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A Study of the Twenty-Four Hour Day of Cherokee County High School Pupils with a Comparison of Similar Findings in 1942

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A STUDY
OF THE TWENTY-FOUR HOUR DAY
OF CHEROKEE COUNTY HIGH SCHOOL PUPILS
WITH A COMPARISON OF SIMILAR FINDINGS IN 1942

SUBMITTED
TO THE GRADUATE FACULTY OF
JACKSONVILLE STATE COLLEGE
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF SCIENCE
IN EDUCATION

By
Dorothy Adderhold

July, 1959

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CHAPTER I

INTRODUCTION

Statement of Problem

A time-study of the twenty-four hour day of pupils in a senior high school in a rural area of Alabama has been made in order to discover the amount of time that is being devoted by these pupils to various activities, and to compare these findings with a similar study made in 1942. Time spent for sleep, classes, chores, productive work, study, transportation, leisure, eating, listening to radio and television, other recreation, reading, dressing, and miscellaneous activities will be charted and comparisons will be made.

This study includes an analysis of relationships that exist between the time devoted to the various activities of the pupils and success in school as shown by their school marks. It is the desire of the writer to compare the two studies to see whether or not pupils are taking better advantage of time, and to provide a factual basis for possible adaptation of instruction to the life conditions of the pupils, with modifications in some areas.

Purposes of the Study

This study has been undertaken in order to learn the habits and needs of the pupils of Centre, Cherokee County High School, and in order to compare the findings with similar findings in 1942. It will present facts to answer the following questions:

1. What is the relationship between home study and the grades that the pupils received?
2. What is the relationship between reading and grades?
3. How does the amount of time spent vary between boys' sleep and girls' sleep?
4. What is the time spent in listening to the radio in 1942 and 1959? Television is included in 1959.
5. What types of homes are represented?
6. In what activities do the pupils engage daily?
7. What is the relationship between time spent in various activities in January, 1959 and April, 1959?
8. What is the relationship between time spent in various activities in 1959 with that of 1942?
9. What is the most outstanding change in activities of pupils in the seventeen year period?
10. What other changes are noticeable? Why?

Sources of Data

Data for this study are based upon information gathered from eighty-six pupils of the Senior High School of Cherokee County High School, Centre, Alabama. Of the two hundred forty-seven pupils enrolled in the school, the writer secured information only from those in her classes. Sources of data were the following:

1. Theme __ "My Autobiography"
2. Questionnaire of conditions affecting home life and education..
3. Two weekly time-budgets: (1) From January 26, 1959 to February 1, 1959; (2) From March 30, 1959 to April 5, 1959.
4. Daily and weekly inventories of how time was spent during the respective dates above.
5. Grades from the permanent records.
6. Information from the Office of County Agent.
7. Information from the Office of Superintendent of Education.
8. Graphs and findings from a similar study made in 1942.

Representative Character of Data

Eighty-six pupils have been used as a basis for the information needed for this study. It is assumed

that they are representative of the total enrollment of the school, which is two hundred forty-seven pupils. The writer used those with whom she could come in contact daily; that is, all members of her classes. The group reporting and the remaining group have been checked, and neither has been found to represent a special group; therefore, one may assume that the findings would be typical of other rural areas of Alabama.

Complete records could not be kept on all of the eighty-six pupils due to absence from school or withdrawal when families moved. A complete record was given by seventy-two pupils. They are representative of the eighty-six with which the study began.

The data secured in January and April are representative of the seasons and not exceptional.

Grades were not altered because of this study. In reviewing past records of the pupils, the writer noted practically the same trend in grades.

Scope

This study includes data secured from Cherokee County High School pupils who were taught by the investigator. Pupils from each of the three classes contributed to the data. It includes the following

number of pupils by grades and sex:

Class	Number participating	
	Girls	Boys
Sr.I	4	11
Sr.II	14	11
Sr.III	13	19
	<hr/>	
Total	31	41

The total number included in the complete study was seventy-two— thirty-one girls and forty-one boys.

Limitations

Although this study does not include one hundred per cent of the enrollment of Cherokee County High School, it does give information of thirty-five per cent of the pupils who are representative of the entire school. Due to absence and withdrawal from school some eliminations were necessary.

Because Cherokee County High School is a large consolidated school which covers a large area, the investigator sometimes had difficulty in securing information from various pupils during the dates set for the investigation. In fact, it was necessary to do everything possible to have one hundred per cent attendance.

A friendly, cooperative spirit was established between the investigator and the pupils long before this study began. It has always been her desire

to maintain such spirit in the classroom. The pupils were confident that the records would be kept by the investigator and that individuals would not be discussed by name in this study; therefore, she was able to insure the reliability of the information given by the pupils.

Probable Value of the Study

This study should bring to light the effect of the pupil's time-use upon his school work and upon his life in general. It should impress high school boys and girls, and should vitally concern parents and teachers. It should interest all people to use the twenty-four hours per day to the best advantage. It should make people aware of the importance of time.

Since teachers in varying degrees are guidance counselors, this study could serve as a guide to those who wish to awaken in the lives of their pupils the importance of life and how they spend it. It could also serve as a means in aiding pupils in self-improvement through self-analysis. It points toward additional home assignments and to more thorough preparation of all assignments with somewhat less recreation.

Through the comparisons, one can see that times change even over a few years. During this period of rapid change, especially in the field of science,

conclusions that one might draw from this study may not hold true as times and conditions change.

Nevertheless, anyone may always be aware of the fact that time is important and should be used to one's best advantage.

CHAPTER II

A DESCRIPTION OF THE SCHOOL-COMMUNITY IN RELATION TO THE SOCIAL AND ECONOMIC CONDITIONS OF THE PUPILS

Type of School-Community

The town of Centre is urban with a population of 2500. At the present time it is growing in population due to the establishment of mills and to the construction of the Weiss Dam on the Coosa River six miles from Centre. Centre is like other American communities which are located in rich agricultural regions. The people live much the same as other people of Alabama. In other words, Centre is typical of what one might find in other communities over the state.

The school-community, however, may be somewhat different in that it is composed of nineteen smaller communities located in Cherokee County. These rural communities feed the high school located in Centre. The school is not a city school, nor is it financed with any city funds. It is a county school with four-fifths of the pupils transported. The total enrollment is two hundred forty-seven. Of this number only forty-nine live in the town of Centre; one hundred ninety-eight pupils are transported .

The school territory extends over an area of approximately one hundred square miles. Within this area school buses transport pupils from various areas to their respective schools. Some of these pupils attend elementary schools and some, small junior high schools. Geographical factors, mountains, rivers, and other streams, make transportation routes different and longer than they would be otherwise. Possibly a complete change in the course of travel will come as a result of the completion of the Weiss Dam. The lake will cover approximately forty-five thousand acres. Routes will be changed; families will move away; and pupils may not attend the same school that they had been attending. In recent years, roads in Cherokee County have been improved; as a result, buses have shorter routes and fewer routes; therefore, one may find an economy of time in transportation.

The population of the school-community is approximately five thousand, or about one-fourth of the population of the entire county. Centre, the county seat, is the largest community in the county. Cherokee County High School is the largest high school in the county, and is the only one that is composed of

only a junior and senior high school. Eighty per cent of the student body is transported from outlying communities.

Since 1942 many changes have taken place in the county. One may still find small elementary and junior high schools, churches, stores, office buildings, and the public library. Instead of the one theatre, one can find three. Motels and rooming houses have supplemented the hotel. Recreational facilities have been increased and organized recreation during the summer months is available. A city park, including an up-to-date swimming pool, tennis courts, picnic areas, playground equipment, and a ball park, is enjoyed by the people of Centre and outlying communities. Many people still enjoy the theatre, especially on week ends. A full-time director of recreation is employed during the summer months by the City Council. Television is one of the major sources of recreation in the homes.

Type of School Within the School-Community

Cherokee County High School is a large consolidated school which serves outlying communities on the high school level. The program of studies in the school is the same

as that recommended by the state. Subjects that were offered in 1942 that are not offered now are the following:

Sr.I	Home Arts Spanish
Sr.II	Consumer Science Spanish
Sr.III	Arithmetic Office Practice

Subjects that have been added to the curriculum since 1942 are as follows:

Sr.I	French
Sr.II	French Geometry
Sr.III	French Geometry Democracy

Included in the program of studies is a program of extra-curricular activities. Various sports, clubs, entertainments, and other activities contribute to the lives of the pupils. Fewer clubs function in the school than in 1942. The clubs in the school are Beta, 4H, Future Farmers of America, Future Homemakers of America, French, "C," Pep, and Band. We no longer have the following clubs: Science, Dramatic, and Glee Club. The clubs are directly under the leadership of the officers of the club, but are sponsored by faculty members.

Plays, concerts, and other musicals given by the school not only furnish wholesome recreation,

but give excellent training for the pupils.

Boys and girls also enjoy social functions at Cherokee County High School. Each year the school gives two banquets or receptions; namely, the Football Banquet and the Junior-Senior Banquet or Reception. We no longer have the Mother-Daughter--Father-Son Banquet. Classes or clubs have parties or picnics occasionally.

Football, basketball, and baseball still hold places of importance in the field of physical activity.

Homes and Home Life of the Pupils

The homes of the pupils are no longer the 1942 typical farm homes. Instead they are modern, painted, and well kept. Sixty-one per cent of the families represented own their homes; twenty-eight per cent are tenants; and only eleven per cent are sharecroppers. The homes have an average of five or six rooms. Table I, THE DISTRIBUTION OF HOMES BY NUMBER OF ROOMS, shows the percentage of the number of rooms recorded in comparison with the findings in 1942.

TABLE I
THE DISTRIBUTION OF HOMES BY NUMBER OF ROOMS

Rooms	Percentage-1942	Percentage-1959
One	0	0
Two	0	0
Three	4.47	1.25
Four	22.47	17.50
Five	24.62	27.50
Six	21.63	27.50
Seven	16.41	10.00
Eight	5.22	7.50
Nine	1.48	3.75
Ten	1.48	3.75
Eleven	0	0
Twelve	1.48	1.25
Thirteen	0	0
Fourteen	.74	0
Total	100.00	100.00
Median	5.9	7

The size of the house has an important bearing upon the home study of the pupil. In 1942 it was found that 67.16 per cent of the pupils studied in the family bedroom in the presence of the family;

27.61 per cent studied in the family room or living room; 3.74 per cent, in their own rooms; and 1.49 per cent reported no home study. From a recent survey the investigator found that only 10 per cent studied in the family bedroom; that is a favorable decrease of 57.16 per cent. It was also found that 13.75 per cent studied in the family room or den; 37.50 per cent, in the living room; 5 per cent, in the dining room; 2.50 per cent, in the kitchen; 18.75 per cent, in their own rooms; and an alarming 12.50 per cent, no study. From this comparison, we find that pupils are seeking more privacy during study, that the old family bedroom-sitting room is disappearing, and that an increasing number are failing to study.

The county is fortunate in having electric power available at reasonable rates. Good lighting is necessary for study. In 1942, only 82.09 per cent of the homes were lighted with electricity; now 98 per cent of them use electricity.

In 1942, only 46.26 per cent owned their homes; at the present 61 per cent claim home ownership.

TABLE II, SIZE OF FAMILIES, shows the distribution by percentage of the number in each family. Presently the families range in number from three to eleven. The range is larger than the national average, which is 4.6.

TABLE II
SIZE OF FAMILIES

Members	Percentage-1942	Percentage -1959
One	0	0
Two	0	0
Three	7.46	11.25
Four	16.42	20.00
Five	14.93	20.00
Six	13.43	20.00
Seven	12.68	5.00
Eight	6.73	7.50
Nine	10.45	5.00
Ten	8.21	6.25
Eleven	4.48	5.00
Twelve	3.73	0
Thirteen	0	0
Fourteen	.74	0
Fifteen	.74	0
Total	100.00	100.00
Median	6.83	7

Fifty-three per cent of the pupils reported that one person or more in addition to the father work for

wages and contribute to the family income. All of the pupils who live on farms do productive work during the farming season. Little of this productive work will show in this study because pupils engage more in harvesting crops than in planting them. Boys, more than girls, do productive work in the spring.

Some figures pertaining to the homes of the pupils can not be compared because they are not available. Others will be compared with the findings in 1942. It was found by the writer that 87.50 per cent of the families owned television sets, that only 57.50 per cent of the homes had bathrooms, that only 80 per cent had water piped to the house or into the house, and that 53.75 per cent had telephones.

Games are used as recreational equipment. Various games are used; however, the common checkers, dominoes, cards, and bingo are most popular. It was found that 16.25 per cent had no games, and that 40 per cent of the pupils had no hobby. Collecting various items and sewing were the two most popular hobbies.

TABLE III, RECREATIONAL AND EDUCATIONAL FACILITIES OF THE HOMES, shows a comparison of ownership and an increasing interest of the people. Through it and considering the above, one can readily see that luxuries are more in demand than some necessities.

TABLE III
RECREATIONAL AND EDUCATIONAL FACILITIES OF THE HOMES

Facilities	Percentage-1942	Percentage -1959
Radios	91.79	93.75
Cars	67.91	91.25
Phonographs	27.61	48.75
Pianos	24.62	42.50
Daily Papers	80.59	86.25
Weekly Papers	73.88	86.25
No Papers	5.22	4.16
Magazines	92.54	86.25
One or more		
No Magazines	7.46	13.75

Daily and weekly papers found in the homes were as follows:

Birmingham News

Birmingham Post Herald

Gadsden Times

Anniston Star

Coosa River News

Cherokee County Herald

Piedmont Journal

Alabama Baptist

Christian Advocate

Magazines found in the homes were as follows:

Progressive Farmer

Capper's Farmer

Farm and Ranch

Farm Journal

Hoard's Dairyman

Egg Producer

American Fruit Grower

Household

The Carpenter

Popular Mechanics

Home and Garden

American Home

Ladies Home Journal

Parents

Better Homes and Gardens

McCall's

American Girl

Outdoor Life

Good Housekeeping

Field and Stream

National Rifleman

International Operation Engineer

Esquire

The South

Life

Look

Redbook

Seventeen

Charm

Vogue

American Legion

Boys Life

Home Life

Christian Herald

True Story

True Detective

Modern Romance

True Confession

Modern Screen

Alabama School Journal

N.E.A. Journal

Newsweek

Readers Digest

With the vast supply of reading material listed above and the increase of leisure time, it might well be expected that pupils would be better informed. It might also lead one to think that more time is being spent in reading. Farm magazines were found to be most popular. The investigator would not advise

the purchase and reading of some of the magazines listed above which are in the hands of some of our pupils. The proper use of good magazines should be emphasized. The failure of pupils to read when they have available material, brings to the school the ultimate importance of not only teaching pupils how to read, but also, a love for reading. Many of the magazines listed should be very helpful in teaching.

Progress has been made in Cherokee County during the last seventeen years. This is a beautiful statement. The overall picture shows improvement; but when one considers the comparative statements and the comparative tables of the two studies, he immediately realizes that progress has been slow in various areas and even appears to be lacking in others.

CHAPTER III

PROCEDURE OF INVESTIGATION

Source of Materials

Several methods were used to obtain the necessary information for the study of the activities of senior high school pupils.

1. During the early part of the school year each pupil in the classes of the writer wrote his autobiography as a special assignment. Thorough explanation was made in regard to the contents of the theme. Outlines were planned tentatively with the pupils. They were asked to include such facts as place and date of birth, names of father and mother, size of family, early childhood diseases, defects, important memories of elementary and junior high school, hobbies, vacations, clubs of which they were or had been members, home chores, interest in music and art, leisure-time activities, enjoyable recreation, desired accomplishments for the scholastic year, and future plans after leaving high school.

2. A questionnaire was prepared for each of the pupils participating in the research. This questionnaire called for factual data about individual record, family record, and influencing factors in the home.

Socio-Economic Status Questionnaire

Your name _____

Your age _____ Grade in school _____

Distance you live from school _____ miles or _____ yards

Total number in family _____

Number in family at work in addition to parents _____

Underline the correct answer:

Is your family a home owner, tenant, sharecropper ?

Does your family own a radio ? Yes-No-

Does your family own a television ? Yes-No-

Does your family own a car ? Yes-No-

Does your family own a record player ? Yes-No-

Does your family own a piano ? Yes-No-

Do you have a hobby ? Yes-No If answer is "yes", name
hobby. _____

Does your home have electric lights ? Yes-No-

Does your home have running water ? Yes-No-

Does your home have a bathroom ? Yes-No-

Does your home have a telephone ? Yes-No-

List the games you have in your home _____

How many daily papers are there in your home ?

Name them _____

How many weekly papers are there in your home ?

Name them _____

Your family subscribes to how many magazines ?

Name them _____

How many rooms are there in your house ? _____

Where do you study at home ? _____

3. Diaries were kept by the pupils at two different seasons during the year; namely, January 26, 1959 to February 1, 1959, and March 30, 1959 to April 5, 1959. Daily and weekly inventories were made at the end of each reporting period.

4. Grades were taken by the writer from the permanent record sheets. An average of grades by subjects was recorded and an average of grades per pupil was recorded.

Techniques Used

Essential information for this study was secured from the pupils of the investigator. The information obtained from the pupils was used in every case and was considered reliable because no pressure was brought upon the pupils to respond.

The autobiography was used primarily for self-analysis. It led to the preparation of a questionnaire which would show at a glance the facts that were brought out in the story. Information from the questionnaire was tabulated in forms of tables. From these tables have been drawn significant facts of the study.

A week's diary was kept by each of the pupils at two different seasons during the year. Weeks for reporting were designated by the investigator. These

periods were typical for winter and spring respectively; in other words, they were during the regular routine of pupils.

The diaries were running accounts of what happened during the entire day, twenty-four hours, for a period of seven days. Indications were made of how each part of the day was spent. General headings were used, not specific activities; for example, chores, (not sweeping the floor) would be listed. Records and reports were kept confidentially by the investigator. No teaching nor planning was done between the reporting periods for the purpose of altering the use of time. The writer wished to receive reports that were made under normal situations. Conclusions were drawn from the reports given, and the suggestion that guidance should follow was made.

On the following page is a chart showing an example of the type of diary that was kept by each pupil.

CHART I
A Diary ¹

Name _____ Grade _____ Date _____

Time of Day	Activity	Time Used
		Min.
8:15	Woke up	5
8:20	Dressed	10
8:30	Prepared breakfast	20
8:50	Ate breakfast	10
9:00	Prepared lunch and rode to school	15
9:15	Studied for history examination	45
10:00	History examination	45
10:45	Biology recitation	45
11:30	Study hall, visited most of time	45
12:15	Ate lunch	15
12:30	Watched boys play homeroom 102	15
12:45	Played ball against girls in 102	15
1:00	Study hall, English, talked 15 minutes	45
1:45	Algebra recitation	45
2:30	English Class	45
3:15	Rode home (automobile)	5
3:20	Radio	70
4:30	Newspaper	60
5:30	Help prepare dinner	30
6:00	Ate dinner	20
6:20	Washed dishes	20
6:40	Radio and read <u>Vogue</u>	3 hrs.
9:40	Getting ready for bed	20
10:00	Sleep	10 $\frac{1}{4}$ hrs.
8:15	Woke up	

An inventory totalling the amount of time spent in each activity was made for each day and a combination of each period (By activities) was made. Following is Chart II, which shows a partial inventory made at the close of each period.

¹ Charles E. Germane, and Edith G. Germane, Personnel Work in High School, (New York: Silver Burdett Company, 1941), p.85.

CHART II

Daily and Weekly Inventory

Name _____ Grade _____ Date _____

 Activity: Mon.:Tues.:Wed.:Thurs.:Fri.:Sat.:Sun.:Total
 Hr.Min. Hr.Min.

Dressing	:30	
Eating	:45	
Studying	:15	
In class	3:00	
Chores	:10	
Work, Prod.	3:00	
Reading	:05	
Sleep	8:15	
Recreation (other)	:15	
Radio	1:10	
Television	5:00	
Social	:10	
Transportation	:10	
Leisure	1:00	
Miscellaneous	:15	
<hr/>		
Total	24:00	168:00

CHAPTER IV

TIME DEVOTED TO VARIOUS ACTIVITIES DURING THE TWENTY*FOUR HOUR DAY AND COMPARISONS WITH THE 1942 REPORT

Similarity of Activities

Records kept by pupils show that pupils in the rural area engage in similar activities. All of them spend part of their time eating, dressing, sleeping, going to school, and wasting time. Many of them spend time reading, listening to the radio or television, playing, doing chores, doing productive work, riding to and from school, and entertaining friends.

The items in the time-study are as follows:

- A. Time Devoted to Sleep
- B. Time Devoted to School
- C. Time Devoted to Work
- D. Time Devoted to Study
- E. Time Devoted to Transportation
- F. Time Devoted to Eating
- G. Time Devoted to Radio
- H. Time Devoted to Television
- I. Time Devoted to Recreation (other)
- J. Time Devoted to Reading
- K. Time Devoted to Dressing
- L. Time Devoted to Miscellaneous Activities

Analysis of Time and a Comparison with 1942 Data

A. Time Devoted to Sleep

The data revealed that the typical pupil received fifty-nine hours and forty-four minutes of sleep per week during January, or eight hours and thirty-two minutes per day. The typical girl was shown to sleep four minutes longer per day than boys. During the same month in 1942, the typical pupil received sixty-five hours and twenty-four minutes of sleep per week, or nine hours and twenty-one minutes per day. Pupils, on the average, are sleeping fifty-seven minutes less than they were in 1942.

During the month of April, the typical pupil received sixty hours and fifty-four minutes of sleep per week, or eight hours and forty-two minutes per day. This is an increase of ten minutes per day.

Authorities recommend eleven hours of sleep per day for the average teenager. When children reach the 'teen age, they are entering upon a period of rapid growth and increasing changes in their bodies. Boys and girls between the ages of thirteen and eighteen need more sleep than the data¹ reveals.

¹ U.S. Children's Bureau, Folder 11, "Why Sleep?"
(U.S. Government Printing Office, Washington, D.C.).

In January, thirteen pupils, or 18.05 per cent, slept ten hours or more per day; in April, eleven, or 15.27 per cent, slept ten hours or more per day. In January, eleven pupils, or 15.27 per cent, slept less than seven hours per day; in April, four, or 55.55 per cent, slept less than seven hours per day. It was found that only one pupil, or 1.38 per cent, slept eleven hours or more per day. He slept approximately the same amount of time during both reporting periods.

Below is a chart showing comparisons.

CHART A SLEEP

Twenty-four Hour Day --Typical Pupil

	1942	1959
	Hrs.Min.	Hrs.Min.
	9:21	8:32
	January	April
Boy	8:30	8:39
Girl	8:34	8:43

B. Time Devoted to School

The school day begins at eight o'clock and ends at two-forty o'clock with a thirty minute free period at lunch. The day consists of six one hour periods and one ten minute check period, plus the lunch period already mentioned. In 1942, the school day consisted of eight forty-five minute periods, one ten minute homeroom period, one five minute recess, and a ten minute supervised lunch period.

The typical pupil spends four hours per day in classes. No pupil carries less than four subjects; eighteen pupils, or 25 per cent, carry more than four subjects. Of this number, fourteen, or 19.44 per cent, carry five subjects, and four, or 5.55 per cent, carry six subjects. Those pupils carrying more than the normal load, four subjects, have not failed, but are ambitious.

C. Time devoted to Work

Two types of work were considered in this study; namely, chores and productive work. The distinction was made because there is a difference between chores or duties about the house and productive work for wages or for home benefit through farming.

1. Chores

The typical pupil spent one hour and two minutes

per day, or seven hours and fourteen minutes per week, in doing chores, in January. During the same period in 1942, the typical pupil spent eight hours and fifty-four minutes per week, or one hour and sixteen minutes per day in doing chores. This shows a decrease of fourteen minutes per day in this activity.

During January, fifteen pupils, or 20.83 per cent, spent two hours or more doing chores; during April, sixteen pupils, or 22.22 per cent, spent two hours or more doing chores. During January and April the same pupils reported no home chores. Twenty-seven, or 37.5 per cent, reported no chores; these pupils evidently have no responsibility at home.

The data shows an increase of one minute per day in chores for the typical pupil.

In January, boys spent only forty-nine minutes in doing chores, whereas, girls spent one hour and nineteen minutes for chores. In April, however, boys spent one hour and four minutes, and girls spent one hour and two minutes. This refers, of course, to the typical boy and typical girl. In January, the typical girl worked thirty minutes longer than the typical boy; in April, the typical boy worked two minutes per day longer than the typical girl.

Below is a chart showing comparisons.

Chart B CHORES

Twenty-four Hour Day -- Typical Pupil

	Hrs.Min.		Hrs.Min.
	1942		1959
	1:16		1:02

	January	1959	April
Boy	:49		1:04
Girl	1:19		1:02

2. Productive Work

In ~~January~~ January, 1942, the typical pupil spent three hours and fifty-four minutes per week, or thirty-nine minutes per day doing productive work. During the same month in 1959, he spent only eighteen minutes per day, or two hours and six minutes per week doing productive work. These reports show a decrease of twenty-one minutes per day.

In April, 1959, the typical pupil spent thirty-eight minutes, per day, or four hours and twenty-six minutes per week. This is an increase of twenty minutes per day from January.

The typical boy was shown to have worked thirty-one minutes per day in January, and one hour and seven

minutes per day in April; whereas, the typical girl did no productive work in January, and only two minutes per day, or fourteen minutes per week, in April. Productive work increased during the month of April due to the planting of crops and to the working in stores after school hours. Boys tend to seek summer work and they begin clerking in stores after school hours in the spring.

One girl reported doing productive work in April; five boys reported doing productive work for three hours or more per day during January; nine boys reported over three hours of productive work per day during April. Of the latter number, two boys reported working eight hours or more. A table of comparison is below.

Chart C Productive Work

Twenty-four Hour Day --Typical Pupil

	Hrs.Min.	Hrs.Min.
	1942	1959
	:39	:18
	January	April
	:18	:38
Boy	:31	1:07
Girl	:00	:02

D. Time Devoted to Study

In 1942 the typical pupil spent nine hours and forty-two minutes per week, or one hour and twenty-three minutes per day studying. In 1959 the typical pupil spent three hours and fifty-eight minutes per week, or thirty-four minutes per day studying. This is a decrease of forty-nine minutes per day.

In April, 1959, the typical pupil spent four hours and nineteen minutes per week, or thirty-seven minutes per day, studying. This is an increase of three minutes per day.

It is interesting to note that in January, the typical boy spent three hours and nine minutes per week, or twenty-seven minutes per day studying. He showed an increase of one minute per day during April. The typical girl spent five hours and one minute per week, or forty-three minutes per day studying during January; she spent five hours and forty-three minutes per week, or forty-nine minutes per day studying in April. She showed an increase of six minutes per day.

An alarming number of thirty-two pupils reported no study. Forty-five per cent of the pupils do no home study. An increase was shown in April of those reporting no study; the number revealed was forty pupils, or 55 per cent.

More boys reported no study. During January, twenty-four boys and eight girls reported no study; during April, twenty-five boys and fifteen girls reported no study. This is an increase of one boy and seven girls.

Twenty-one pupils, thirteen girls and eight boys, studied more than one hour during January. Twenty-three pupils, eleven girls and twelve boys, studied more than one hour during April. This is an increase of two pupils. An increase from 29.16 per cent to 31.94 per cent, or 2.78 per cent, was shown between January and April.

Four pupils, or 5.55 per cent, studied over two hours per day in January. Of this number one boy studied over four hours per day. During April twelve pupils, or 16.66 per cent, studied over two hours per day. It is obvious that those who study prepare their homework. Some of the pupils prepare home assignments during school study periods.

On the following page is a chart of comparisons.

Chart D STUDY

Twenty-four Hour Day -- Typical Pupil

	Hrs.Min.		Hrs.Min.
	1942		1959
	1:23		:34

	January	1959	April
Boy	:27		:28
Girl	:43		:49

No Study

Boy	24	25
Girl	8	15
Total	<u>32</u>	<u>40</u>

Pupils Studying(one hour or more)

Boys	8	12
Girls	13	11
Total	<u>21</u>	<u>23</u>

Pupils Studying(two hours or more)

Boys	1	4
Girls	3	8
Total	<u>4</u>	<u>12</u>

E. Time Devoted to Transportation

The typical pupil spent four hours and forty-five minutes per school week, or fifty-seven minutes per school day in transportation. In 1942 the typical transported pupil spent seven hours and twenty minutes per school week, or one hour and twenty-eight minutes per day on the school bus. This is a decrease of thirty-one minutes per day in transportation.

In April, the typical pupil spent three hours and twenty-five minutes per week, or forty-one minutes per day in transportation to and from school. This shows a decrease of sixteen minutes per day.

Below is a chart showing comparisons.

Chart E TRANSPORTATION

Twenty-four Hour Day -- Typical Pupil

Hrs.Min.		Hrs.Min.
1942		1959
1:28		:57
January	1959	April
:57		:41

F. Time Devoted to Eating

In 1942 the typical pupil spent seven hours per week, or one hour per day, eating. In 1959, the typical pupil spent eight hours and seventeen minutes,

per week, or one hour and eleven minutes per day, eating. This is an increase of eleven minutes per day.

In April, the typical pupil spent eight hours and thirty-five minutes per week, or one hour and fifteen minutes per day, eating. This is an increase of four minutes per day. On the average, he spends twenty-four minutes per meal, eating. Boys and girls spend approximately the same amount of time, eating. Below is a chart showing comparisons:

Chart F Eating

Twenty-four Hour Day -- Typical Pupil

Hrs.Min.	Hrs.Min.
1942	1959
1:00	1:11
<hr/>	
January 1959	April 1959
1:11	1:15

G. Time Devoted to Radio

H. Time Devoted to Television

In 1942, the typical pupil spent four hours and thirty-nine minutes per week, or thirty-nine minutes per day listening to the radio. The writer found that the typical pupil spent thirty-five minutes per week, or five minutes per day listening to the radio. This is a decrease of thirty-four minutes per day. However, television has become popular. The typical pupil

spent sixteen hours and forty-eight minutes per week, or two hours and twenty-four minutes per day watching television.

In April, the typical pupil spent twenty-one minutes per week, or three minutes per day, in listening to the radio. In April, the typical pupil spent fourteen hours and fifty-six minutes per week, or two hours and eight minutes per day, watching television. There was a decrease of two minutes per day in listening to the radio, and a decrease of sixteen minutes per day in watching television.

Seventeen pupils, six girls and eleven boys, or 23.61 per cent, reported watching no television. In January, 1959, five pupils, or 6.94 per cent, listened to the radio. In April, three pupils, or 4.16 per cent, listened to the radio.

In January, the typical boy watched television ten minutes per day more than the typical girl; in April, the typical girl watched television twenty-three minutes per day more than the boy. The latter can be justified in that boys were working on the farm.

On the following page is a chart showing the comparisons of radio and of television, according to time spent in 1942 and 1959; January and April, 1959; and according to boys and girls in 1959.

Chart G-Radio

Twenty-four Hour Day -- Typical Pupil

Hrs.Min.	Hrs.Min.
1942	1959
:35	:05
January 1959	April
:05	:03

Chart H Television (no comparison with 1942 report)

	Hrs.Min.	Hrs.Min.
	January 1959	April
	2:24	2:08
(Week)	16:48	14:56
Boy	2:29	2:24
(Week)	15:31	16:48
Girl	2:19	2:47
(Week)	16:02	19:29

(Thirty-three pupils watched television over 2 hours per day.)

I. Time Devoted to Recreation

In 1942, the typical pupil spent three hours and six minutes per week, or twenty-seven minutes per day in recreational activities other than those mentioned above. The writer found that the typical pupil spends seven hours and fifty-six minutes per week, or one hour and eight minutes per day in other recreation. This is an increase of forty-one minutes per day.

In April, the typical pupil spent eight hours and fifty-two minutes per week, or one hour and sixteen minutes per day, in other recreation. Boys and girls spend about the same amount of time in recreation. Below is a comparative table of reports made on time spent on recreation.

Chart I Recreation

Twenty-four Hour Day -- Typical Pupil

Hrs.Min.	Hrs.Min.
1942	1959
:27	1:08
January 1959	April
1:08	1:16

J. Time Devoted to Reading

In 1942, the typical pupil spent two hours and forty-two minutes per week, or twenty-one minutes per day, reading. Today, the typical pupil only spends one hour and ten minutes per week, or ten minutes per day, reading. This is a decrease of eleven minutes per day.

In April, the typical pupil spent only forty-nine minutes per week, or seven minutes per day, reading. Girls spend more time in reading than boys. In January,

the typical girl spent nineteen minutes per day, reading; whereas, the typical boy spent only four minutes.

Likewise, in April,, the typical girl spent ten minutes per day, reading, and the typical boy spent only five minutes per day.

Only fourteen pupils, or twenty per cent, reported any reading in January; only eight pupils, or 11.11 per cent, reported spending time in reading in April. From the reports on the homes, one may know that reading material is available. Below is a chart of the comparison of time spent in reading.

Chart J. Reading

Twenty-four Hour Day -- Typical Pupil

	Hrs.Min.		Hrs.Min.
	1942		1959
	:21		:10
	January	1959	April
	:10		:07
Boy	:04		:05
Girl	:19		:10

K. Time Devoted to Dressing

In 1942, the typical pupil spent four hours and twenty-four minutes per week, or forty minutes per

day in dressing. Girls spent more time, in fact twice as much as boys, dressing. The typical boy spent twenty-seven minutes per day and the girl spent fifty-three minutes per day dressing. Today, the typical pupil spends three hours and forty-four minutes per week, or thirty-two minutes per day, dressing. This is a decrease of eight minutes per day.

In January, the typical boy spent one hour and twenty-four minutes per week, or twelve minutes per day, dressing; and the typical girl spent six hours and forty-six minutes per week, or fifty-eight minutes per day.

In April, the typical pupil spent five hours and twenty-two minutes per week, or forty-six minutes per day, dressing. At that time, the typical boy spent three hours and twenty-three minutes per week, or twenty-nine minutes per day, dressing, and the typical girl spent seven hours and fifty-six minutes per week, or one hour and eight minutes per day, dressing. Data reveal an increase of fourteen minutes per day for April, for the typical pupil; the boy showed an increase of seventeen minutes; and the girl an increase of ten minutes per day for this period over January.

Below is a chart showing the comparison of the time spent in dressing.

Chart K Dressing
Twenty-four Hour Day -- Typical Pupil

	Hrs.Min.		Hrs.Min.
	1942		1959
	:40		:32
Boy	:27	January	:12
Girl	:53		:58
	January	1959	April
Boy	:12		:29
Girl	:58		1:08
Pupil	:32		:46

L. Time Devoted to Miscellaneous Activities

Miscellaneous includes the personal chores of the pupils, the leisure or "do nothing periods," and any other activity not included in other reports. In this, the typical pupil spent six hours and thirty-nine minutes per week, or fifty-seven minutes per day. In 1942, he spent seven hours and fifty-six minutes per week, or one hour and eight minutes per day, in miscellaneous activities. In April, he spent three

hours and fifty-eight minutes per week, or thirty-four minutes per day in miscellaneous activities. This is a decrease of twenty-three minutes per day. Boys and girls spent approximately the same amount of time with miscellaneous activities.

The decrease and increase of time spent in various activities of the typical pupil during 1959 are below:

Activity	1942	1959	Decrease	Increase
	Hrs.Min.	Hrs.Min.	Hrs.Min.	Hrs.Min.
Sleep	9:21	8:32	:49	
School	5:40	6:10		:30
Study	1:23	:34	:49	
Work-Chores	1:16	1:02	:14	
Productive Work	:39	:18	:21	
Transportation	1:28	:57	:31	
Eating	1:00	1:11		:11
Radio	:39	:05	:34	
Television	0:00	2:24		2:24
Recreation	:27	1:08		:41
Dressing	:38	:32	:06	
Miscellaneous	1:08	:57	:11	
Reading	:21	:10	:11	
Totals	24:00	24:00	3:46	3:46

The decrease and increase of time spent in various activities of the typical pupil during April are below:

Activity	January	April	Decrease Increase	
	Hrs.Min.	Hrs.Min.	Hrs.Min.	Hrs.Min.
Sleep	8:32	8:42		:10
School	6:10	6:10		
Study	:34	:37		:03
Work-Chores	1:02	1:03		:01
Productive Work	:18	:38		:20
Transportation	:57	:41	:16	:16
Eating	1:11	1:15		:04
Radio	:05	:03	:02	
Television	2:24	2:08	:16	
Recreation	1:08	1:16		:08
Dressing	:32	:46		:14
Miscellaneous	:57	:34	:23	
Reading	:10	:07	:03	
Totals	24:00	24:00	:60	:60

CHAPTER V

COMPARATIVE REPORTS OF PUPILS' ACTIVITIES WITH GRADES

The amount of time spent in some activities has a definite bearing upon the type of work that one is able to do in the classroom. We know that when one spends too much time in recreation or television that he does not do his best academically; we also know that when one spends little or no time in study and reading that he is not trying to reach a high standard academically. Since we cannot tell just how much is learned in a class, or all that is learned by every individual, it becomes necessary to use the grades given by the various teachers. The typical pupil will be considered; extremes will be compared; boys and girls will each be compared. The following relationships, if any, will be shown:

Study to grades,

Time spent in watching television to grades,

Time spent in recreation to grades,

Time spent in reading to grades.

Grades were used according to the following list:

A	93-97	C	73-77
A-	90-93	C-	70-73
B ⁺	87-90	D ⁺	67-70
B	83-87	D	63-67
B-	80-83	D-	60-63
C ⁺	77-80	F	Below 60

Study to Grades

The grade of the typical pupil was C $\frac{7}{8}$; he studied only thirty-four minutes per day, or four hours and nineteen minutes per week. Pupils who studied longer tended to make grades above the average. There is a correlation between hours of study and average grades made by pupils. Longer hours of study would be advisable.

The grade for the typical boy was C. He spent twenty-seven minutes per day, or three hours and nine minutes per week, studying. The grade for the typical girl was B; she spent five hours and one minute per week, or forty-three minutes per day, studying. Results show that longer hours of study mean better grades.

Television to Grades

The typical pupil watched television sixteen hours and forty-eight minutes per week, or two hours and twenty-four minutes per day. The grade of the typical pupil was C $\frac{7}{8}$. The typical pupil would have had a higher grade if he had spent more time in study and less time in television viewing. The typical girl spent less time, on the average, than the typical boy. Facts above reveal that the girl made B and the boy, C.

Recreation to Grades

The typical pupil spent seven hours and fifty-six

minutes per week, or one hour and eight minutes per day in recreation other than radio and television. His grade was C $\frac{7}{8}$. Boys and girls spent about the same amount of time in recreation. The tendency was that those who used more time than the typical pupil, made lower marks in school. After being in the classroom for six hours, pupils need some recreation; therefore, the writer concludes that an hour spent daily in recreation is not undesirable, but is beneficial.

Reading to Grades

The typical pupil spent only one hour and ten minutes per week, or ten minutes per day, reading. He made only C $\frac{7}{8}$ for his typical grade; therefore, his grade could have been improved had he applied himself to reading and to study. Again the typical girl spent more time in reading than the typical boy. Her typical grade was B; his, C. Grades tend to rise with longer hours of reading. Pupils who read over one hour per day made grades far above the average. Pupils are not reading the magazines and newspapers that are found in their homes, nor are they using the libraries to the fullest extent.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Some of the most important facts brought out in the data and discussed in the preceding chapters will be brought together so that they may be seen more clearly in proper relationships. Under each item below, the summary of data is presented under "A"; and a recommendation follows under "B". The following list will be summarized briefly, and recommendations will follow:

1. Scope
2. Sleep
3. Work-Chores--Productive
4. Study
5. Transportation
6. Eating
7. Stability of families
8. Educational facilities in the home
9. Time Budget
10. Activities of Typical Pupil in January and April.

1.Scope

A.Pupils from each of the senior high school classes, Sr.I,II,and III, contributed to the data. The data is assumed to be representative of the entire student body.

B.Causes of withdrawal from school and absence from

school should be checked more thoroughly , and eliminated as much as possible.

2. Sleep

A. During both reporting periods, January and April, pupils received less than the minimum recommended by authorities which is ten to twelve hours per night for high school pupils. They receive less sleep than they received in 1942.

B. Instruction should be provided in school regarding the proper amount of sleep and its effect on health and efficiency.

3. Work, Chores

A. Pupils spend less time with home chores than they did in 1942. The data reveal that more pupils are not responsible for any type of home duty.

B. Parents of all pupils who reported no chores should be encouraged to give at least one regular home chore to each child.

Work, Productive

A. The transported pupils do seasonal work, whereas, the non-transported pupil does regular work. During the planting and harvesting seasons, it appears that many pupils have to spend too much time working.

B. Schools are made for the pupil; therefore it would be well for parents to help meet the demands of the school.

4. Study

A. There was a large decrease in the time spent in studying since 1942. Fewer pupils, however, study in the family bedroom-sitting room; more pupils study in their own rooms. Evidently insufficient time is spent in the preparation of school work. The typical grade, C, is too low according to the standards by which we are graded. Practically every pupil in school has one or two periods of one hour each for study. Evidently, study during these periods is relatively poorly done.

B. Supervised study could and should become a part of each hour period. The teacher of the class meeting at a particular period should direct the study. Greater demands should be made of pupils in rural schools. Efficiency should be demanded.

5. Transportation

A. Transportation routes have been improved; roads have been built, and new buses have been purchased. Time in transportation has been decreased. Pupils who are transported have to spend more time than non-transported pupils in travel, chores, and productive work. Their grades are as good as non-transported pupils.

B. Schools in large farm areas should consider

the transported pupil in decreasing the home assignments during the harvesting season. The school day should be planned so that he does not have to miss school nor the opportunity to help with the harvesting of crops.

6. Eating

A. There was only a slight increase in the time used for eating in 1959 over that which was used in 1942. The school no longer has supervised lunch, but pupils eat in the lunchroom at ease with adults or other pupils.

B. More stress should be given at school and at home on food values, eating habits, and the social enjoyment of a meal.

7 Stability of families

A. The standard of living has definitely been raised since 1942. Almost three times as many people own their homes. Reports show fewer sharecroppers. There are 2141 farms in the county with a total gross income of \$ 7,888,357. Pupils included in this study came from homes above the average in economic security.

B. Consumer education should be included in the high school curriculum. Emphasis should be placed upon budgeting of income and expenditures.

8. Educational Facilities

A. Data indicate a wealth of educational facilities in the home. Radios, cars, books, magazines, daily papers, weekly papers, and televisions were found in the homes. Practically all the homes used electricity.

B. Knowing these facts, the teachers should use the educational facilities in their teaching, thus providing a utilization of available materials which would tend to vitalize both school instruction and home life.

A study should be made to discover the use that is being made of these facilities. When 18.06 per cent of the pupils make an A; 30.56 per cent, B; 36.11 per cent, C; and 15.28 per cent, D; and when the A and B pupils go to college and find it too difficult, more effective teaching should be done and high school standards should be raised. The raising of standards and the raising of requirements and performance is being done in Cherokee County through the Educational Planning Committee for the Improvement of Education.

9. Time Budget

A. A weekly diary was kept at different seasons during the year. The pupils showed a genuine interest in this study; they seemed very anxious to be accurate. The fact that they became time-conscious shows that it was an educational activity for them. Educational value was

also seen in outlining, systematic record keeping, learning new words, changing hours to minutes or vice versa, and answering questionnaires.

B. A time-budget should be made by each pupil for a designated length of time at least once a year, preferably soon after school begins. Stress should be placed on the wise use of time.

10. Activities of the typical pupil in Cherokee County High School

A. Other than watching television, pupils today participate in the same activities that others did in 1942. They definitely spend more time in watching television and enjoy more recreation. At the same time, they spend less time reading and studying.

B. It is recommended that similar studies be made by various schools to determine the needs of the pupils and the school.

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