in Goldsboro High School)

Activity	With Whom							Not stated	Total	
	Girl friend	Friend	Girl friend's mother	Friends (Number of Families)	Boys and girls	A Crowd	Sister			Brother
Making candy	3	2	1		1				8	
Dancing	2	2			3			1	8	
Playing records and radio	3	1		1	1				6	
Cards	1	1		1	2				5	
Baseball	1	1		1			1	1	5	
Talking	2	1							3	
Monopoly		2		1					3	
Singing	1					1			2	
Checkers				1	1				2	
Basket ball				1	1				2	
Bingo				1					1	
Cooking	1								1	
Jack rocks								1	1	
Old maid				1					1	
Party	1								1	
Paper dolls	1								1	
Popping corn								1	1	
Playing piano	1								1	
Puzzles				1					1	
Soft ball	1								1	
	19	11	1	9	8	1	2	2	4	54

TABLE XI

KINDS OF RECREATION HIGH SCHOOL FRESHMEN GIRLS ENJOY MOST AT PUBLIC PLACE
AND WITH WHOM THEY ENJOY THESE ACTIVITIES

(Nineteen girls in a freshman home room in Goldsboro High School)

Activity	With whom						Total	
	Friends	Girls & boys	Other people	Girls	Crowd	Boys		Not stated
(Number of Families)								
Dancing	5	1	1		2	1	1	11
Skating	4	3	1	1	1		1	11
Movie	2	2	1	1				6
Swimming	3		1				2	6
Basketball	1	1			1		1	4
Ping Pong	1			1		1		3
Checkers	1	2						3
Bowling	3							3
Base ball		1						1
Cards	1							1
Playing records							1	1
Soft ball	1							1
Working in store							1	1
	23	10	4	3	4	2	7	52

TABLE XII

PUBLIC RECREATIONAL FACILITIES USED BY HIGH SCHOOL FRESHMEN GIRLS

(Nineteen girls in a freshman home room in Goldsboro High School)

Activity	Public Recreational Facilities										Total	
	Recreational Center			Community Building			Downtown			Not stated		
	Dance hall	Skating rink	Bowling alley	Pool	Gymnasium	Game room	Movie	Soda shop	School yard			Lake
Dancing	7							2			2	11
Skating		11										11
Movies							6					6
Swimming				5						1		6
Basket ball					2				1		1	4
Ping Pong			2			1						3
Checkers						1					2	3
Bowling			3									3
Soft ball					1							1
Playing records											1	1
Base ball											1	1
Radio											1	1
Working in store											1	1
Cards												1
	7	11	5	5	3	2	6	2	1	1	7	53

TABLE XIII

FORMS OF HOME RECREATION FOR WHICH HIGH SCHOOL FRESHMEN GIRLS
WANT NEW OR IMPROVED FACILITIES

(Nineteen girls in a freshman home room in Goldsboro High School)

Activity	Facilities needed	Persons Involved					Total	Home	Yard	Living room
		Friends	Family	Sister	Alone	Not stated				
		Number of Families								
Basket ball	Basket ball	4	1				5	1	4	
Basket ball	Basket ball goal		1			1	2		1	
Basket ball	Basket ball court	1					1		1	
Basket ball	Space	1		1			2		1	
Games										
Mono-poly	Monopoly Set	1	1	1		1	4	2		1
Checkers	Checker board	3					3	1		1
Chinese checkers	Chinese checker set	2				1	3	1		1
Old Maid	Old maid cards	1					1	1		
Bingo	Bingo set	1				1	2			
Croquet	Croquet set	1	1				2		1	
Darts	Dart set	1	1				2		1	
Fiddle sticks	Fiddle stick Game		1				1			
More games		1		1			2	1		
Cards	Card table	3	1				4	2		1
Cards	Cards	1				1	2			
Listening to records	Record player	2	1			1	4	1		2
Reading	New books				1		1			
Reading	More books					1	1			
Reading	Book case					1	1			
Listening to radio	Radio of my own	1				1	2			
Television	Television set	1					1			1
Skating	Roller skates	1					1			
Skating	Paved sidewalk	1					1			
Base ball	Base ball	1					1		1	
Making clothes	Material	1					1	1		
		29	8	3	1	10	51*	12	10	7

*Six girls mentioned persons in two categories

TABLE XIII

OF HOME RECREATION FOR WHICH HIGH SCHOOL FRESHMEN GIRLS
WANT NEW OR IMPROVED FACILITIES

(girls in a freshman home room in Goldsboro High School)*

Persons Involved				Places to Use									
ly	Sister	Alone	Not stated	Total	Home	Yard	Living room	Own room	Kitchen	Side-walk	Base-ment	Not stated	Total
Number of Families				5	1	4							5
			1	2		1						1	2
				1		1							1
1				2		1							1
			1	4	2		1					1	4
				3	1		1		1				3
			1	3	1		1		1				3
			1	1	1							1	1
				2		1							1
				2		1							1
				1							1		1
1				2	1								1
				4	2		1		1				4
			1	2					1			1	2
			1	4	1		2	1					4
		1		1				1					1
			1	1				1					1
			1	1				1					1
			1	2				1					1
				1			1						1
				1						1			1
				1						1			1
				1		1							1
				1									1
3	1	10		51*	12	10	7	5	4	2	1	4	45

gories

facilities for playing with the family, three with sister, and only one for playing alone. It is significant to note that more girls do play at home alone or with the family than with a friend or friends (see Table VIII), but when they express their desires for additional facilities most of them want them for playing with friends.

Ten of these facilities were wanted for playing in the yard, seven in the living room, five in own room, four in kitchen, two on sidewalk, and one in the basement (Table XIII).

Improvement in Home Recreational Facilities

One portion of the blank, "Recreation of Freshmen Girls," called attention to the home recreational facilities needed. After an interval of time, one activity period was used for discussion home recreation and ways of making it more satisfactory. The teacher suggested that each girl do something at home to provide new or improved home recreational facilities.

About two weeks later the girls filled out a blank, "Report on New or Improved Home Recreational Facilities," (p.41). Two girls had dropped out of school and one girl was absent, so there were only sixteen blanks.

The following results were reported:

Play Equipment Bought		10
Games	4	
Books	3	
Soft ball	1	
Jump rope	1	
Radio	1	
Play Equipment Made		5
Hearts Dice	3	
Checkers	1	
Game not specified	1	

REPORT ON NEW OR IMPROVED HOME RECREATIONAL FACILITIES

What was it like before? (Make drawing or write a description.)

Describe improvements. (Drawing or description.)

What did you change? Why?

How much did it cost?

Moving Supplies from one room to another	3
from living room to bedroom	1
from mother's room to own room	1
from living room to dining room	1
Storage space made in a drawer	2
Rearrangement of furniture in one room	2
rearranged furniture for more room	1
changed furniture to give larger play space	1

Summary of Recreation and Recreational Facilities
of Freshmen Girls

The girls were fourteen, fifteen and sixteen years of age. Of the nineteen girls almost half came from broken homes. The fathers were wage earners and salaried business men; more than half the mothers worked. The families were large; the houses small, and mostly rented. Spending money received as requested was the most usual way of financing recreation.

The most popular forms of home recreation were listening to the radio, reading, and playing cards usually in the living room. The favorite forms of recreation at a friend's home were making candy and dancing. Favorite forms of recreation at public places were dancing and skating usually at the recreation center or community building with a group of friends.

In evaluating home facilities for recreation the greatest need was for facilities for group recreation. Additional facilities in yard, living room, own room, and kitchen were mentioned most frequently.

Improvements actually made were: play equipment bought by ten girls, play equipment made by five girls; supplies moved from one room to another by three girls, storage space made in a drawer by two girls,

and furniture rearranged in a room by two girls.

CHAPTER 1

CASE STUDY OF 1911

In the fall of 1911 the student body of the University of California at Berkeley was in all the stages of the great war. The war had been declared and the country was in a state of excitement. The students were interested in the war and were discussing it in all the halls and on the streets. The war had brought about a change in the life of the country and the students were interested in the war and were discussing it in all the halls and on the streets.

The war had brought about a change in the life of the country and the students were interested in the war and were discussing it in all the halls and on the streets. The war had brought about a change in the life of the country and the students were interested in the war and were discussing it in all the halls and on the streets.

1911

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CHAPTER V

CASE STUDIES OF PUPILS

It was valuable to the teacher to assemble all the information about each girl in all the stages of the project: her age, her comment on the games she played and the game she led for the class; her family and home recreation situation; her favorite recreation, desired improvements and actual improved facilities.

The case study of each girl was based on the teacher's observations and pupil's comments on home room parties and information obtained in questionnaires about her recreation and improvements in her home recreational facilities. Since the information is rather confidential, substitute names have been used for each girl.

Arline

Arline, age fourteen, was one of the best adjusted girls in the group. In commenting on the games played, she said that most of them were fun or lots of fun. One was too hard, sort of different. She would choose her game, Charades, again for the class to play since most people liked to play it. Arline had been very careful to provide all the properties needed for the game. Fifteen of the eighteen actually did like the game.

Family members were; father - a mechanic, mother - a housewife, one older sister, and one younger and one older brother who was not at home. The family enjoyed playing basketball, ball, cards and monopoly. Spending money as requested supplemented by occasional earnings was the

plan used for financing recreation.

Favorite forms of home recreation were making candy, basket ball, cards and checkers with family members and friends. At a friend's home candy making, dancing, and listening to the radio were favorite forms of recreation while swimming, playing ping pong and checkers at the community building were forms of recreation enjoyed at a public place. Desired additional facilities included checker board, ping pong table, and monopoly set. Actual improved facilities reported were one game made and one bought; and storage of all games moved from mother's room to own room.

Arline seemed to have no particular recreational problem.

Betsy

Betsy, age fourteen, was the quietest girl in the group. At home room party games she found the guessing games hard and dull. Most of the other games she liked. Betsy said she chose Tell Your Fortune as her game for the class to play because she thought everyone would enjoy it, and all but one girl did. She thought also that most of the people didn't know the game. She would choose it again and with no changes.

Betsy's father was a furniture repair man, who did not live with the family. Her mother was a housewife and she had two older sisters and three older brothers, all played checkers and card games together. Sometimes they danced and played ball. Another person lived in the home who also enjoyed the games. Betsy's home was a six-room rented house. Betsy said there was no allowance and not much spending money, however, she planned to take Distributive Education next year so she could get a part-time job.

Favorite forms of home recreation included reading, dancing and playing cards with sisters and brother. Baseball and dancing at a friend's home were also enjoyed. At the Recreation Center, skating and bowling were favorite forms of recreation enjoyed with friends. Cards and card table and a checker set were desired as additional recreational equipment. Actual improvements in facilities were the making of a Hearts Dice game and providing storage space for games in a drawer.

Betsy's recreational problem was not enough room or money.

Fay

Fay, age fourteen, who came from another school, was a very quiet girl, but cunning in getting her way. She found Names of Famous People hard and also reported Cross and Uncross as complicated. The other games were liked. Fiddle stocks was the game Fay chose to conduct for the home room party, pointing out that it required concentration and steady nerves. She said she selected it because it was different and everyone enjoyed it. All twelve who played it did enjoy it. She would make the same selection again with no changes.

Members of the family were father who worked at the theater, mother who worked in the General Electric Plant, two sisters - one older and one younger. Cards, checkers, reading, and drawing as well as radio were enjoyed by the family. The home was a five-room separate house about two miles from town and had no bus service. Recreation was financed by spending money as requested.

Favorite forms of home recreation were dancing, listening to radio, playing cards and reading with sisters. Base ball and candy making were favorite recreation at a friend's home, while skating,

dancing and bowling were enjoyed at the Recreational Center with friends. A card table for games was a desired facility. Actual improvements were made: moving games from living room to dining room for convenience and better lighting and seating.

Fay's recreational problem was that she lived so far from her friends she didn't get to be with them enough.

Sue

Sue, one of the girls who was fourteen, was liked very well by the girls as was shown when she was elected president of the class. Her comment concerning three of the games played at home room parties were: boring, hard, makes you think; all the others she liked. The game she chose to give the class to play was, Fish Bird or Beast because, she said that it was fun and you had to think fast. Sue had planned her game well and conducted it fairly, keeping the interest keen. All eighteen of the girls liked the game and she would choose it again, though with more thorough directions before starting.

Sue's father was dead and her mother worked as a clerk in a store. There were two sisters and one brother at home with whom she played games. She reported her mother wouldn't let her play sometimes. Her home was a four-room rented apartment. Spending money for recreation was earned by baby sitting.

Cards, checkers, reading and listening to the radio with brothers and sisters were favorite forms of recreation enjoyed at home in the living room or bedroom in spite of the fact there was not enough room. At friend's home making candy and listening to records held first place

in choice of recreation. Swimming, dancing, basket ball and movies were enjoyed in public recreation centers with friends. More games for variety in addition to more space were desired as improved facilities for recreation. Actually there was no change other than that the radio played better. Don, Sue's boy friend worked on the radio and improved it.

Sue's recreational problem was lack of money and room.

Bonnie

Bonnie, age fourteen, one of the most reserved pupils, enjoyed the home room parties a great deal. She said the games were fun, funny, kind of hard, or lots of fun. Wordmaking was her choice of game for the class to play and she chose it because she thought the girls would enjoy it and it would make them think. Although the game went slowly and the class was indifferent to the game, Bonnie said she would do it again in the same way.

In describing her home and recreation, Bonnie said that her family consisted of a father, whereabouts unknown, a mother who was a dressmaker, a younger brother and a younger sister who enjoyed checkers and playing ball together. The home was a five-room rented house. Spending money as requested was used to finance recreation.

Forms of home recreation enjoyed most alone were reading, singing, drawing and listening to radio. Dancing, playing cards, and checkers at friend's home were enjoyed with other boys and girls. Skating at the Recreation Center with boys and girls was also a favorite form of recreation. Desired improved facilities for recreation were: record player, monopoly set, checkers, cards, bingo and more books.

Actual improvement in facilities reported was a home made checker game which cost nothing.

Bonnie's recreational problem was money and not enough room for her company.

Mary

Mary, age sixteen, the jolliest girl in the group, enjoyed the school parties very much and liked all the games except Tell Your Fortune. The words she used to describe the games were: fun, catchy, silly and good enough. Mary said that she chose Control to play because she thought people loved to laugh. Actually, only eleven of the eighteen girls did like it. She would choose it again with no change. Mary also brought her tap shoes and danced. All the girls except Mary liked it and she said she didn't dance well enough. Several others said they could tap, so the shoes were used by several girls.

Family members were: Father who worked at Wayne Agriculture Works; mother - a housewife, and one older brother. No family recreation was noted. The home was a four-room house. Recreation was financed by spending money as requested. Family very strict with Mary. Forms of recreation enjoyed at home were listening to radio, drawing, and playing Jack rocks. Forms of recreation enjoyed at a friend's home were playing the piano, listening to records and cooking. Forms of recreation enjoyed in public were shows, skating, and dancing at the Recreation Center. Desired additional recreational facilities were Old Maid cards, sewing material and a basket ball. Actual improved home facilities reported were a home made game of Hearts Dice and a new jump rope.

Mary's chief characteristic was giggling and she was by far the

noisiest girl in the group. Her chief recreational problem was in not having enough room for her company.

Melba

Melba, who was sixteen, did not cooperate in any of her school work until the recreational study began. She said, "Now I like this, it's fun." She did not make friends easily and was always in the company of one girl. She said she thought most of the games were fun. Some were hard and only one was dull. Melba was the last girl to keep a straight face in playing Control and was asked to sing as a special stunt. She only knew one song, Guilty, and she said she would sing it as if her boy friend were here. She had a blues type of voice and sang well. The girls were surprised and entertained. As a result of the song, a group of three girls started singing together frequently. This singing seemed to make Melba a part of the group which she had not been before. Began to take an interest in school work. Later won prize on dress. In choosing a game for the class to play she selected checkers because everybody likes checkers. Only two were learning to play checkers and she gave them good directions. All eight of the girls who played checkers did like the game.

Her family consisted of father - merchant; mother- a housewife, and one younger brother. An aunt and uncle who lived in the home played table games with the children. The home was a rented duplex. Recreation was financed with spending money as requested.

Favorite forms of home recreation were playing the piano, reading, writing letters alone, and making candy with a girl friend. Just talking, having parties, playing monopoly and sewing were favorite

forms of recreation at a friend's home. No public recreation was enjoyed. Melba desired to secure new books, a new record player and radio for home recreation. New books were added as improved facilities. Religious affiliation was responsible for Melba's lack of participation in social activities. Objection to using make up was the one that bothered her most.

Wilma

Wilma, age fourteen, came from another school, but adjusted readily in spite of her quiet manner. She showed genuine interest and enthusiasm in the games played at home room parties. She liked all the games except one that was too hard and another that was boring. Gossip, the game she selected for the group to play, was chosen because she had played it before and it was lots of fun. Fifteen of the girls did like the game. She said she would choose it again and would try to have more order as they couldn't hear what was being whispered.

Family members were: father who owned and operated a chicken hatchery, mother - a housewife, one older sister and three younger, and one older and one younger brothers. The family played games together frequently and listened to the radio. The family owned the house of fourteen rooms. Recreation was financed by occasional earnings.

Forms of home recreation enjoyed most were monopoly, cards and listening to the radio with brothers and sisters and reading alone. Recreation at a friend's home included making candy, dancing and listening to records with other girls. Movies, swimming and dancing were enjoyed at the Recreation Center. Desired improved facility, a record player, was noted. Actual improvement reported was a new radio.

Wilma's recreation problem was not having as much money to spend

as the other girls had because of a long expensive illness of the father. The home and family was well adjusted, and the comment was made because of concern for the father's welfare rather than as a complaint.

Ruby

Ruby, a rather moody girl of fifteen, said she enjoyed all the games played in the home room parties except Word Making and Names of Famous People which were checked as indifferent. She said the others were fun, good, cut, but there were two that she didn't actually remember. In playing Fish Bird or Beast Ruby got mixed up and said "cow" instead of "beast" which amused the other girls. She enjoyed being laughed at. For the home room party Ruby led the game monopoly giving clear concise directions. She thought it was easy to play, required a lot of thinking, and was also lots of fun. She would choose it again, but would start earlier so they could play longer. Seven of the ten girls who commented on the game liked it. All did not have an opportunity to play the game.

Members of her family were: father, a preacher who is always gone; mother a beautician, and a sister who was away at school, consequently Ruby was at home alone with many of the homemaking tasks left up to her. The house was a rented duplex of seven rooms. Recreation was financed with money received as requested.

Favorite forms of home recreation were puzzles, writing letters, playing piano and listening to radio all enjoyed alone. Parties with friends was also mentioned. Recreation at friend's home included monopoly, checkers, bingo, old maid and puzzles. No public recreation was enjoyed because of religious objections of the family. No improved

facilities were desired as she said she had enough. However, the family moved and in viewing the recreational facilities in her new home, Ruby said, "She used to have to play games in the kitchen or living room, but now she had a special room for games and her company with lots of windows. It was very cool. There was a chest for games and toys and a table to play on."

Ruby's family life was very unhappy. All members are poorly adjusted. She has never been allowed to attend a movie.

Jean

Jean, age fourteen, who came from another school, was friendly but somewhat reserved. The group accepted and respected her and selected her as home room council representative. She found the home room parties lots of fun and enjoyed all the games. Word Making was hardest and Control was too juvenile for freshmen. Her game selected for the home room to play was Names of Famous People. She said she chose it because it would help the girls to think and it was educational. Only four of the girls did like the game. However, Jean would choose it again for the class but would give better directions for playing it.

Family members were mother and two younger brothers. The father was deceased. The family enjoyed the radio together.

Reading alone was the only other form of home recreation. At a friend's home dancing, monopoly and cards were enjoyed with other friends. Public recreation enjoyed at community building were swimming, basket ball, soft ball and ping pong. Desired new facilities were a record player and a television set. Actually new books and a soft ball were added facilities.

Jean's recreational problem was a lack of time since she had to help with home duties of a rural home. She needed more opportunities to be with the group.

Dorothy

Dorothy, the girl from the orphanage, was fourteen. Although very shy and retiring, she was also the most cooperative and attentive girl in the class. She entered into the recreational activities wholeheartedly. Dorothy said that most of the games were fun, but a few were hard work or complicated. She chose Whom are you With, What are You Doing, and Where are You for the class to play because she thought the girls would both like it and enjoy it. Dorothy had chosen and planned her game well, and with the help of Sue and Melba, who were at ease and relaxed and in a party mood, the game moved along rapidly and hilariously. Sixteen of the eighteen girls liked the game. Dorothy said she would choose it again, but would make it clearer to the group before the game started.

Dorothy and a brother lived at the I.O.O.F. Home. She had a father who did not live in the same town. She likes listening to the radio, dancing and making candy. Recreation was enjoyed with entire group. Dorothy earned the money she spent for recreation by baby sitting.

Favorite forms of home recreation were listening to the radio, dancing, making candy, playing cards and reading with friends. The same activities were enjoyed at a friend's home. Movies, dancing and skating at the Recreational Center were also enjoyed. A basketball court and checker set were desired as improved recreational facilities. Actually the

orphanage did provide a larger play area so ball games could be enjoyed. They also added new books.

Dorothy was not in a position to control her recreation facilities because her living situation was different due to the fact that she lived in the I.O.O.F. Home.

Ann

Ann, age fourteen, said that the games were not too easy, not exciting, keeps you guessing, keeps you thinking, not fun, hard. Only five of them were fun. For the home room party, she chose Old Maid for the class to play because she thought maybe someone else would like it too. Ann was a good sport even though she held the old maid in three games out of five. Nine of the ten girls who played the game did like it. However, she said she would not choose the game again but would select another. This was in line with her usual attitude of being interested in something new all the time.

Family members were: father and mother who owned and operated a florist shop; two sisters and three brothers, but only one sister was living at home. She said, "We play different games together, in the living room and we dance and listen to the radio." The house was a ten-room, two-story frame structure owned by the family. Ann received spending money as requested for recreation, more than was good for her.

Favorite forms of recreation were dancing, listening to records, playing cards, playing the piano and making candy and skating, enjoyed at home with brothers and sisters. At a friend's home she danced, played cards, listened to records, and sometimes made candy with other boys and girls. Sometimes she went to the Recreation Center where

bowling, dancing, playing ping pong, skating, listening to records and playing basketball were enjoyed with friends. Sometimes she went to the Opera Shop and danced. Ann said that she would like to have a basketball and goal at home so that they could play when friends came. She made no improvements or changes in her home recreational facilities.

Ann's problem was one of learning to get along with people rather than lack of recreational facilities. She seemed badly adjusted emotionally, but she showed improvement after the home room parties were held.

Ginger

Ginger, age sixteen, who entered school just after the first home room party, was the only girl in the class who didn't make her grade. She said that the games were good, except Names of Famous People which she didn't like much. She chose Cross and Uncross for the class to play because it was new to her and she thought the others would enjoy it too. Actually, only seven of the eighteen girls did like the game. However, she would choose it again but would try to explain it better to them.

Family members were a mother and an older brother who sometimes played old maid with her. The family was indigent. The home was a four-room rented duplex. Recreation was financed by earnings on occasional jobs.

Favorite home recreation was listening to radio, making candy and playing Old Maid with friends or family. Favorite recreation at a friend's home were baseball, Jack rocks and echeckers. Kinds of recreation enjoyed in public were dancing, baseball games, skating, and working

in a store. A game, fiddle sticks, was desired as a facility needed to improve recreation, but no improvement was made.

Ginger was a social promotion and was not able to do the work that others did. She was very quiet in class, but always idle. Ginger's recreational problem was not enough money and lack of ambition.

Frances

Frances, age sixteen, moved away just after the second home room party at which she conducted a game, You Have a Face. Her animation sold the game to the class. However, she was emotionally immature and was often in tears. Her parents were dead and she lived with a married sister who moved frequently.

Marie

Marie,* age nineteen, was older than the others, and much more mature and an extremely sensitive and artistic girl. She chose a bean bag game for the home room party. She had a great many home responsibilities and had forgotten her bean bags which embarrassed her very much. The teacher suggested using dish cloths tied in knots. The game was liked very much by the entire group. In playing the game, Names of Famous People, she won with six names.

Her family consisted of a father - a painter who drank, a mother who worked in a cotton mill, and an older brother, and two younger sisters. The home was a rented apartment. Marie certainly had a good background and her desire to take music lessons and to go to

*Marie had dropped out before the blank, "Recreation of Freshmen Girls," was filled out. This is the blank which was tabulated in Chapter IV. Information about her background and her recreation were obtained by personal conferences.

college will probably never be accomplished. Recreation at home was limited to the good radio programs which she always enjoyed with her mother and sisters.

Marie was forced to drop out of school to go to work in the middle of the year.

Blanche

Blanche, a very quiet girl of sixteen, led the animal guessing game which the girls found so difficult, partly because she spoke so low they could not hear her when she first explained the game. Only four of the eighteen liked the game. Blanche moved away soon after the first party.

Pat

Pat, who was sixteen, was very immature emotionally and had trouble getting along with her school mates and teachers since she had no regard for rules. In commenting on the games she said that most were fun, one was a little dull and one was too hard. Pat liked to be the center of attraction and in playing Fish Bird or Beast, made errors in order to be "it." The other girls were impatient with her. Pat again showed off by borrowing Mary's tap dance shoes and trying to dance. She led a guessing game in the class. She chose it because she liked it and she thought everyone would like it also. Actually only about half of the girls did like it because it required thought. Pat would choose it again with no changes.

Family members were: a stepfather and a mother who jointly ran a boarding house; a married sister who was away from home. No family games were played. The rented house consisted of twenty rooms which

were used for guests. Pat had no allowance but received money as requested.

Favorite forms of home recreation were reading and listening to radio alone and candy making with friends. At a friend's home she liked playing cards, making candy and dancing with other boys and girls. Skating and dancing at the Recreation Center; base ball and basket ball were chosen as favorite recreation at the Community Building. Card table, base ball and basket ball were desired for improved recreational facilities. Pat stopped school near the end of the school year.

Pat's problem was more lack of home guidance - not being taught to obey, than one of recreation. Her mother was constantly calling the teachers to defend Pat who was always out of line.

Sandy

Sandy, age sixteen, entered school late. Her poor attendance at school and her lack of interest in her work were responsible for her low marks in school and lack of interest in the home room parties. In commenting on games played, Sandy said that the games were fair, which comment was typical of her indifferent attitude. She prepared a game for the class to play but did not get an opportunity to give it because there was no time left. Her comment was that she would choose it again as she liked it.

Family members included father who did not live at home, mother who was a waitress, and three younger sisters who enjoyed having Sandy play basket ball with them and read to them. The home was a six-room rented duplex. Money for recreation, given at regular intervals, was supplemented with earnings.

Sandy seemed to be left without any parental guidance. Her mother often was not aware of the fact that Sandy was not in school and she apparently did nothing about it as reported by the office. Forms of home recreation enjoyed most were basket ball and reading with family and alone. At a friend's home basket ball and cards were favorite forms of recreation; dancing and skating were enjoyed with a crowd at Recreational Center and at Frozen Delight. Desired improvements for recreation were a paved sidewalk and a monopoly set. Sandy stopped school near the end of the school year.

Sandy's problem was a need of parental guidance rather than lack of recreation.

Lee

Lee, age fourteen, came from another school. She did some of the best work in the class but was not very popular. The comments on the games were typical of her disposition, animated, moody or bored. She said they were dull, boring, too much thinking while six of them were fun or funny. Lee was absent the day her game was to be played. This was the only day she was absent from school all year.

Family members were, stepfather - a mechanic, mother - housewife, and three older brothers who were away. The family played cards together. The home was a five-room rented apartment. Recreation was financed by spending money as requested.

Forms of home recreation enjoyed most were playing cards, basketball, listening to the radio and reading with a crowd and alone. Dancing, singing, and soft ball were favorite forms of recreation enjoyed at a friend's home while movies, dancing and skating were enjoyed

at the Recreational Center. A desired improved home facility was a basketball. No actual improvements were listed.

Lee's problem of personal adjustment is responsible for her recreational problem.

Conny

Conny, age fourteen, a very quiet girl who came from another school, liked most of the games, however, she reported two as too hard and one wasn't fun. Conny had a game planned but she did not conduct it for the class because there was no time.

Members of her family were: father - a furniture repair man, mother - a homemaker, two younger sisters, and one brother. Father did not provide well for his family. The family members enjoyed playing cards, games, and listening to the radio together. Spending money as requested was used to finance recreation.

Reading, radio, cards, and popping corn with the family in the living room or dining room were Conny's favorite forms of home recreation. Similar recreation was enjoyed at friend's homes with girl friends. Conny said she liked movies, dancing and skating at the Recreation Center. She expressed a desire for a record player for her home. When discussing improved facilities, Conny said she had arranged to use a drawer for storing her games. She also made a game which cost nothing.

Conny's problem seemed to be lack of money for recreation.

Bobby

Bobby, age fourteen, was emotionally a very well poised girl who liked most of the games except Cross and Uncross and Control. Her

comments on those were: dull or too hard. She said learning to play games helped her to entertain her boy friends. She was absent the day the games were planned and did not get to conduct a game in the class, but she did plan and serve refreshments.

Her family consisted of father, a fireman, mother - clerk in a store, and one older sister. She said her family played cards and checkers together. She and her sister played parchesa. An elderly lady living in the home often joined them in playing games. The home was a rented duplex consisting of seven rooms. Bobby financed her recreational activities from her own earnings.

Favorite forms of home recreation included reading and listening to the radio alone. Cards were enjoyed by the entire family and singing was enjoyed with a crowd. This recreation took place in the living room except for the radio which was located in the bedroom. Bobby said she would like to have roller skates, monopoly and a card table to improve her recreational facilities at home. She made a hearts dice game, which cost only thirty-nine cents for paint, and she bought canasta cards in addition to providing storage in a drawer for her games.

Bobby seemed to have no major recreational problem.

Eleanor

Eleanor entered the class just before the fourth home room party. She enjoyed the party and borrowed Mary's tap shoes and got along fairly well with them. Eleanor expressed regret at having missed most of the parties and borrowed several games from girls.

New facilities added for home recreation were: monopoly, soft

ball, Chinese checkers, and rick rack. The games were moved from the living room to the bedroom because the living room was too small for so many people.

Eleanor's recreational problem lies in the fact that the family moves several times a year and there is never sufficient money for necessities. The new games added were Christmas presents.

Summary of Case Studies of Pupils

A summary of each girl's participation in the home room parties and in the improvement of home recreational facilities and her recreational problems follows. (p. 64)

SUMMARY OF CASE STUDIES

Girl	Participation in	
	Home Room Parties	Improvement in Home Recreational Facilities
Arline	Led Charades, providing necessary properties, Most of girls liked game.	Made a game; bought a game, and moved games from mother's room to own room.
Betsy	Led game, Tell Your Fortune, thinking it was new to girls. All but one liked it.	Made hearts dice game and provided storage space for games in drawer.
Fay	Led fiddle sticks pointing out that it required concentration and steady nerves. She selected it because it was different. All enjoyed it.	Moved games from living room to dining room for convenience, better lighting, and seating.
Sue	Led Fish, Bird or Beast conducting it fairly and keeping interest keen. All of the girls liked it. Another time she would give more thorough directions before starting.	Got her boy friend to work on the radio and improve it.
Bonnie	Led Word Making which went slowly and failed to stimulate interest. Bonnie said she would do it again in the same way.	Made a home made checker game.
Mary	Chose control because she thought people loved to laugh. Only about half the girls did like it. She would choose it again with no change. Also brought tap shoes, danced and loaned shoes.	Made a hearts dice game and got new jump rope.
Melba	Led checkers giving good directions to two beginners. All who played liked it. Melba won Control and was asked to sing as a special stunt. Made a hit and won her way into a group of girls who liked to sing and began to take an interest in school work.	Bought new books.
Wilma	Selected Gossip because she had played it before and it was lots of fun. Most of the girls liked it.	Bought a new radio.
Ruby	Led Monopoly giving clear concise directions. Most of the girls liked the game. In playing fish, bird and beast she enjoyed being laughed at.	Family moved. Ruby is happy about having a special room with lots of windows for games and her company.

SUMMARY OF CASE STUDIES

Participation in

Cases	Improvement in Home Recreational Facilities	Recreational Problems
Necessary pro- posed game.	Made a game; bought a game, and moved games from mother's room to own room.	
Thinking it was liked it.	Made hearts dice game and provided storage space for games in drawer.	Father not living with family, mo- ther homemaking. Eight persons living in six-room rented house. Little spending money. Plans to take Distributive Education next year so she can get a part time job.
Not that it re- ady nerves. She fferent. All	Moved games from living room to di- ning room for convenience, better lighting, and seating.	Both father and mother work. Lives two miles from town, no bus service.
Acting it fairly All of the girls ould give more tarting.	Got her boy friend to work on the radio and improve it.	Father dead, mother a clerk. Five persons lived in the four-room rented apartment. Sue earned money by baby sitting.
Slowly and failed le said she would	Made a home made checker game.	Father not living with family. Mo- ther dressmaker working at home. Mother and three children do not play together.
Thought people loved he girls did like in with no change. ed and loaned shoes.	Made a hearts dice game and got a new jump rope.	Father, mother, older brother and Mary do not play together. Family very strict.
Reactions to two be- ed it. Melba won g as a special ar way into a group ad began to take an	Bought new books.	Family religious fanatics. Object to make up.
Had played it before t of the girls liked	Bought a new radio.	Father's long expensive illness is a matter of concern to this large happy family.
Give directions. ame. In playing ved being laughed	Family moved. Ruby is happy about having a special room with lots of windows for games and her company.	Father a preacher, mother a beauti- cian, sister away at school. Ruby has many home making tasks. Family members do not play together. All members poorly adjusted. No public recreation, not even movies, be- cause of religious objections.

Girl	Participation in	
	Home Room Parties	Improvement in Home Recreational Facilities
Jean	Chose Names of Famous People to lead because it was educational. Most of the girls found it too difficult. Jean would choose it again but would give better directions.	Bought new books and a soft ball.
Dorothy	Chose and planned her game, "Whom are You With," well and with the help of two lively class mates, kept it moving rapidly and hilariously, although she was a shy and retiring girl.	The orphanage provided a larger play area for ball games and added new books.
Ann	Led Old Maid and was a good sport about being the old maid frequently. Would select a new game another time.	
Ginger	Chose Cross and Uncross because it was new to her and she thought the others would enjoy it too. Less than half the girls liked it. She would choose it again but would try to explain it better.	
Frances	Her animation sold the game, You Have a Face, to the class.	Had dropped out of school.
Marie	Led Bean Bag game which was a success in spite of the fact she forgot the bean bags and the teacher had to suggest substitute for them. Won Names of Famous People with six names.	Had dropped out of school.
Elanche	Led Animal Guessing Game which the girls found difficult partly because she spoke so low they could not hear her when she first explained the game.	Had dropped out of school.
Pat	Led a guessing game which only about half the girls liked, but would chose it again with no changes. Pat liked to be the center of attraction and in playing Fish, Bird or Beast, made errors in order to be "it." The other girls were impatient with her. Pat again showed off by borrowing Mary's tap dance shoes and trying to dance.	Had dropped out of school.

Participation in	Improvement in Home Recreational Facilities	Recreational Problems
lead because the girls found choose it again s.	Bought new books and a soft ball.	Father deceased. Jean is isolated because of living in the country and having home duties.
om are You two lively bidly and hilariously, ring girl.	The orphanage provided a larger play area for ball games and added new books.	Lives in orphanage. Earns money for recreation by baby sitting.
ort about Would select		Father and mother own and operate a florist shop. Ann has more spending money than is good for her and is poorly adjusted emotionally.
e it was new rs would enjoy ls liked it. ould try to		Father not living with family. Family indigent. Mother and brother sometimes play with Ginger. Recreation financed by occasional earnings.
Have a Face,	Had dropped out of school.	Parents dead. Frances lived with married sister who moved frequently. Emotionally immature. Often in tears.
uccess in e bean bags substitute People with	Had dropped out of school.	Father a painter who drank. Mother worked in a cotton mill. Marie, nineteen, older than other pupils, had many home responsibilities. Forced to drop out of school in the middle of the year to go to work. Only recreation was the radio.
the girls she spoke when she	Had dropped out of school.	Moved away soon after the first party.
bout half the again with no nter of Bird or Beast, The other at again ap dance shoes	Had dropped out of school.	Stepfather and mother run a boarding house. Married sister away from home. No family games played. Had trouble getting along with schoolmates and teachers since she had no regard for rules.

Girl	Participation in	
	Home Room Parties	Improvement in Home Recreational Facilities
Sandy	Prepared a game but there was no time to play it.	Had dropped out of school.
Lee	Absent the day her game was to be played.	
Connie	Had planned a game but there was no time for it.	Made a game. Arranged a drawer for storing games.
Bobbie	Absent the day the games were planned, but planned and served refreshments. Learning to play games helped her to entertain her boy friend.	Made a hearts dice game.. Bought Canasta. Provided storage in a drawer for her games.
Eleanor	Entered school after fourth home room party was planned. She enjoyed the party, borrowing Mary's tap shoes and dancing fairly well with them. She expressed regret at having missed most of the parties and borrowed several games from the girls.	Got Monopoly, soft ball, Chinese checkers and rick rack for Christmas. Moved games from living room to bedroom because the living room was too small for so many people.

Participation in	Improvement in Home Recreational Facilities	Recreational Problems
no to be played.	Had dropped out of school.	Father did not live at home. Mother a waitress. Lack of parental guidance. Lack of interest. New in this school. Poorly adjusted emotionally.
was no time	Made a game. Arranged a drawer for storing games.	Father not a good provider. Mother a homemaker with four young children.
planned, but ts. Learning entertain her	Made a hearts dice game.. Bought Canasta. Provided storage in a drawer for her games.	
ome room party party, d dancing fairly d regret at having d borrowed several	Got Monopoly, soft ball, Chinese checkers and rick rack for Christmas. Moved games from living room to bedroom because the living room was too small for so many people.	Family moved several times a year and there is never enough money for necessities

CHAPTER VI

SUMMARY, FINDINGS, AND RECOMMENDATIONS

A study of home recreation of freshmen high school girls, including the facilities used, was made in a home room of Goldsboro High School, Goldsboro, North Carolina.

The purposes of the study were to (1) teach new forms of recreation, (2) to determine the forms or types of recreation that were liked and practiced by the group, (3) to determine what facilities were available and needed for improved home recreation, (4) to stimulate added and more satisfying recreation and improved recreational facilities in homes.

In the fall a series of four home room parties was conducted during the activity period at school. In the spring a study was made of the home background, recreation and home recreational facilities of the girls. A case study was made of each girl based on the teacher's observations and pupil's comments on home room parties and information obtained in questionnaire about her recreation and improvements in her home recreational facilities. At the end of the year a picnic at Dudley Beach was planned and carried out by the girls to conclude the recreational study.

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Home Room Parties

A series of home room parties was planned and held by the pupils during the activity period at school. The pupils studied forms

of recreation appropriate for use at home and at school. The class was divided into groups by drawing lots. Each group of girls planned a party. Four or five games were planned for each party, each girl conducting one game. A variety of games was selected and classes enjoyed the parties a great deal. At the conclusion of the games, simple refreshments were served by the group.

Each girl evaluated the game she led and the games she played. The action games were the best liked, the exaggerated or ridiculous games were liked second best, and the games that stimulated thought were liked least.

Home Background, Recreation, and Home Recreational Facilities

Later a questionnaire was used to secure personal data and information about favorite kinds of recreation, at home, at a friend's home, and at public places, and facilities desired.

Only eleven of the nineteen girls were living at home with fathers and mothers. Two were living with their mothers and stepfathers. Five were living with their mothers, the father deceased, divorced or separated from the family. One girl was living in an orphanage.

Seven girls were fourteen, seven were fifteen and five were sixteen years of age.

The fathers were wage earners or salaried business men. Ten of the eighteen mothers worked; one mother was deceased.

Most of the girls lived in rented houses of from four to seven rooms.

Recreation was financed by spending money as requested for

thirteen girls. Three used earnings and three used earnings and allowance received at regular intervals.

Recreation at Home

Two-thirds or more of the girls read alone and listened to the radio usually with other family members or played cards. Other forms of recreation enjoyed by six girls or less were: making candy, dancing, basket ball, playing piano, checkers, Jack rocks, writing letters, listening to records, skating, popping corn, old maid, monopoly, having parties, and drawing.

These high school freshmen girls spent more of their recreational time alone, with the whole family, or with sisters than with brothers or a group of friends or a single friend.

The living room was used as often as all other rooms of the house together for their home recreation.

Recreation at Friend's Home

About forty percent of the girls made candy and danced usually with a friend or friends. Other forms of recreation enjoyed by six girls or less were: playing records and radio, cards, baseball, talking, monopoly, singing, checkers, basket ball, bingo, cooking, Jack rocks, old maid, parties, paper dolls, popping corn, playing piano, puzzles, and soft ball.

High school freshmen girls spent more of their recreational time at a friend's home, with a girl friend than with a group of friends.

Recreation at Public Place

At a public place dancing and skating with friends was enjoyed

by nearly two-thirds of the girls. Other forms of recreation enjoyed by six or less were, movies, swimming, basketball, ping pong, checkers, bowling, base ball, cards, playing records, soft ball, working in a store.

High school freshmen girls spent most of their recreational time at a public place with a group of friends, sometimes girls and sometimes boys and girls.

Twenty-two reported using public recreation center. Ten used the community building, eight used downtown places; movie and soda shop. One each used the school yard and a lake.

Recreational Facilities Needed

Forty-five facilities for recreation were needed by nineteen girls.

Twenty-nine of these facilities were wanted for playing with friends. Eight needed facilities for playing with the family, three with sister and only one for playing alone.

Ten of these facilities were wanted for playing in the yard, seven for playing in the living room, five for playing in own room, and four for playing in the kitchen.

Improvements in Recreational Facilities

When asked to report on improvement in their recreational facilities, ten girls said they bought play equipment such as games, books, soft ball, jump rope and a radio. Five made play equipment such as Hearts Dice Game and checkers. Three moved supplies from one room to another for greater convenience. Two made storage space in a drawer for games. Two re-arranged furniture to make more space for recrea-

tional facilities.

Case Studies of Pupils

Thirteen girls participated in both the home room parties and the improvement of home recreational facilities. Of these, nine girls led games which the other girls liked. Arline, Betsy and Fay made improvements in home recreational facilities using ingenuity rather than money, such as moving the games from one room to another for better lighting and seating, providing storage space for games in a drawer, making hearts dice game. Sue got her boy friend to work on the radio and improve it. Melba got some new books, and Wilma got a new radio. Dorothy and Ann made no improvement in home recreational facilities. Ruby felt that she did not need any improvement in her recreational facilities but was pleased when her family moved into another house where she has a room with lots of windows for games and her company.

The other four girls who participated in both the home room parties and the improvement of home recreational facilities chose games the girls did not like but would have repeated them, not realizing they were not successful. Of these girls, Bonnie and Mary made home made games, Jean bought some new books and a soft ball and Ginger made no improvement in her home recreational facilities.

Four girls participated in the home room parties but dropped out of school before the project on the improvement of home recreational facilities. Frances sold her game to the group by her animation. Marie's game was a success in spite of the fact she forgot the bean bags. She won the game Names of Famous People. Blanche chose a difficult game and in explaining it spoke so low it was difficult to hear

her. Pat, the show off, chose a guessing game which only half the girls liked. Sandy planned a game but there was no time to play it. She dropped out of school before the project on the improvement of home recreational facilities.

Four girls did not lead games, but participated in the home recreational facility project. Conny planned a game but there was no time for playing it. Bobby was absent the day the games were planned but she planned and served refreshments at the party. Lee was absent the day the games of her group were to be played. Eleanor came into the class after the fourth home room party was planned. She enjoyed the party and borrowed the tap shoes from Mary and danced. At home Eleanor moved games from the living room to her bedroom because the living room was too small for so many people. Bobby and Conny made hearts dice games and provided storage space for games in a drawer. Lee made no improvements in home recreational facilities.

The most common problems confronting the girls were: mothers who work, broken families, and poor emotional adjustment. Other problems noted were religious interference, insufficient money and time and space, distance from friends, excessive moving. Only two girls seemed to have no problems in recreation.

The Picnic

To conclude the recreational program of the home room, a picnic at Dudley Beach was planned and carried out almost entirely by the girls, each having a special duty which she performed well. Redre-ation included boating, dancing and singing. Improvement was noted by the teacher in the behavior of several members of the group; all made

an effort to mix with the group rather than to remain in cliques. Probably this was partially due to the democratic procedure used in forming groups for the home room parties. The pupils said they had enjoyed the recreational unit and would like to do more.

Recommendations for Improvement of School
Recreational Program of Freshmen Girls

As a result of this study it is recommended:

1. that physical education be incorporated in the school curriculum for girls as well as boys;
2. That more home room parties with games and dancing and other planned activities be provided for freshmen high school girls and boys;
3. it is recommended that the school have a collection of games to loan to pupils;
4. that home economics take leadership in teaching inexpensive forms of home recreation and ways of overcoming lack of home recreational facilities.
5. It is recommended that the home economics teacher make home visits and secure parents' cooperation in planning a unit on recreation.

For further study it is recommended that further study be made of high school pupils of other age levels to determine their needs and interested in recreation.

Unless the school as a whole through its various areas of study and activities recognizes the need for participation in recreation for all the pupils rather than those few who participate in sports, dramatics, and musical events and the like, it has missed an opportunity to aid in the physical and mental growth and satisfying living of future

citizens.

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APPENDIX

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