TIME UTILIZATION OF SELECTED MALE STUDENTS
IN INDIANOLA HIGH SCHOOL,
SPRING, 1962

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Richard Starr
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TIME UTILIZATION OF SELECTED MALE STUDENTS
IN INDIANOLA HIGH SCHOOL
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by

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Chairman

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Dean of the Graduate Division

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

It is easy to underestimate how difficult it is for an adult to understand high school students. Having once been a student, the adult usually assumes that he can recall accurately the habits and problems of high school students. This is not a valid assumption. Even if the adult could remember the experiences of his own school days accurately, they would not throw much light on the patterns of youth growing up in the vastly different environment of today.

The investigator intends to study by objective methods the utilization of time patterns of a selected group of male students of the Indianola High School during the spring school semester of 1962.

I. THE PROBLEM

Statement of the problem. The purpose of this study was to investigate utilization of time of selected male students in the Indianola High School. The study was made to determine: (1) How the students participating in spring interscholastic athletics used their time. (2) The distribution of time used by this group during the months
March through May, 1962.

**Importance of the problem.** The young people of today have and will continue to have more time for their own use than any generation before them. It is important that they learn to use their time constructively.

The fact that each new generation will have more ample time for living has not yet been fully recognized by our schools. As Wendt pointed out:

Thus far we have done very little to prepare for the age of leisure that lies ahead. This is certainly a sobering thought, for without proper preparation for such a life, they will not do well.

We already have disturbing examples in present juvenile delinquency, which has its roots in unguided idleness. Yet, it is my conviction that if we face the new prospect with foresight and wisdom, the result will be infinitely rewarding.

To determine what such an education ought to be, we need farsighted leadership by all who nurture and mold the development of personality and character, who foster esthetic, spiritual and mental well-being.¹

A great deal of research is needed in this vital area in order to recognize and evaluate the activities of our secondary school students. Such research would create better understanding of high school students and would lead

to more realistic high school programs.

This study was conducted to investigate the utilization of time by a selected group of male students, grades nine through twelve, in the Indianola High School to determine the distribution of time used by this group.

II. DEFINITION OF THE TERMS USED

Participant or athlete. In the study the participant or athlete is considered as a boy who was a squad member in one of the four spring sports offered to the students of Indianola High School.

Non-school sports participation. Any game or sport that was not under the regulation of the Indianola High School Athletic Department was considered as a part of the non-school sports program in the study.

Work outside the home. Doing work for an employer for a wage was considered work outside the home in the study.

Work at home. Work that was a family chore and not for an employer was considered work at home.

Interscholastic athletic competition. In this study
the time actually spent in an athletic contest with another school or schools was considered interscholastic athletic competition.

**Athletic practice.** The time a boy was in practice with a high school athletic team from the time he finished his last class of the day until he left the dressing room for his home.

**Athletic trips.** Athletic trips in this study included only the actual time spent in travel to and from an athletic event.

**Homework.** Schoolwork not done in the classroom or study hall at the high school was considered to be homework.

**Reading.** In this study reading does not include school assignments.

### III. PROCEDURE

A review of selected literature on the activities of high school students was made to investigate how high school students use their time.

Data sheets¹ were developed by the investigator after a review of literature on adolescents and discussions

¹See Appendix.
with Indianola High School students concerning their interests. The eighty boys reporting for spring sports in the Indianola High School were selected for the study and asked to keep a record of their activities on the data sheets. The sheets were collected from the selected students each week for an eight week period. This was the length of their spring athletic participation.

The analysis of the data gathered from the students is presented in the second chapter of the study. The final chapter presents a summary of the study and the conclusions.

IV. REVIEW OF LITERATURE

As a part of this investigation, a study of the literature dealing with the activities of adolescents was made. The readings were directed to the interests and activities of boys in the high school age group.

Because adolescents live so much in a world of their own, adults remain uninformed about the way teenagers spend their time, the things that are important to them, and the things adolescent friends have in common. ¹

There is a lack of adequate and reliable information about the conditions that surround our youth. Bell said:

The essential character of this younger generation of Americans has been so variously interpreted by adults that the student who seeks to understand it is likely to experience considerable difficulty in arriving at any sound conclusions.  

There are many activities available to youth today. Duvall pointed out the selection of activities can be a problem for young people when she said:

The choice of opportunities are many and confusing. Out of the variety of opportunities open to youth comes the problem of wise choice not only of where to go and what to do, but even of what to be.

It has been pointed out the activities of high school youth are many and the information on them is not altogether adequate. The following will be a brief summary of literature on the areas of activity most often mentioned in the discussion of high school boys.

**Athletics.** Athletic events are a popular activity for the high school boy either as a participant or as a spectator. As Cole pointed out:

In early and middle adolescence, the favorite activities are highly organized group games, played with established rules. In late adolescence interest

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in games has become more passive than active; already the average boy has begun to develop the attitude of the average man, who derives pleasure from watching sports rather than participating actively in them.¹

Speaking of the popularity of athletics to the high school boy, Coleman found "the one activity within the school which overwhelms all others as a common interest of friends is athletics."² Added to this is the fact that socially "achievement in athletics can bring a boy into the schools leading crowd."³

Organized athletics also had a positive effect on the student body of a school. This was pointed out by Coleman when he said, "Organized athletics provided an avenue for positive action of the student body as a unit, and this action carried its own discipline with it."⁴

Automobiles. Remmers and Radler noted, "The automobile has changed from a rich man's oddity to a 350 horsepower personal chariot for the average man."⁵

As cars have become more important for adults they have also become more important for their adolescent children. Coleman found that without a car a boy must be chauffeured to movies, sports events, and most embarrassing, to dates. As a result, boys put pressure on parents for permission to have a car after they reach driving age and there is a jump in car ownership between the freshman and senior years in high school. ¹

The ability to drive a car is a prestige factor for adolescents. As Cole pointed out:

In most states adolescents of sixteen may drive automobiles. As the adolescent social world is at present organized, the ability to drive a car and the permission to do so are integral factors in prestige and maturity. The boy or girl who cannot or may not drive is looked down upon. ²

The prestige factor is so strong that in some groups boys consider the ability to drive a car and the permission to do so as more important than academic achievement. ³

Dating. Being with girls does not constitute such a large part for a high school boys' day as adults think. It does occupy more time as the boy goes from the fresh-

¹ Coleman, op. cit., p. 23.
² Cole, op. cit., p. 547.
³ Coleman, op. cit., p. 41.
man to the senior year in high school.¹

Dating, Bernard found, may begin as early as thirteen or fourteen for boys. Early dates are somewhat informal and within larger groups. Later on one boy will date one girl. The age at which dating first occurs and the events attended will vary, but the general pattern is similar.²

Cole found that by the end of their high school careers, only a few boys still do no dating at all. "High school social life reduced nondaters to twenty-two per cent of the boys."³ Cole also said, "Dating is an almost universal social enterprise among America's adolescents."⁴

Education. Education of the young is of great importance to any society. As Coleman pointed out:

Educating its young is probably a society's second most fundamental task—second only to the problem of organizing itself to carry out actions as a society. Once organized, if a society is to maintain itself, the young must be shaped as to fit into the roles on which the society's survival depends.⁵

Dimock found in a study of sixteen year olds that

¹Ibid., p. 12.
³Cole, op. cit., p. 409.
⁴Ibid., p. 426.
⁵Coleman, op. cit., p. 1.
the boys attended classes 26.3 hours per week and spent, on the average, another 4.8 hours per week studying.¹

A part of the high school students' experiences is homework. Homework can help the student gain in knowledge and good work habits. But in a study of homework, Coleman found few students enthused about homework. He pointed out, "Few feel free to do none at all, and few have their interest captured so they can't stop."²

**Leisure.** In a study on leisure time Zimmerman found, "By and large today, men, women, and youth have more leisure time than at any other time in American history."³

Prendergast had this to say about youth and leisure time:

> Modern technology has brought more leisure to both adults and to youth. Young people spend little time on house hold chores today, child labor has been practically eliminated, and children stay in school longer. Young people today have unprecedented amounts of spare time. They must be helped to make the most of it, and of the leisure they may expect to have as adults.⁴

Bell found that trying to find out exactly how young

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people use their leisure time is difficult, "As a rule, they can't tell you because they don't know." Bell did find, "Loafing seems to be an important or significant leisure time user." 2

Movies. Bell found that young people like to go to movies. It was felt that some of the enthusiasm was the result of intelligent discrimination among available types of recreation. Much of it, however, is unquestionably due to the fact that, in many communities, movies constitute about the only constant source of indoor recreation. 3

In his book Coleman pointed out that adolescent girls go to movies slightly more than do boys, although a majority of both go less often than once a week. 4

In the Survey Papers prepared for the 1960 White House Conference on children and youth it was reported that movies outside the home continue to attract boys and girls, who most often attend them once each week or once every two weeks. 5

1 Bell, op. cit., p. 161.
2 Ibid.
3 Ibid., p. 171.
4 Coleman, op. cit., p. 22.
It was also found less time is devoted to movies since television.\footnote{1}

**Nutrition.** During adolescence the actual need for food is great. An average boy from ages thirteen to sixteen needs more calories than the average man does.\footnote{2} Yet in a study reported by Cole it was found:

A great many high school pupils missed one or two meals during the week. About a third missed at least one breakfast, and a few did not eat breakfast at any time.\footnote{3}

The diminishing time used for eating by adolescents may not be a matter of great consequence but it does suggest an accelerated tempo of life, with so many things to be done that there is a tendency to grab some food and run.\footnote{4}

**Reading.** Up to the time of entering high school the average adolescent has probably continued to make progress in reading skills. "Reading interests reach their peak around the age of twelve or thirteen years, and there is a decline in leisure time reading up to the age of twenty."\footnote{5}

\footnote{1}Ibid., p. 160.  
\footnote{2}Cole, op. cit., p. 94.  
\footnote{3}Ibid.  
\footnote{4}Dimock, op. cit., p. 25.  
\footnote{5}Bernard, op. cit., p. 361.
Witty made the following statements about student reading:

Whether because of television or in spite of it, youngsters are reading more than ever, according to unanimous reports of librarians.

Nevertheless the small amount of time devoted to reading—about one hour each day—stands in sharp contrast with the larger amount—three hours daily—given to television by the younger people.

Despite a probable small gain in the amount of reading among children, the picture is by no means a bright one today since the average child does not read widely. Moreover, there are many intelligent children who read little. And there are also large numbers of retarded readers in our schools.¹

Cole said, "There is no question that reading is still a major activity, in spite of the intrusions of television and radio into the free time of adolescents."²

Sleep. Just how much sleep a teen-ager needs depends to some extent upon the person, of course. But it is generally agreed that young people should have at least eight hours of sleep a night.³

Dimock found that as boys grow older there is a gradual reduction in the time spent in sleep and a greater

¹Witty, op. cit., p. 162.
³Duvall, op. cit., p. 13.
tendency toward irregularity in sleeping hours.\textsuperscript{1}

**Television.** In a study on the effects of television, Zimmerman stated:

Two out of three American families now have television sets, and Americans have spent 15 billion dollars on television in the past 10 years. In the average home with television, the set is in use between 4 and 5 hours per day. A Purdue University study showed that, on the average, secondary-school youngsters watched television about 21 hours per week, or 3 hours per day.\textsuperscript{2}

In a study of the television viewing habits of high school students in the Chicago area in 1958 the average viewing time was thirteen hours per week.\textsuperscript{3}

In the study on television for the 1960 White House conference on children and youth it was stated, "Indeed, television appears clearly as the favorite leisure activity of children, youth, and adults."\textsuperscript{4}

**Work.** Remmers and Radler pointed out, "Within six months after finishing high school, one third of our teenagers expect to be at work."\textsuperscript{5} The same authors state:

\begin{itemize}
\item \textsuperscript{1}Dimock, *op. cit.*, p. 23.
\item \textsuperscript{2}Zimmerman, *loc. cit.*
\item \textsuperscript{3}Witty, *op. cit.*, p. 157.
\item \textsuperscript{4}Ibid.
\item \textsuperscript{5}Remmers and Radler, *op. cit.*, p. 141.
\end{itemize}
Summer work and part-time jobs during the school year give youngsters a chance to try their hand at various occupations. Often a teenage boy or girl who accepts such employment just for the money suddenly finds himself well on the way toward a successful career.1

The White House study on children and youth found that, "Nearly half the youth under eighteen have jobs some time during the year, mostly during summer vacation."2 "The youngster who cannot find work while he is still in school," said Remmers and Radler, "misses a valuable experience which would help to prepare him to fit into the adult world."3

Summary. Although there are many books about the adolescent, there is still a great need of facts about the adolescent. The facts are necessary for they provide a basis for knowledge and better understanding of our young people. The object of research in adolescence is to extend our knowledge about the adolescent. If the schools of America are to give our youngsters proper guidance they will need to keep a close watch on the activities and interests of the young people. Constant study is necessary

1Ibid., p. 145.


3Remmers and Radler, op. cit., p. 146.
for the obvious reason that the interests of the young people change rapidly.

A study on adolescent boys would include how the boy spends his time. This would include what constitutes a typical weeks' activity and experience for boys, and it would examine how their time is divided among school, work, recreation, athletics and other interests.

It is apparent that it is next to impossible to have "too much" information about high school students, when it comes to understanding them. With this idea in mind the investigator turned this study toward a selected group of high school students. The data was gathered from the students covered in the study, and the findings will be presented to show how the students used their time and to compare the findings with the results of similar studies.
CHAPTER II

AN INVESTIGATION OF TIME UTILIZATION AS REPORTED
BY EIGHTY SELECTED MALE STUDENTS
OF INDIANOLA HIGH SCHOOL

I. INTRODUCTION

In the previous chapter the review of literature pointed out the major areas of interest to high school students in general. In this chapter a selected group of high school boys were studied to examine their interests and to investigate their utilization of time.

The male members of the 1962 spring athletic teams of Indianola High School were selected for this study. Since the entire group was used for the study, an uneven representation of the four classes resulted. This study was made on eighty boys including thirty-one freshmen, seventeen sophomores, nineteen juniors and thirteen seniors. The male members of the athletic teams were picked for the study because they made up a group that was numerous, representative of all four grades in the high school, and organized well enough to make contact between the investigator and the group being studied relatively easy. The group selected for the study was informed of the purpose of the investigation and, after their agreement to cooperate, were assured
the information collected for the study would remain confidential and would be used only in the study.

After a review of literature on adolescent activities and discussions with Indianola High School students about their interests, a data sheet was developed. The data sheet was simple enough to keep student cooperation, and complete enough to obtain the information necessary for the study. The data sheet was explained to the selected group, and each boy was asked to fill out one sheet per week for a period of eight weeks. The students were asked to record on the data sheets the number of minutes per week they spent on the activities they took part in. The data sheets were actually kept every day, but they were totaled and handed in only once a week. The use of only one sheet per week lessened the chances of over-burdening the students with paperwork and dulling their interest in being a part of the study. Since daily totals were put on the sheets, no accuracy was lost in the weekly collections. The data sheets were collected each week to make sure they were being filled out properly and to answer questions about the use of the sheets.

After the data were collected for a period of eight weeks, the duration of the spring sports' schedule, the results were broken down by school classes and also to show an average for the entire group studied. In order to
make the presentation of data easier to use and understand, the results were put in average minutes per day for each of the four classes and for the entire group studied. The times reported were rounded off to the nearest minute for use in the tables of the study.

II. ATHLETICS

The data on athletics shown in Table I were based on interscholastic athletics only. Three areas were included in the discussion of athletics. They were interscholastic competition, travel to interscholastic competition and athletic practice.

**Athletic competition.** The average time spent by the group in the area of athletic competition was fifteen minutes per day. The freshmen and sophomore boys reported less time spent in competition than the average for the group. The freshmen reported twelve minutes per day and sophomores reported thirteen minutes per day average. The juniors and seniors reported times that averaged higher than the group. The seniors had the highest number of average minutes per day in competition with twenty-five and the juniors followed with sixteen minutes per day average.

**Athletic practice.** The average for the entire group in athletic practice was seventy-three minutes per day.
The junior class was the group reporting the least amount of practice time with sixty-nine minutes per day. The freshmen were also below the group average with a reported seventy-one minutes per day. Ranking above the group average were the seniors, with a reported seventy-five minutes per day, and the sophomores reported the most time spent in athletic practice averaging seventy-seven minutes per day on the practice field.

**Athletic trips.** Athletic trips for the group of eighty boys averaged eight minutes per day. In the reports on athletic trips the freshmen with six minutes, the sophomores with seven minutes and the juniors with eight minutes per day average were very closely grouped and were either on or under the average time for the entire group. The seniors reported the largest number of average minutes on athletic trips with fifteen minutes per day.

In the area of athletics the seniors ranked high in two of the three areas covered in the study. Both areas had to do with actual competition and in both cases the freshmen reported the lowest ranking.
TABLE I

AVERAGE MINUTES PER DAY SPENT ON ATHLETICS AS REPORTED BY EIGHTY SELECTED MALE STUDENTS OF INDIANOLA HIGH SCHOOL, SPRING, 1962

<table>
<thead>
<tr>
<th>Activity</th>
<th>Freshmen</th>
<th>Sophomores</th>
<th>Juniors</th>
<th>Seniors</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competition</td>
<td>12</td>
<td>13</td>
<td>16</td>
<td>25</td>
<td>15</td>
</tr>
<tr>
<td>Practice</td>
<td>71</td>
<td>77</td>
<td>69</td>
<td>75</td>
<td>73</td>
</tr>
<tr>
<td>Trips</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>15</td>
<td>8</td>
</tr>
</tbody>
</table>

III. AUTOMOBILES

Since the study was to investigate the utilization of student time, no attempt was made to determine car ownership. How much time the students used in driving or riding in a car was important, and the results are shown in Table II.

The average of thirty-six minutes per day riding or driving an automobile was reported for the entire group of eighty selected students. The freshmen with twenty-three minutes per day and the sophomores with twenty-eight minutes per day average driving or riding time were below the group average. There was a definite division in the riding or driving habits between the sophomore and junior years.
The reports of the juniors and seniors show a considerable increase in automobile riding or driving time over the time reported by the freshmen and sophomores. The juniors reported the highest number of average minutes per day riding or driving with fifty-three minutes and the seniors were next with fifty-one minutes.

**TABLE II**

**AVERAGE MINUTES PER DAY SPENT IN AUTOMOBILES AS REPORTED BY EIGHTY SELECTED MALE STUDENTS OF INDIANOLA HIGH SCHOOL, SPRING, 1962**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Freshmen</th>
<th>Sophomores</th>
<th>Juniors</th>
<th>Seniors</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal trips</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>or just riding</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>in a car</td>
<td>23</td>
<td>28</td>
<td>53</td>
<td>51</td>
<td>36</td>
</tr>
</tbody>
</table>

**IV. DATING**

The reports of the students on dating indicate that the time spent on dating increased steadily from the freshmen year through the senior year in high school. Table III shows that the time used dating averaged eighteen minutes per day. The freshmen reported dating time that averaged only two minutes per day. This ranked the freshmen at the bottom of the four classes studied. The sophomores were
also below the group average, although they showed an increase over the freshmen with a reported dating time that averaged fifteen minutes per day. The junior and senior classes reported dating time that was above average for the entire group. The junior class averaged thirty-two minutes and the seniors ranked highest of the four classes with an average of thirty-nine minutes per day dating time.

TABLE III

AVERAGE MINUTES PER DAY SPENT ON DATING AS REPORTED BY EIGHTY SELECTED MALE STUDENTS OF INDIANOLA HIGH SCHOOL, SPRING, 1962

<table>
<thead>
<tr>
<th>Activity</th>
<th>Freshmen</th>
<th>Sophomores</th>
<th>Juniors</th>
<th>Seniors</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dating</td>
<td>2</td>
<td>15</td>
<td>32</td>
<td>39</td>
<td>18</td>
</tr>
</tbody>
</table>

V. EDUCATION

In the investigation of student time utilization in education, the areas covered in Table IV were class time, study halls, homework, time used in going to and from the school and a heading "Other school activities." The "Other school activities" was a grouping of miscellaneous school activities. The section included music, student club meetings and activities, school plays and school musicals.
**Class time.** The amount of time reported spent in class and study hall periods at school varied little among the four classes. This was to be expected since the school had established the master schedule and the required courses, and the students had their choice of electives to complete the standardized school day. The group of eighty selected students reported an average of 242 minutes per day in class attendance. The only one of the four classes that reported a daily average time below the group average was the senior class with 233 minutes per day. The freshmen reported an average of 244 minutes, the sophomores 245 minutes, and the juniors 245 minutes per day in class.

**Study hall.** Time spent in the study hall at the school was also closely grouped. The average for the group of students covered in the study was seventy-eight minutes per day. The juniors reported seventy-three minutes per day spent in the study hall to be the low ranking class. The freshmen reported seventy-six minutes per day. The sophomores and seniors were both over the group average with the seniors reporting eighty-three minutes, to be the highest ranking class, and the sophomores followed with a reported eighty-two minutes per day in the study hall.

**Homework.** From the student reports on time spent doing homework, it was noted that the freshmen and sopho-
more classes reported more time spent on homework than did the juniors and seniors. The sophomore class reported spending the most time on homework and the juniors reported the least. The group average for doing homework was thirty-three minutes per day. The juniors were well below this average with a reported twenty-two minutes per day and the seniors were on the group average with thirty-three minutes per day reported for homework. The freshmen were above the average for the group with thirty-five minutes and the sophomores led the four classes for time spent on homework with a reported forty-one minutes per day.

School activities. Under the heading "Other school activities," the seniors were the top group followed by the freshmen, sophomores and juniors in that order. This section included all school regulated activities except class time, study hall and athletics. The group studied reported an average of twenty-two minutes per day. The juniors reported the low average for the four classes with sixteen minutes per day. The sophomores reported twenty-one minutes per day. The freshmen and the seniors were over the group average with reported average times of twenty-three minutes per day for the freshmen and thirty minutes per day for the seniors.
Travel to school. Although not academic, the travel to and from school is an area that demands some student time each school day. The time listed under travel to and from school does not include the time that was listed as driving or riding in an automobile. The four classes were close in this particular part of the study. The average minutes per day ranged from twenty minutes per day to twenty-two minutes per day for travel to and from school. The group average was twenty-one minutes per day. The freshmen and senior classes were both below the group average with twenty minutes and the sophomores and juniors were over the group average with twenty-two minutes per day spent in travel to and from school.

TABLE IV

AVERAGE MINUTES PER DAY SPENT ON SCHOOL ACTIVITIES
AS REPORTED BY EIGHTY SELECTED MALE STUDENTS
OF INDIANOLA HIGH SCHOOL, SPRING, 1962

<table>
<thead>
<tr>
<th>Activity</th>
<th>Freshmen</th>
<th>Sophomores</th>
<th>Juniors</th>
<th>Seniors</th>
<th>Group Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class time</td>
<td>244</td>
<td>245</td>
<td>245</td>
<td>233</td>
<td>242</td>
</tr>
<tr>
<td>Study hall</td>
<td>76</td>
<td>82</td>
<td>73</td>
<td>83</td>
<td>78</td>
</tr>
<tr>
<td>Homework</td>
<td>35</td>
<td>41</td>
<td>22</td>
<td>33</td>
<td>33</td>
</tr>
<tr>
<td>Other school activities</td>
<td>23</td>
<td>21</td>
<td>16</td>
<td>30</td>
<td>22</td>
</tr>
<tr>
<td>Travel to and from school</td>
<td>20</td>
<td>22</td>
<td>22</td>
<td>20</td>
<td>21</td>
</tr>
</tbody>
</table>
VI. LEISURE

The study of leisure time activities not given separate sections of their own was divided into five parts and listed in Table V. They were non-school sports participation, spectator sport activities, visiting with friends, loafing and a section called "Other non-school activities."

**Non-school sports.** The participation in non-school sports was most popular with the freshmen and senior students in the study. The sophomores were equal to the group average and the juniors were the lowest ranking of the four classes in this particular area. The group average for non-school sports participation was nineteen minutes per day. The juniors were below this average with a reported fifteen minutes per day, the sophomores equal to it with nineteen minutes per day and the freshmen and seniors above it with the average of twenty-one minutes per day spent on non-school sports participation.

**Spectator sports.** The freshmen class reported the most time as spectators of sports events averaging fifteen minutes per day. The group average for spectator activities was twelve minutes per day. The sophomores and seniors were below the group average, with ten minutes per day, as
were the juniors who reported an average of eleven minutes per day watching sports events. This made the freshmen the top group in the two areas of sports covered as leisure activity interests.

**Visiting.** Visiting with friends occupied an average of thirty-two minutes per day for the group covered in the study. In the averages for the classes, the juniors ranked lowest in the number of minutes averaged visiting per day with twenty-four and the sophomores reported twenty-six minutes per day. The two top classes were the seniors and the freshmen. These two classes reported thirty-four and thirty-nine minutes per day visiting, with the freshmen ranking highest in the time spent in visiting.

**Loafing.** Loafing used up a significant amount of time for the students selected for this study. Loafing consumed an average of seventy-eight minutes per day for the group of eighty boys. The seniors were well below this average as they reported spending thirty-eight minutes per day loafing. The juniors and freshmen were also below the average for the group as the juniors reported sixty-four minutes and the freshmen sixty-nine minutes per day average loafing time. Although the juniors and freshmen were below the group average, they were well over the time used for
loafing reported by the seniors. The class using the most time for loafing was the sophomore class. The sophomores reported using an average of 142 minutes per day loafing. This was well over the group average. Loafing, although it might not be a valuable time consumer, was found to use a considerable amount of the leisure time of the students selected for the study.

**Non-school activities.** The heading "Other non-school activities," covered such things as church, hobbies, and the activities of non-school organizations. The average amount of time by the entire subject group in this area was nineteen minutes daily. The freshmen reported the least amount of time on the "Other non-school activities" section with an average of twelve minutes per day. The juniors and seniors both reported nineteen minutes per day, and the sophomores reported the most time used in this area with an average of thirty-one minutes per day.
TABLE V

AVERAGE MINUTES PER DAY SPENT ON LEISURE ACTIVITIES
AS REPORTED BY EIGHTY SELECTED MALE STUDENTS
OF INDIANOLA HIGH SCHOOL, SPRING, 1962

<table>
<thead>
<tr>
<th>Activity</th>
<th>Freshmen</th>
<th>Sophomores</th>
<th>Juniors</th>
<th>Seniors</th>
<th>Group Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-school sports</td>
<td>21</td>
<td>19</td>
<td>15</td>
<td>21</td>
<td>19</td>
</tr>
<tr>
<td>Spectator sports</td>
<td>15</td>
<td>10</td>
<td>11</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td>Visiting</td>
<td>39</td>
<td>26</td>
<td>24</td>
<td>34</td>
<td>32</td>
</tr>
<tr>
<td>loafing</td>
<td>69</td>
<td>14:2</td>
<td>64</td>
<td>38</td>
<td>78</td>
</tr>
<tr>
<td>Other</td>
<td>12</td>
<td>31</td>
<td>19</td>
<td>19</td>
<td>19</td>
</tr>
</tbody>
</table>

VII. MOVIES

The movie attendance of the group studied is presented by minutes per day in Table VI. No attempt was made to determine the frequency of movie attendance by the selected students. Instead the importance was put on how much time the group spent at the movies. From the times reported the group average for viewing movies was seven minutes per day. The average movie attendance time for the four classes varied little and ranged from five minutes to nine minutes per day. The freshmen and sophomore classes were below the group average. The freshmen reported five minutes per day average
time spent in movies and the sophomores reported six minutes. The average movie attendance time of the juniors and seniors was above the group average as they both reported nine minutes per day average time.

TABLE VI

AVERAGE MINUTES PER DAY SPENT ON MOVIES AS REPORTED BY EIGHTY SELECTED MALE STUDENTS OF INDIANOLA HIGH SCHOOL, SPRING, 1962

<table>
<thead>
<tr>
<th>Activity</th>
<th>Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freshmen</td>
</tr>
<tr>
<td>Movies</td>
<td>5</td>
</tr>
</tbody>
</table>

VIII. NUTRITION

The emphasis was again placed on how much time the student used eating. No attempt was made to determine how many meals were missed and no attempt was made to examine the nutritional value of the meals the students did eat. Table VII lists the average times the students reported using at meal time. The group average for time spent on breakfast was twelve minutes. The juniors reported the least time used at breakfast with eleven minutes per day. The freshmen and seniors both reported twelve minutes per day and the sophomores reported thirteen minutes per day as their time used for breakfast.
Lunch consumed a daily average of sixteen minutes time for the entire group. Two classes, the freshmen and sophomores matched this time, both reporting sixteen minutes per day. The juniors and seniors were above the group average, both reported using seventeen minutes per day for lunch.

The dinner time average for the group was twenty minutes. The freshmen and juniors reported using nineteen minutes, the seniors twenty minutes, and the sophomores twenty-two minutes per day average time used eating dinner.

**TABLE VII**

AVERAGE MINUTES PER DAY USED ON MEALS AS REPORTED BY EIGHTY SELECTED MALE STUDENTS OF INDIANOLA HIGH SCHOOL, SPRING, 1962

<table>
<thead>
<tr>
<th>Activity</th>
<th>Freshmen</th>
<th>Sophomores</th>
<th>Juniors</th>
<th>Seniors</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakfast</td>
<td>12</td>
<td>13</td>
<td>11</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Lunch</td>
<td>16</td>
<td>16</td>
<td>17</td>
<td>17</td>
<td>16</td>
</tr>
<tr>
<td>Dinner</td>
<td>19</td>
<td>22</td>
<td>19</td>
<td>20</td>
<td>20</td>
</tr>
</tbody>
</table>

**IX. READING**

Reading for pleasure as an activity used an average of twenty-one minutes per day for the entire group selected for the study. As shown in Table VIII the two classes ranking below the group average in reading time were the junior
and senior classes. The juniors reported using sixteen minutes per day reading and the seniors reported twenty minutes per day. The sophomores equalled the group average with a reported twenty-one minutes per day. The freshmen reported the most reading time with twenty-three minutes per day average reading time.

TABLE VIII

AVERAGE MINUTES PER DAY SPENT ON READING AS REPORTED BY EIGHTY SELECTED MALE STUDENTS OF INDIANOLA HIGH SCHOOL, SPRING, 1962

<table>
<thead>
<tr>
<th>Activity</th>
<th>Freshmen</th>
<th>Sophomores</th>
<th>Juniors</th>
<th>Seniors</th>
<th>Group Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>23</td>
<td>21</td>
<td>16</td>
<td>20</td>
<td>21</td>
</tr>
</tbody>
</table>

X. SLEEP

Table IX shows the time used by the group in sleeping. The average time used by the entire group in sleeping was 526 minutes per day. The seniors reported the least amount of time used in sleeping with 488 minutes per day. The juniors were also under the group average with a reported 524 minutes per day. The freshmen and sophomore classes were both over the group average. The sophomores reported using an average of 528 minutes per day sleeping and the freshmen reported the most time for the four classes in
time used sleeping with an average of 544 minutes per day. The average time used for sleeping dropped steadily from the freshmen through the senior year, but even the seniors reported sleeping time that would satisfy the usual recommendation of eight hours sleep per day.

TABLE IX

<table>
<thead>
<tr>
<th>Activity</th>
<th>Freshmen</th>
<th>Sophomores</th>
<th>Juniors</th>
<th>Seniors</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sleeping</td>
<td>544</td>
<td>528</td>
<td>524</td>
<td>488</td>
<td>526</td>
</tr>
</tbody>
</table>

XI. TELEVISION

Watching television was a popular use of time for the eighty students covered in the study. The average amount of time used watching television was sixty minutes per day. The juniors and seniors reported less than the group average time for television viewing and the freshmen and sophomores reported time that averaged more than the group. The juniors reported an average of forty-seven minutes per day and the seniors fifty-four minutes per day watching television. The television viewing time for the sophomores averaged sixty minutes per day and the freshmen
reported the most time spent watching television with seventy minutes. The reported time spent watching television was less with each class from freshmen to senior year. The time used watching television exceeded the time used for reading and homework.

TABLE X

<table>
<thead>
<tr>
<th>Activity</th>
<th>Freshmen</th>
<th>Sophomores</th>
<th>Juniors</th>
<th>Seniors</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Television</td>
<td>70</td>
<td>60</td>
<td>47</td>
<td>54</td>
<td>60</td>
</tr>
</tbody>
</table>

XII. WORK

The time the students selected for the study spent on work is shown in Table XI. The work for an employer averaged thirty-five minutes per day for the entire group studied. The freshmen were below the average for the group with a reported nineteen minutes per day average. The juniors reported thirty-eight minutes and the sophomore class thirty-nine minutes in work for an employer. The seniors reported the most time used in work outside the home with an average of sixty-three minutes per day. The time spent working at home had similar results with the seniors reporting much more time than the other three classes.
The average time for work at home was thirty-nine minutes per day. The juniors with an average of twenty-seven minutes per day and the freshmen with a reported thirty-seven minutes per day, were below the average time spent on work at home. The sophomores with forty minutes per day and the seniors with sixty minutes per day were over the average time reported by the entire group in the study. The seniors reported considerably more time in work both at home and for an employer than did the other three classes.

TABLE XI
AVERAGE MINUTES PER DAY USED WORKING AS REPORTED BY EIGHTY SELECTED MALE STUDENTS OF INDIANOLA HIGH SCHOOL, SPRING, 1962

<table>
<thead>
<tr>
<th>Activity</th>
<th>Freshmen</th>
<th>Sophomores</th>
<th>Juniors</th>
<th>Seniors</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outside employer</td>
<td>19</td>
<td>39</td>
<td>38</td>
<td>63</td>
<td>35</td>
</tr>
<tr>
<td>At home</td>
<td>37</td>
<td>40</td>
<td>27</td>
<td>60</td>
<td>39</td>
</tr>
</tbody>
</table>

XIII. SUMMARY

The group of eighty students selected for the study reported an average of fifteen minutes per day on athletic competition. The senior class reported the most time spent on athletic competition with an average of twenty-five minutes per day. The junior class ranked second, the sopho-
more third in the amount of time used on athletic competition. The freshmen reported the least amount of time used on athletic competition with an average of twelve minutes per day.

The group average for time spent in athletic practice was seventy-three minutes per day. The sophomore class reported an average of seventy-seven minutes per day to rank first of the four classes covered in the study. Next in order were the seniors and freshmen. The juniors reported the least time used on athletic practice with an average sixty-nine minutes per day.

Athletic trips were an activity that required an average of eight minutes per day for the group studied. The seniors reported using an average of fifteen minutes. Next in the amount of time used on athletic trips were the juniors, then the sophomores. The freshmen reported the least amount of time used on athletic trips with an average of six minutes per day.

Driving or riding in an automobile consumed an average of thirty-six minutes per day for the eighty students studied. The junior class reported the most driving or riding time with an average of fifty-three minutes per day. The senior class ranked second in reported average time used driving or riding in an automobile. The sophomore class was next and the freshmen reported the least time with an
average of twenty-three minutes per day spent driving or riding in an automobile.

Dating was reported by the group to use an average of eighteen minutes per day. The senior class reported using an average of thirty-nine minutes per day on dating. The seniors reported the most time used on dating followed by the juniors and then the sophomores. The freshmen reported the least amount of time used on dating with an average of two minutes per day.

The group reported using an average of 242 minutes per day in school classes. The sophomore and junior classes reported the most time spent in class with an average of 245 minutes per day. Next were the freshmen. The seniors reported the least amount of time spent in class with an average of 233 minutes per day.

The average amount of time spent in study hall was reported by the group to be seventy-eight minutes per day. The seniors reported using eighty-three minutes per day in the study hall. Following the seniors were the sophomores and then the freshmen. The juniors reported the least amount of time in the study hall with an average of seventy-three minutes per day.

Homework used an average time of thirty-three minutes per day for the group. The sophomore class reported using the most time on homework with an average of forty-one minutes per day. Next in order were the freshmen and then
the seniors. The junior class reported the least amount of
time spent on homework with an average of twenty-two minutes
per day.

"Other school activities" were reported to use an
average of twenty-two minutes per day for the group selected
for the study. The seniors reported the most time used in
this area with a reported thirty minutes per day. The fresh-
men ranked second, the sophomores third and the juniors
reported the least amount of time with an average of sixteen
minutes per day.

The time used in travel to and from school averaged
twenty-one minutes per day for the group. The sophomores
and juniors reported the most time used on travel to and
from school with a reported twenty-two minutes for both
classes. The freshmen and senior classes both reported
an average of twenty minutes per day spent in travel to and
from school.

The group average for time spent on non-school sports
was nineteen minutes per day. The freshmen and senior classes
reported the most time spent on non-school sports with an
average of twenty-one minutes per day for both classes.
The sophomores ranked next followed by the junior class.
The juniors reported the least time spent on non-school
sports with an average of fifteen minutes per day.

The time reported used on spectator sports averaged
twelve minutes per day for the group. The freshmen were the leaders in spectator sports time with an average of fifteen minutes per day. Next in the amount of time used on spectator sports was the junior class. The sophomores and seniors reported the least amount of time used on spectator sports with an average for both classes of ten minutes per day.

The group average for time used in visiting was thirty-two minutes per day. The freshmen reported the most time with an average of thirty-nine minutes per day. Next were the seniors and then the sophomores. The junior class reported the least time used in visiting with an average of twenty-four minutes per day.

Loafing consumed an average of seventy-eight minutes per day for the group studied. The sophomores reported the most time used loafing with an average of 142 minutes per day. Next were the freshmen and then the juniors. The seniors with a reported thirty-eight minutes per day used the least time loafing.

"Other non-school activities" were reported by the group to use an average of nineteen minutes per day. The sophomores used the most time in this area with a reported thirty-one minutes per day. Next were the juniors and seniors with both classes reporting nineteen minutes per
day. The freshmen reported the least time in this area with an average of twelve minutes per day.

Going to movies used an average of seven minutes per day for the group selected for the study. The juniors and seniors reported the most time used on movies with an average, for both classes, of nine minutes per day. The sophomores were next and the freshmen were last. The freshmen reported five minutes per day average time spent on the movies.

Eating breakfast required an average of twelve minutes per day for the group. The sophomore class reported using the most time on breakfast with an average of thirteen minutes per day. Next were the freshmen and senior classes both reporting twelve minutes per day. The juniors reported the least time used for breakfast with an average of eleven minutes.

Lunch required an average of sixteen minutes per day for the group. The juniors and seniors both reported using an average of seventeen minutes per day on lunch. The freshmen and sophomore classes both reported sixteen minutes per day used eating lunch.

Eating dinner used an average of twenty minutes per day for the group. The sophomores reported twenty-two minutes per day used eating dinner. Next was the senior class and then came the freshmen and junior classes both
reporting the least amount of time used for eating dinner with an average of nineteen minutes per day.

The group reported an average of twenty-one minutes spent on reading. The freshmen reported the most time used on reading with an average of twenty-three minutes per day. Next came the sophomores and then the seniors. The juniors reported the least amount of time used on reading with an average of sixteen minutes per day.

The sleeping time of the group averaged 526 minutes per day. The freshmen reported the most time used sleeping with an average of 44 minutes per day. Next came the sophomores and then the seniors. The seniors reported the least amount of time used sleeping with an average of 488 minutes per day.

The group used an average of sixty minutes per day watching television. The freshmen reported watching the most television with an average of seventy minutes per day. Next were the sophomores and then the seniors. The juniors reported the least time used watching television with an average of forty-seven minutes per day.

Working for an employer used an average of thirty-five minutes per day for the group. The seniors reported using the most time with an average of sixty-three minutes used working for an employer. Next were the sophomores then
the juniors. The freshmen reported the least time used working for an employer with an average of nineteen minutes per day.

Working at home used an average of thirty-nine minutes per day for the eighty students studied. The seniors averaged sixty minutes per day working at home. The seniors were followed by the sophomores and then the freshmen. The juniors reported the least amount of time spent working at home with an average of twenty-seven minutes per day.
CHAPTER III
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. STATEMENT OF PROBLEM

The purpose of this study was to investigate the utilization of time of selected male students attending Indianola High School during the spring semester, 1962. The eighty male students participating in the 1962 spring sports program at Indianola High School were selected for the study. The study was to determine how the selected students used their time and to investigate the distribution of the time used by the group during the eight week period picked for the study.

II. PROCEDURE

A review of selected literature on adolescent interests was made to determine what activities should be covered in a study of high school student time utilization. Based upon the information gathered from the review of literature and discussions with Indianola High School students, a data sheet was constructed. On the data sheets the students selected for the study reported the number of minutes per week they spent on their various activities. The eighty students were asked to fill out and hand in one
data sheet for each week of the eight week period picked and the data were recorded on a worksheet. Then the data sheets were filed.

For the study the data gathered were recorded in average minutes per day for each activity reported. Also data were reported to show an average for the entire group as well as an average for each of the four high school classes for each day.

III. SUMMARIES

As could be expected from a group selected on the basis of athletic participation, the group studied reported using time in sports activities. In the area of competitive interscholastic athletics the seniors ranked the highest of the four classes studied. The freshmen ranked the lowest of the four high school classes in these same areas.

In non-school sports participation the seniors and the freshmen were the leaders in the amount of time used. This ranked the seniors high in both interscholastic and non-school sports activities. The freshmen, although not reporting much time in school athletic competition, showed their interest by the amount of time used in non-school sports. All four classes showed an interest in non-school sports and the average for the entire group was twenty minutes per day.
The freshmen reported spending the most time on spectator sports. The seniors were not one of the top classes in reported time spent on spectator sports. A possible reason would be the greater amount of senior athletic competition on the interscholastic level. The sports spectator activities of the freshmen rank them first in the two non-school sports areas covered in the study.

Driving or riding in an automobile consumed an average of thirty-six minutes per day for the eighty boys covered in the study. As could be expected, because of the age requirements for drivers, there was a considerable increase in the amount of automobile driving or riding time reported by seniors and juniors. The juniors and seniors both averaged over fifty minutes per day in driving or riding in an automobile.

Another area that showed a split between the sophomore and junior year was the amount of time spent in dating. The reported amount of time spent on dating increased steadily from the freshmen through the senior year in high school. There is a possible connection between the increased use of time in dating and the increased use of the automobile coming at the same time.

The amount of time the students spent in class and in study hall varied but little. This was a big item on
the daily use of student time, however, with a reported daily average of 243 minutes spent in the class and seventy-eight minutes spent in the study hall. There was a noticeable difference in the amount of time reported spent on homework. The juniors and seniors reported doing less homework than did the freshmen and sophomores. The entire group reported an average of thirty-three minutes per day spent on homework. It was also reported in the study that the group studied used twenty-one minutes per day going to and from school. The students involved in the study also reported using an average of twenty-two minutes per day in extra curricular school activities other than athletics.

The leading leisure time activity as reported by the subject students was loafing. The group averaged seventy-eight minutes per day loafing. It should be noted that the seniors were well below the group average for reported loafing time. The second leading leisure time activity was watching television. The group reported a daily average of sixty minutes per day watching television. The students in all four classes reported more time spent in loafing and watching television than in doing homework and reading. This suggests ample leisure time for the average high school student. Other leisure activities as they ranked in the study were visiting with friends, pleasure reading
and movies.

The time used on eating varied little among the four classes. The average times for the group were twelve minutes per day for breakfast, sixteen minutes per day for lunch, and twenty minutes per day for dinner. The amount of time reported used while eating did not seem overly ample and may suggest either meals that were missed or hasty eating habits among high school boys.

The sleeping habits of the group studied seemed to meet the needs of the average high school boy. The group reported an average of 527 minutes per day used in sleeping.

The subject group reported spending an average of over thirty minutes per day working both at home and away from home. It was very noticeable that the senior students reported much more time used at work than did the other three classes.

IV. CONCLUSIONS

From the study of this group of students the investigator came to the following conclusions that include some recommendations for the Indianola school program.

The use of time in athletics and sports, whether as spectators or participants, was reported by all four of the classes studied. The junior and senior class students reported more time used in athletic competition than the fresh-
men and sophomore classes. The freshmen showed an interest in sports by tying with the seniors for the top ranking in the use of time for non-school sports. The opportunities to put athletic interests to use should be provided by the school in interscholastic, intra-mural and physical education activities.

The use of time riding in automobiles was reported by the entire group studied. The use of automobiles increased as the student progressed from the freshmen to the senior year. It would be recommended that the schools take advantage of student interest in automobiles to increase the emphasis on the teaching of safe driving habits and automobile care through the driver education program.

Dating activities were reported by all four classes studied. Dating was reported to be more popular with the junior and senior classes than with the freshmen and sophomore classes. Dating activities increased from the freshman through the senior year.

In the area of study and schooling the amount of time reported spent in school class periods and study halls varied little among the four classes studied. The freshmen and sophomore classes reported using more time on homework than the juniors and seniors. The sophomore class
reported the most time used on homework. The seniors reported more time spent on school activities than the other three classes studied.

The two activities reported by the students to use the most leisure time were television and loafing. The time used by the subject group watching television and loafing exceeded the time reported used for reading and homework. The fact that the students reported time used for these and other leisure activities would indicate the school should make provisions for additional emphasis in the program to educate students for worthwhile use of leisure time.

The junior and senior students reported more time spent going to the movies than the freshmen or sophomore classes. The freshmen reported spending the least time on movies.

The eating and sleeping times reported by the four classes were consistent. The time reported used on meals varied little among the four classes. The amount of time used eating did not seem ample and suggests either missed meals or hasty eating habits among high school boys. The time reported used for sleeping dropped steadily from the freshmen through the senior class. All four classes reported sleeping time that would satisfy suggested minimum requirements for high school students.
All four classes studied reported time spent working. The subject group reported about equal time used on work at home and work for an employer. The seniors indicated the greatest interest in working and averaged more working time, both for an employer and at home, than the other three classes.

V. RECOMMENDATION

The recommendation of the investigator would be that school teachers, guidance counselors and administrators should make investigations of student interests by studying the activities of the students in their schools. The results of such studies should be used to help in the advising of students and the development of school programs that would meet the interests and needs of high school students.
BIBLIOGRAPHY

A. BOOKS


B. PUBLICATIONS OF THE GOVERNMENT, LEARNED SOCIETIES, AND OTHER ORGANIZATIONS


C. PERIODICALS


APPENDIX
Please fill out the following questionnaire honestly and accurately. On the line after the activity write the number of minutes you spend in the activity each week. If you use the heading Other please list the activity and the number of minutes spent on the activity.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Minutes</th>
<th>Other non-school activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Study hall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interscholastic athletic competition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Athletic practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Athletic trips</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transportation to and from school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Homework</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other School Activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal trips or just riding in a car</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-school sports participation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sports-spectator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Movies</td>
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<td></td>
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<tr>
<td>TV</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td></td>
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<tr>
<td>Visiting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Loafing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Hours                                      |         |                             |
| I arose at                                 |         |                             |
| I went to bed at                           |         |                             |

| Meals                                      |         | Minutes                     |
| Breakfast                                  |         |                             |
| Lunch                                     |         |                             |
| Dinner                                    |         |                             |

| Work                                       |         |                             |
| For an employer                            |         |                             |
| At home                                    |         |                             |

NAME________________________ DATE________________________