

GUIDANCE IN THE USE OF LEISURE TIME IN
ONE HUNDRED NINETY-SIX SMALL
SCHOOLS OF INDIANA

by

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CHAPTER I

THE PROBLEM, DEFINITION OF TERMS, AND REVIEW OF THE LITERATURE

The leisure problem is with us. There are several reasons why our problem of leisure is greater than ever before. The machine age has given us many labor-saving devices, thus leaving more free time. The working hours in most industries have been reduced; unemployment has given us enforced leisure; better means of transportation and communication are a means of saving time; many people retire at an early age; children and young people do not have as many chores as of old; consequently, they have more free time.

I. THE PROBLEM

Purpose of the study. The writer has made a study of 196 small schools to find what emphasis they were putting on guidance for the wise use of leisure time.

Importance of the study. Society may find this increased amount of leisure time an asset, if used constructively, and a menace if misused. Studies and observations show that leisure time when misused results in crime, delinquency, racketeering, immorality, and gambling. They also show that most crimes are committed during the non-working hours.

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We need to help people to do certain desirable things that they will do anyway, and we need to help them broaden their interests. Communities which have put into effect recreation programs are enthusiastic about the decrease of delinquency. Most educators agree that it is time the school should realize the value of training for the use of leisure.

Whether or not leisure is put to good use in the individual case depends on the type of educational and cultural development which has been achieved through study and experience.¹ To use leisure well requires a sense of values. People should be educated to know what to do. Training for leisure is one of the cardinal principles of education. Individuals need to be guided in the wise use of leisure time. The responsibility for such guidance rests largely with the schools.

Usually studies are made of large schools. Indiana has many small schools, and the pupils in the small schools have leisure problems similar to those of pupils in the large schools.

¹ N. H. and E. S. Neumeyer, Leisure and Recreation (New York: A. S. Barnes and Company, 1936), p. 47.

II. DEFINITION OF TERMS USED

Leisure. Leisure may be defined as the surplus time remaining after the formal necessities of life have been performed.² It is free time enabling a person to do as he chooses.

Small schools. The writer has considered small schools to be those whose pupils number no more than 299 and those which have no more than ten teachers. There is a greater frequency of schools having less than 150 pupils and less than six teachers.

III. REVIEW OF PREVIOUS LITERATURE

The leisure problem is comparatively new; consequently, the writer did not find a great many books on the subject. Most of the material was obtained from recent periodicals.

Lundberg and others³ in their book, Leisure, gives four criteria which distinguish leisure. First, leisure has its original incentive and fulfillment in the individual himself rather than in coercions of the social order.

² N. H. and E. S. Neumeyer, Leisure and Recreation (New York: A. S. Barnes and Company, 1936), p. 1.

³ G. A. Lundberg, M. Komarovsky, and M. A. McInery, Leisure (New York: University Press, 1934), p. 19.

Secondly, it must be relatively, permanently interesting. Thirdly, leisure should involve activities as different as possible from those which are constantly forced upon us by our station in life. Finally, leisure must be compatible with physical, mental, and social well-being.

Frances Overpeck's⁴ thesis, An Investigation of Recreation Programs in 127 Large Industries of the United States, discovered that industries realize the value of a recreation program for their employees. They say that it increases efficiency.

Other surveys indicate the type of activity in which people engage. The National Recreation Association's Leisure Hours of 5000 People⁵ is a survey showing what 5000 people did with their leisure time. The activities given most frequently may be classified as home activities (handicraft, gardening, listening to the radio, etc.); educational (clubs, libraries, shows); social (cards, dancing, parties, etc.); music, commercial; and outside activities.

⁴ Frances Overpeck, An Investigation of Recreation Programs in 127 Large Industries of the United States (Unpublished Master's thesis, Indiana State Teachers College, Terre Haute, Indiana, Number 314, 1938).

⁵ Leisure Hours of 5000 People (New York: National Recreation Association, 1934).

C. T. Allen, T. R. Alexander, and H. W. Means who wrote Extra Curricular Activities in the Elementary Schools give a good account of what elementary schools can do for leisure activities. A summary of the book follows.

Schools must appreciate the need and value of training for leisure. Many activities if properly handled in school carry over into life. Examples of such activities are a boys' workshop, a girls' sewing room, game rooms, hiking clubs, and various activities such as music, athletics, publications, and school publicity. It should be remembered that activities must (1) be in line with the pupils' interest; (2) have a definite place for functioning; (3) be simple but complete; and (4) not require too much of the pupils' or teachers' time.

On the other hand C. R. Foster gives us Extra Curricular Activities in the High School.⁷ He holds that a sure way to provide for leisure's use is by guiding and directing the use of leisure in youth. Schools should see that adequate social recreation is provided within the school and should encourage proper agencies in the community. He discusses at length the use of music, art, literature,

⁶ C. T. Allen, T. R. Alexander, and H. W. Means, Extra Curricular Activities in the Elementary School (St. Louis, Mo.: Webster Publishing Company, 1937).

⁷ C. R. Foster, Extra Curricular Activities in the High School (Richmond, Virginia: Johnson Publishing Co., 1925).

and social intercourse as a means of enjoyment. His general idea was that education should equip an individual to secure from his leisure, recreation of body, mind, spirit, and enrichment and enlargement of his personality.

Among the magazine articles read was "Emphasis on Leisure--What Grand Island Schools Are Doing," by Ray Gates,⁸ Superintendent of Schools in Grand Island, Nebraska. This article is an account of an investigation by the teachers in Grand Island. In 1934 and 1935 these teachers became interested in what the schools were doing and could do to promote the wise use of leisure time. They were seeking to improve the curriculum and to give a leisure emphasis to the materials available. Following is a summary of what they discovered could be done to emphasize leisure.

Reading: suitable libraries having been developed, a definite interest should be encouraged. Allow freedom of selection of reading materials. Encourage the use of the public library and the building of personal libraries. Have school exhibits giving patrons a chance to see books. Teach critical reading of newspapers.

Radio: try to develop a critical point of view toward radio listening. Guide pupils in finding and choosing

⁸ Ray Gates, "Emphasis on Leisure--What Grand Island Schools Are Doing," School Executive, 58:9-11, March, 1939.

programs of interest.

Dramatics: give elective courses covering a wide range of subjects.

Science: make use of bird clubs, excursions, hikes, etc.

Handwork: guide in toymaking, repairing dolls, knitting, rug making, embroidery, and interior decoration.

Music: group singing, operettas, a capella choirs, orchestras, rhythm band, piano instruction, glee clubs, lessons in music appreciation, music rooms open at free period, phonograph to be played by the pupils.

Physical education: an attempt to teach games with a carry-over value is made.

Hobby: hobby clubs were formed, social life was and should be emphasized.

Mr. Gates believed that the school's approach to a leisure emphasis in education is found through a modern and progressive curriculum. Those leisure-time activities are to be preferred which promote growth, enrich life, give opportunity for creative endeavor, and have a high carry-over value out of school and after graduation.

W. H. Johnson's ⁹ article, "Leisure Time Guidance in Chicago Public High Schools," is a similar study to the one

⁹ W. H. Johnson, "Leisure Time Guidance in Chicago Public High Schools," School Activities, 10:331ff, April, 1939.

given above.

Other magazine articles and books found in the bibliography treat the subject of leisure in much the same way as the material already summarized. The consensus seems to be that leisure activities may be roughly classified as home activities, outside activities, educational, social, and commercial activities.

Education for leisure means enjoyment of the activity itself through participation. Recreation has tremendous possibilities in developing socialized personality.

Play is valuable. It aids physical and mental growth; it helps develop beauty of form and grace of movement; it furnishes an outlet for emotions; it aids social expression and helps to build character.

A child has a physical, intellectual, emotional, and social life. It is the general opinion today that all four phases of the life are bound up to a certain extent in his leisure activities. Realizing this fact, schools are beginning to center their curriculums around the child rather than around the subject matter. Most schools have assumed the responsibility of finding and creating interests, beginning the process in the lower grades and continuing through all the school years. They hold that in leisure time, character is marred or made. Through the public

school curriculum, they propose to train in:

1. Wholesome reading and literary appreciation.
2. Creative expression.
3. Music and art.
4. Dancing and rhythmic.
5. Dramatics and pageantry.
6. Creative arts and handicrafts including quilts, weaving, rugs, mats, painting, drawing, modeling, and sketching.
7. Scientific experimentation.
8. Nature study and activities.
9. Games and sports. (The school program should give everyone a chance to play).
10. Social recreation and sociability. Much time is spent in conversation, neighborliness, parties, social dances, dining together, indoor games, and social programs.

Extra-curricular activities are also used to create skills, leisure-time interests, and hobbies conducive to avocations.

These studies have enabled the writer to form a program emphasizing leisure for small schools. From this program a questionnaire was formulated for use in making a survey to find what emphasis small schools are placing on leisure-time activities.

IV. ORGANIZATION OF THE REMAINDER OF THE THESIS

Chapter II of this thesis traces the development of the questionnaire used in making the study and the procedures used in securing the data. In addition, it gives very definite information concerning the questionnaire returns and the schools from which the questionnaires were received.

Chapter III gives an analysis of the data, and tables are included to show various phases of the study.

The summary and conclusions are stated in Chapter IV.

In the Appendix the reader will find a copy of the questionnaire, the note sent with it, and a program emphasizing leisure worked out and executed in a two room school.

CHAPTER II

PROCEDURES USED IN MAKING THE STUDY AND SECURING THE DATA

Early procedures. In order to conduct this study, the writer had to become acquainted with a great variety of leisure-time activities which could be employed in small schools. The type of literature reviewed in Chapter I was very helpful. The bibliography lists other sources which were used. It was the writer's purpose to find out what people did with their leisure and what schools could do about the leisure problem. From the literature consulted, the writer formulated a list of practices which could be employed in smaller schools. The questionnaire was then formulated from this list.

The questionnaire. The questionnaire method of research seemed most feasible for getting the data in this study, since to collect data personally at each of the 196 schools represented in this study would have required too much time and expense.

The questionnaire itself was organized into large headings under which were placed types of leisure activities. The large headings included music, physical recreation, handicrafts and art, reading, nature activities, and social

activities. Many points could have been listed under each large heading and sub-heading; however, as stated before, the writer listed only those having a probability of existence in small schools.

A rating scale of 1, 2, and 3 was used to show the emphasis placed upon leisure-time guidance. These numbers meant much emphasis, a moderate amount, and little emphasis respectively. Since many who checked the questionnaire failed to indicate the amount of emphasis given to an activity, the number 4 was used to indicate that an activity was checked, but the amount of emphasis was not indicated.

Accompanying each questionnaire was a brief letter stating the purpose of the survey and extending appreciation for any cooperation given.¹

Source of data. After the questionnaire was complete, the writer used the Indiana School Directory for 1939-40. From this, the names and addresses of teachers were obtained. For the most part, small schools in southern Indiana were selected. As a rule, one school from a township was chosen. Three types or kinds of schools were chosen--(1) elementary; (2) high school; and (3) combined high school and elementary school. No school was chosen which had more than 299 pupils

¹ Both questionnaire and letter are listed in the Appendix.

or more than ten teachers. Those which had the most teachers were the combined schools. Since most city schools do not come in the class of small schools as defined by the writer, most schools represented in this study were township schools.

Table I shows that 148 elementary schools, ten high schools, and thirty-seven combined schools provided the data for this study. Of these, 159 were township schools, twenty-two were town schools, and fifteen were city schools.

Tables II and III give the reader an idea of the size of the schools from which the data were secured. It will be seen that the highest percentage of schools, 27.1 per cent, had from 0-49 pupils and that the next highest percentage, 24.4 per cent, had enrollments of 50-99. Only 7 per cent of the schools in this study had an enrollment of 250-299.

The greatest percentage of schools, 25 per cent, had two teachers; 20.5 per cent had only one teacher; and 14.8 per cent had three teachers. Only thirteen of the 196 schools had more than six teachers.

Number of questionnaires sent and the number returned. Table IV shows that thirty-two counties were represented in this study. Of 231 questionnaires sent, 187 were returned. This is a percentage of 80.9. The writer personally visited nine schools in four different counties, as is shown in Table IV.

TABLE I
TYPES OF SCHOOLS FROM WHICH DATA WERE SECURED

Type	Frequency
Elementary	148
Combined	37
High school	10
Total	196
Township	159
Town	22
City	15
Total	196

TABLE II
NUMBER OF PUPILS IN THE 196 SCHOOLS

Number or Pupils	Frequency	Per cent
0-49	53	27.1
50-99	48	24.4
100-149	35	17.9
150-199	30	15.3
200-249	23	11.8
250-299	7	3.5
Total	196	100.0

TABLE III
NUMBER OF TEACHERS IN THE 196 SCHOOLS

Number of Teachers	Frequency	Per cent
1	40	20.5
2	49	25.
3	29	14.8
4	25	12.8
5	15	7.7
6	15	7.7
7	11	5.6
8	1	.1
9	7	3.6
10	4	2.2
Total	196	100.0

TABLE IV

NUMBER OF QUESTIONNAIRES SENT OUT
AND RETURNED BY COUNTIES

County	No. Sent Out	No. Returned
Adams	8	8
Allen	6	4
Bartholomew	10	8
Brown	7	5
Crawford	8	6
Daviess	6	3
Dearborn	6	5
Decatur	4	3
DeKalb	4	4
Dubois	12	10
Floyd	7	5
Gibson	5	4
Harrison	10	8
Jackson	10	8
Jennings	6	5
Knox	6	6
Lawrence	8	6
Martin	7	6
Monroe	8	6
Orange	8	5
Owen	1	1
Parke	1	1
Pike	9	6
Perry	8	7
Posey	9	8
Scott	3	3
Spencer	13	10
Starke	2	1
Vanderburgh	8	7
Vigo	10	9
Warrick	11	11
Washington	11	9
Total	231	187
Personal Visits	No. of Schools Visited	
Warrick	2	
Spencer	4	
Vigo	2	
Gibson	1	
Total	9	
Grand Total	196	

CHAPTER III

THE QUESTIONNAIRE RESULTS

In this chapter the writer presents the data secured from the questionnaires returned and from personal visits to nine schools. The data are discussed in the following order and under the following headings, i. e., recreation, music, handicraft and arts, reading, nature activities, social activities, and miscellaneous findings.

I. RECREATION

Only twenty-eight, or 14.3 per cent, of the schools reported adequate gymnasiums. Forty-two reported inadequate gymnasiums. Of the 196 schools, eighty-nine reported some type of playground equipment. A study of Table V will show that sixty-six schools played volley ball with no great degree of emphasis placed on it. One hundred thirty-five schools reported softball teams; 103 had basketball teams; 110 reported other team games.

The frequency of little and moderate emphasis in all cases was greater than that of much emphasis. Quiet games were checked in seventy schools. Fifteen schools reported recreational movies. One hundred thirty-seven schools indicated that the games were supervised. Forty-three, or 31.1 per cent, of those reporting said that much emphasis

TABLE V
RECREATION

Activity	Degree of Emphasis	Frequency	Per cent
Team games			
Softball	1	20	
	2	54	
	3	16	
	4	45	
Total		135	68.8
<hr/>			
Basketball	1	20	
	2	38	
	3	15	
	4	45	
Total		103	52.5
<hr/>			
Volley ball	1	8	
	2	15	
	3	20	
	4	23	
Total		66	33.7
<hr/>			
Other games	1	20	
	2	37	
	3	23	
	4	45	
Total		110	56.1
<hr/>			
Quiet games	1	12	
	2	21	
	3	15	
	4	22	
Total		70	35.7

TABLE V (continued)

RECREATION

Activity	Degree of Emphasis	Frequency	Per cent
Supervision of games	1	43	
	2	63	
	3	18	
	4	13	
Total		137	69.0
Recreational movies	1	2	
	2	2	
	3	11	
Total		15	7.6
Playground equipment		87	44.3
Inadequate gymnasium		42	21.4
Adequate gymnasium		28	14.3

Note: In this and following tables having the column "degree of emphasis" the 1 means much emphasis; 2 means moderate emphasis; 3 means little emphasis; and 4 shows that emphasis was not indicated by the questionnaire.

was placed on supervision. Forty-six per cent reported a moderate amount of emphasis on supervision; 13.1 per cent indicated little emphasis; and 9.5 per cent did not state the amount.

II. MUSIC

Group singing was included as an activity in 150 schools; however, much emphasis was placed on it in only twenty-three of these schools. In 44 per cent of these schools a moderate amount of emphasis was placed on group singing, while in 33 per cent little emphasis was placed on group singing.

Glee clubs were included in thirty-one schools, with four of these schools emphasizing them. Forty-eight schools reported choruses, with the greatest number marking 2 and 3 on the rating scale. Thirty-two of the schools checked orchestra, with two of them giving it much emphasis. There were twenty-one bands and thirty-one rhythm bands reported. Forty-eight schools had radios; twenty-seven gave piano lessons; ten had harmonica clubs; thirty-six used phonographs; forty-eight taught music appreciation; and seventeen had folk dancing. From Table VI it can be seen that the greater number of these activities receive moderate or little emphasis.

TABLE VI
MUSIC ACTIVITIES

Activity	Degree of Emphasis	Frequency	Per cent
Group singing	1	23	
	2	66	
	3	50	
	4	11	
Total		150	76.5
Chorus	1	3	
	2	16	
	3	19	
	4	10	
Total		48	25.8
Radio	1	4	
	2	18	
	3	23	
	4	3	
Total		48	25.8
Music appreciation	1		
	2	20	
	3	25	
	4	3	
Total		48	25.8
Phonograph	1		
	2	15	
	3	20	
	4	1	
Total		36	18.8

TABLE VI (continued)

MUSIC ACTIVITIES

Activity	Degree of Emphasis	Frequency	Per cent
Orchestra	1	2	
	2	10	
	3	10	
	4	10	
		<hr/>	
Total		32	16.2
Glee Club	1	4	
	2	8	
	3	12	
	4	7	
		<hr/>	
Total		31	15.8
Rhythm Band	1	4	
	2	12	
	3	12	
	4	5	
		<hr/>	
Total		31	15.8
Piano lessons	1	0	
	2	5	
	3	18	
	4	4	
		<hr/>	
Total		27	13.7
Band	1	2	
	2	8	
	3	6	
	4	5	
		<hr/>	
Total		21	10.7

TABLE VI (continued)

MUSIC ACTIVITIES

Activity	Degree of Emphasis	Frequency	Per cent
Folk dancing	1	2	
	2		
	3	12	
	4	3	
Total		17	7.6
Harmonic club	1		
	2		
	3	10	
	4		
Total		10	5.1

Note: This table as well as all others having the column "degree of emphasis" should be read as follows: on group singing there was much emphasis in twenty-three schools; moderate emphasis in sixty-six schools; little emphasis in fifty schools; and the emphasis was not indicated in eleven schools. A total of 150 of the 196 schools, or 76.5 per cent, indicated on the questionnaire that they had group singing among their music activities.

III. HANDICRAFT AND ART

Handwork was divided in the questionnaire into sewing, embroidering, modeling, soap carving, woodcraft, knitting, crocheting, weaving, making scrapbooks, and school museums. These activities were reported as follows. Sewing was featured in fifty-six schools, thirteen of which gave it much emphasis. Embroidering was included in forty-three schools, modeling in twenty-three, soap carving in eighteen, and woodcraft in thirty-six schools. Knitting was reported in seven schools, crocheting in twelve, weaving in twenty-five, and making scrapbooks in ninety-six. Six schools had museums, and thirty-seven reported other kinds of handicraft. Table VII shows the amount of emphasis given for each activity.

IV. READING

One hundred thirty-six of the schools reported either room or school libraries. Six schools had fewer than twenty-five books; ten had fewer than fifty; twenty-two reported from 100 to 199 books; twenty-two from 200 to 299 books; fourteen from 500 to 700; seven from 700 to 1000; and three reported over 1000 books.

One hundred sixty of the schools stated that they encouraged pupils to read for pleasure. One school reported that pleasure reading was encouraged only when a

TABLE VII

HANDICRAFT AND ART

Activity	Degree of Emphasis	Frequency	Per cent
Making scrapbooks	1	10	
	2	40	
	3	25	
	4	21	
	Total	96	49.0
Sewing	1	13	
	2	21	
	3	10	
	4	12	
	Total	56	28.5
Embroidering	1	2	
	2	17	
	3	12	
	4	12	
	Total	43	21.9
Woodcraft	1	6	
	2	10	
	3	10	
	4	10	
	Total	36	18.3
Weaving	1	3	
	2	7	
	3	9	
	4	6	
	Total	25	13.0

TABLE VII (continued)

HANDICRAFT AND ART

Activity	Degree of Emphasis	Frequency	Per cent
Modeling	1		
	2	8	
	3	11	
	4	4	
Total		23	11.7
Soap carving	1	2	
	2	4	
	3	8	
	4	4	
Total		18	9.1
Crocheting	1		
	2	2	
	3	6	
	4	4	
Total		12	6.1
Knitting	1		
	2	2	
	3	4	
	4	1	
Total		7	3.5
School museum	1		
	2	2	
	3	1	
	4	3	
Total		6	3.0
Other kinds		37	19.0

"B" average was made by the pupil. Of these 136 schools, 102 did not state how much emphasis was placed on leisure reading. Eight placed much emphasis on leisure reading; fourteen indicated a moderate amount; and thirty-six indicated that a little emphasis was placed on leisure reading.

One hundred eleven schools indicated that they encouraged pupils to draw books from the public libraries. Some reported that there were no public libraries accessible to the pupils or that a sizable fee was required before the pupils could get books.

Thirty schools indicated that they kept newspapers on file. Fourteen of them kept local papers, while sixteen of them kept city papers. One hundred thirty-seven schools reported the use of newspapers in school work. Table VIII indicates the amount of emphasis placed on the use of newspapers in school work. The Table also gives the data on libraries, number of books, number of newspapers, and the methods of securing magazines as indicated on the questionnaires returned from 196 schools.

One hundred thirty-six schools stated that their schools did have access to magazines. These magazines were secured in many ways. In fourteen schools they were obtained by pupil subscription. In thirty-five of them they were furnished by the teachers. In twenty-eight schools, school

TABLE VIII
READING FACILITIES OF 196 SCHOOLS

Reading Facilities	Degree of Emphasis	Frequency	Per cent
<hr/>			
Schools reporting libraries (room or school)		136	69.4
<hr/>			
Number of books			
0-24		6	
25-49		10	
50-99		21	
100-199		22	
200-299		22	
300-500		31	
500-700		14	
700-1000		7	
Over 1000		3	
Total		136	69.4
<hr/>			
Schools keeping daily paper on file at school			
City papers		16	
Local papers		14	
Total		30	15.3
<hr/>			
Access to magazines . .	1		
	2	10	
	3	20	
	4	106	
Total		136	69.4
<hr/>			

TABLE VIII (continued)
 READING FACILITIES OF 196 SCHOOLS

Reading Facilities	Degree of Emphasis	Frequency	Per cent
Method of securing magazines			
Teachers furnish		35	
School Boards furnish		28	
Donations		20	
Pupil subscription		14	
Miscellaneous		39	

boards or trustees furnished the magazines; in twenty schools they were donated. Thirty-nine schools reported miscellaneous methods of securing magazines such as through entertainments and paper sales.

Table IX gives information concerning the reading activities of pupils in the schools of this study. Of the 136 schools indicating "use made of magazines," 114 reported that they used them for pleasure reading; ninety-three stated that they were used for oral reports; and seventy-four used them for written reports. As can easily be seen, some schools used magazines for more than one purpose. Of those which used magazines for pleasure reading, thirty-three indicated much emphasis; twenty-two checked moderate emphasis; and nine indicated little emphasis on the use of magazines for pleasure reading. Fifty schools did not indicate the amount of emphasis. Of the ninety-three schools which used magazines for oral reports, about 10 per cent, 33 per cent, and 13 per cent respectively checked 1, 2, and 3 on the emphasis scale. More than 40 per cent did not state the degree of emphasis. Of the seventy-four schools stating that magazines were used for written reports, four gave the activity much emphasis; twenty, a moderate amount; twenty, a little emphasis; and thirty did not indicate the amount of emphasis.

Table IX also shows the amount of reading done by

TABLE IX
READING ACTIVITIES

Reading Activities	Degree of Emphasis	Frequency	Per cent
Schools encouraging pupils to read for pleasure			
	1	8	
	2	14	
	3	36	
	4	102	
		<hr/>	
Total		160	81.0
Uses made of magazines			
Pleasure reading			
	1	33	
	2	22	
	3	9	
	4	50	
		<hr/>	
Total		114	58.1
Oral reports			
	1	10	
	2	31	
	3	12	
	4	40	
		<hr/>	
Total		93	47.4
Written reports			
	1	4	
	2	20	
	3	20	
	4	30	
		<hr/>	
Total		74	37.7

TABLE IX (continued)

READING ACTIVITIES

Reading Activities	Degree of Emphasis	Frequency	Per cent
<hr/>			
Schools using newspapers for school work	1	12	
	2	55	
	3	70	
		<hr/>	
Total		137	69.9
<hr/>			
Schools encouraging pupils to draw books from the public libraries	1	18	
	2	6	
	3	12	
	4	75	
		<hr/>	
Total		111	56.6
<hr/>			
Per cent of pupils who have read one or more books during a 3-4 month period			
Per cent			
0-9		5	
10-24		15	
25-49		30	
50-74		30	
75-99		50	
		<hr/>	
Total		130	66.3
<hr/>			

pupils in the schools during a three to four month period. In five schools less than 10 per cent of the pupils had read one or more books. It is heartening to see that 75 to 99 per cent of the pupils in fifty schools had read one or more books. A total of 130 schools reported on this particular part of the survey. The other sixty-six schools either stated that they kept no such record or they left the question unanswered.

V. NATURE ACTIVITIES

Field trips were reported by seventy-three schools. Most of the schools indicated moderate and little emphasis or did not indicate the amount of emphasis placed on field trips.

Twenty-three of the schools stated that they had made aquariums. Fifty-one schools had made collections. Thirty-four schools reported flower or vegetable gardens as part of their nature activities. Nine schools had formed camera clubs as a nature activity. Table X indicates the amount of emphasis placed on each activity and gives the complete data as stated on the questionnaires returned.

VI. SOCIAL ACTIVITIES

Table XI shows what social activities were carried on in the schools surveyed. Assembly or room programs were

TABLE X
NATURE ACTIVITIES

Activity	Degree of Emphasis	Frequency	Per cent
Field trips	1	10	
	2	12	
	3	21	
	4	30	
Total		73	37.2
Collections	1	9	
	2	13	
	3	11	
	4	18	
Total		51	26.0
Flower or vegetable garden	1	4	
	2	13	
	3	8	
	4	9	
Total		34	17.3
Making an aquarium	1	6	
	2	5	
	3	4	
	4	8	
Total		23	11.7
Camera club	1		
	2	3	
	3	2	
	4	4	
Total		9	4.1

TABLE XI
SOCIAL ACTIVITIES

Activity	Frequency
Assembly or room programs	135
Special day programs	117
Weekly programs	36
Monthly programs	30
Free activity period	68
School parties	
One or two per year	35
Three or four per year	24
Special days	19
Very often	6
Did not indicate how often	21
Total	105

the most frequent activities carried on in the schools. Special day programs were next in frequency of occurrence. Sixty-eight of the schools said they had a free activity period, but they did not state what type of activity was held in the period.

A total of 105 schools reported that they had school parties. Table XI, page 36, indicates that a frequency of once or twice a year was the most popular procedure. A frequency of parties of three or four times a year was next in popularity.

Table XII shows that ninety-five schools had 100 per cent participation in parties. Most of these parties were held either during school hours or immediately after school hours. In ninety-seven of the schools parties were considered helpful, and only eight of the schools indicated that they did not consider parties helpful.

Seventy-seven of the schools provided much supervision on parties, while only eighteen and ten schools respectively placed moderate and little supervision on parties. This would lead one to believe that most schools believe that parties must be closely supervised.

It is interesting to note that in 130 schools all pupils were encouraged to appear in school programs.

TABLE XII
ADMINISTRATION OF SOCIAL ACTIVITIES

Administration	Frequency
Time of parties	
During school time	42
After school hours	38
Both during and after school	20
Did not indicate the time	5
Total	105
Supervision of parties	
Much supervision	77
Moderate supervision	18
Little supervision	10
Total	105
Encouragement of all pupils to appear	
on programs during the year	130
100 per cent participation in parties	95
Parties considered helpful	97
Parties not considered helpful	8

VII. MISCELLANEOUS DATA

Eighty-nine schools reported that they had some type of playground apparatus. Table XIII shows the frequency with which the different equipment appeared. Basketball equipment headed the list with fifty schools reporting. Seventy-seven schools reported volley ball and soft ball equipment. Equipment for small children such as swings, teeters, and slides was mentioned quite frequently. Equipment for tennis, ping-pong, croquet, and horse shoe was not reported often.

Several teachers suggested that school boards furnish playground equipment. Most of those schools which reported equipment were two-, three-, and four-teacher schools. The one-room schools reported little equipment of any kind. The type of equipment possessed by the smallest schools was balls, gloves, bats, and ropes.

Teachers of small schools are club conscious. Clubs were reported from one-, two-, three-, four-, five-, six-, seven-, and eight-teacher schools. The class club was reported most often. However, such clubs as the Bird Club, Charm Club, Courtesy, Literary, Recreation, and Hobby clubs were frequently reported. Clubs were reported in seventy-nine of the schools. The number of clubs in the schools varied directly with the number of teachers. Ten schools reported 4 H Clubs; four listed Bird Clubs; six, Boy Scout organizations;

TABLE XIII
PLAYGROUND APPARATUS REPORTED

Apparatus, Equipment, and Courts	Frequency
Basketball	40
Softball	43
Swings	40
Teeters	39
Baseball diamonds	34
Volley ball	34
Slides	24
Giant stride	13
Merry-go-round	12
Chinning bars	10
May poles	8
Horse shoe courts	8
Ping-pong	7
Croquet sets	7
Table tennis	5
Tennis	5

Small Data in the Appendix

Playground, equipment, and courts reported

two, Sunshine Societies; four, Hi-Y Clubs; and two listed Girl Reserves. Table XIV gives a complete list of the clubs.

There was space on the questionnaire for remarks. Many teachers made no remarks, but several did. The following are some of the remarks made. They are quoted directly.

"In my school pupils cannot draw books from the library without paying a fee, so I draw books from the county seat library for pupils to read."

"The state should help poor schools to buy playground equipment."

"It is impossible to fill the required curriculum and have a free activity program."

"I have eight grades and no time for anything extra except opening exercises and recess periods." (This same idea was expressed several times by teachers of one room schools)

"We have access to one magazine, which the children use for obtaining art patterns."

"Our P. T. A. furnishes some magazines."

"This questionnaire doesn't apply to my school. I have no equipment and no time for activities."

"Small schools are crowded for time."

"We use the travel library."

"Much time is used in preparing the pupils for church singing, serving, and entertainments."

TABLE XIV
NAMES OF CLUBS IN SCHOOLS SURVEYED

Name	Name
1. Boys' Club	21. Individual Interest Club
2. Busy Bees	22. Jolly Workers
3. Bird Club	23. Junior Red Cross
4. Boy Scouts	24. Latin Club
5. Brownie Club	25. Literary Club
6. Courtesy Club	26. Lucky Thirteen
7. Current Events Club	27. Nature Investigators
8. Draft Club	28. Horse Shoe Club
9. Charm Club	29. Publishers Club
10. Girl Scouts	30. Poultry Club
11. Girl Reserves	31. Patrol Club
12. Glee Club	32. Recreation Club
13. Good English	33. Safety Club
14. Good Health	34. Science Club
15. Hiking Club	35. Service Club
16. History Club	36. Sunshine Society
17. Hi-Y Club	37. Sewing Club
18. Honor Club	38. Student Council
19. Home-Economic Club	39. Tennis Club
20. 4 H Club	40. Young People's Club

"We have an amateur hour on Friday morning. Children may bring any talent and present it to the group."

"We do not encourage leisure reading unless a pupil has an 'A' or 'B' average."

"Lack of facilities prevents activities. We prefer not to include them rather than have them poorly managed."

"We have met with much opposition in introducing progressive methods." (This opinion was expressed several times)

"Pupils cannot use our library without paying a \$5.00 fee."

"We have only four teachers, and are limited in time for extra-curricular activities."

"Parties are used to relieve the monotony."

"Our pupils are allowed any activity dealing with school and character building."

"The curriculum gives us no time for leisure guidance."

"I suggest that the State Board combine history, reading, and geography."

These quotations are typical of all those placed on the returned questionnaires.

CHAPTER IV

SUMMARY AND RECOMMENDATIONS

I. SUMMARY

1. The schools of this study were mostly township elementary schools. A few town schools and city schools were included, but most city schools do not come in the class of very small schools. These schools had from one to ten teachers and no more than 299 pupils.

2. Only 14.3 per cent of the schools reported adequate gymnasiums for recreation. Twenty-one per cent reported inadequate ones. Slightly more than one-third, then, have no gymnasiums at all. The lack of gymnasiums is probably due to the fact that many of the schools are old. Then, too, some of the communities do not realize the value of them. Lack of funds also may account for few gymnasiums which are adequate. Besides, many of the schools are so small that expenditure for gymnasiums seems impractical.

3. About 44 per cent of the schools reported playground equipment of some kind. Many stated that lack of funds kept them from buying equipment. Basketball and softball lead in playground games. About one-third of these schools played volley ball. More than 56 per cent reported other games. It is probable that the above games were

played because they can be carried on with little supervision. Since many children in the small schools are transported in buses, they spend a great amount of time at school before the opening of school and at the noon hour. There is need for quiet games such as checkers, puzzles, etc. More than 35 per cent of the schools reported quiet games.

4. While most schools stated that the games were supervised, the supervision was emphasized in fewer than one-third of the schools. Teachers in small schools have little time for supervision of games.

5. Recreational movies are in their infancy in the small schools studied. Facilities and time for movies have been lacking.

6. The small schools studied were not devoting much time to the study of music. Nearly one-fourth of the 196 schools investigated did not check group singing. About 15 per cent indicated that they emphasized it; a little more than 15 per cent checked the glee club as a music activity. A small per cent reported orchestras, bands, harmonic clubs, folk dancing, and piano lessons. A few more reported the use of radio and the teaching of appreciation. This question may be asked: "Why do our small schools emphasize music so little?" The answer may be that music is not one of the required subjects in most of the schools. Teachers are

overworked, and in many cases unprepared to teach music. In two schools the writer found that the pupils did no singing at all.

7. The small schools were not making much use of handwork. Sewing and making scrapbooks lead the handicraft activities. No doubt the reason was that sewing was a part of the curriculum in many of the schools, and scrapbook making adapts itself so readily to correlation with other subjects; it can be carried on with little supervision. Embroidering was done in about one-fifth of the schools. Little modeling and soap carving were done. The small schools have little knitting, crocheting, and weaving. The school museum was reported in only six of these schools.

8. The small schools do realize the value of reading. Nearly 70 per cent indicated that they had some type of library. Many schools, however, have too few books. Nearly half the schools reported fewer than 200 books. Six schools had fewer than twenty-five books; ten had fewer than fifty; and twenty-one had fewer than 100. Small schools do not always have available funds for books.

9. A total of 160, or 81 per cent, of the schools encouraged the pupils to read for pleasure. Over 56 per cent of the schools encouraged the pupils to draw books from the public library. Since recreational reading can be done with little supervision, if it is motivated, it can be very helpful in small schools.

10. A few schools kept newspapers on file, but about 70 per cent used newspapers in school work. About the same number reported the use of magazines. The teachers were resourceful, securing the magazines by pupil subscription, donations, and in miscellaneous ways that teachers and pupils devised. In many cases the teachers furnished the magazines. In about 20 per cent of the 136 schools reporting, the school boards or trustees furnished magazines. Teachers, and in some instances school boards, realized the value of newspapers and current magazines in school work. From the reports of the schools, it seems as if teachers realized that the carry-over value of newspaper and magazine reading will be greater if the papers are used for pleasure reading and for oral reports. Written reports were used but were not emphasized.

11. The answers received in the questionnaires indicated that pupils in small schools do read. However, sixty-six of the schools did not report the percentage of pupils who had read one or more books during a three or four month period. Some of those not answering kept no record of the pupils' reading. In fifty of the schools less than 50 per cent of the pupils had read a book. In eighty schools, from 50 to 100 per cent had read one or more books. Several schools stated that some pupils had read as many as ten books.

12. The small schools do not greatly emphasize nature work. Field trips are made use of most frequently; collections come next. There are few aquariums, camera clubs, or gardens. The small school should be aware of its great opportunity to make use of nature activities.

13. About 70 per cent of the schools of this study had programs of some sort. Most of these schools encouraged all-pupil participation during the year. The small school had a better opportunity than the large school to secure all-pupil participation. It would seem that the teachers realized the value of school programs.

14. A large percentage of the schools had parties given both during school time and after school hours. Some schools evidently realized the benefits of social training under supervision. Most of the 105 schools which checked parties reported all-pupil participation.

15. The club is not definitely a part of the small school as yet. Only seventy-nine of the 196 schools investigated had clubs. These seventy-nine schools reported forty different clubs. This lack of club activity is probably due to lack of time, of facilities for meeting, and of proper supervision.

II. RECOMMENDATIONS

Education for the use of leisure is as essential as education for the other objectives of education. There are many people, however, who think that school emphasis on leisure time activities is foolishness. They begrudge any time spent on physical education, music, or art. Any effort to introduce such activities in the schools meets with criticism. Wherever such conditions exist, our task is to educate the public concerning the value of worth-while leisure activities. In any case it is well to sell these activities to the public. This education might be done effectively through the P. T. A., the school news, and through school exhibits and programs.

The greatest drawback to an effective physical education program in the small school is lack of time of the busy teacher. The work must be planned and supervised. With a little concentrated effort, pupil leaders can be trained to help in the supervision of games. It might be well if some of the recreation workers hired by the Federal government were sent to the schools to train and help supervise the pupils. Many of these recreation workers have a hard time getting enough people together to justify their being hired. The small school in many cases needs their help. The writer recommends that the government investigate the

needs of a community where there are small schools and recreational workers employed by the government.

The complaint coming from teachers in small schools is that they don't have time to emphasize leisure activities because they have too many other subjects to teach. The state course of study includes history and civics in grades seven and eight. Geography is also included. Besides this, there are arithmetic, reading, health, spelling, and English to teach. A small school has from two to eight grades in a room. When the semi-annual examinations are given, the small schools must make a good showing in each subject in the curriculum. Is there any wonder that some teachers find no time for music, art, or socials? The writer suggests, as do many of the teachers, a revision of the curriculum. A social studies book might include geography, history, and civics. It is also recommended that some teachers of small schools be consulted when the curriculum is revised and that the new curriculum give a definite place to music, art, and other leisure-time activities.

More school boards and trustees should see that their schools are furnished with books. The writer recommends that they add a few to the library each year. Six schools in this study reported that they had fewer than twenty-four books.

It is recommended that teachers of small schools do more in the way of guidance for leisure readers. Book lists of suitable accessible reading matter can be posted. Children, however, should be given a wide choice of reading matter. Some method of checking on the amount of reading should be arranged. The leisure reading is really a disciplinary help to the busy teacher of the small school. It is suggested that the teacher use devices to stimulate the desire to read good literature. Traveling libraries, wherever possible, are also to be recommended.

Every small school should have at least one school club. Time with many teachers is at a premium, but time spent helping pupils to do things that they need to do in real life is time well spent. For the very small school the Individual Interests Club as described by one school in Knox County is suggested. The pupils in this school could not decide on one thing in which all were interested. The club, therefore, divided into committees one of which entertained at each weekly meeting. The work as reported by the teacher is as follows:

1. The model airplane committee consisting of three members

- a. Has made four fine models of airplanes.
- b. Has made a joint scrapbook.
- c. Has made an airplane map of the world.

- d. Has read six books on airplane flights.
- e. Has built an airport as part of the general school exhibit.
- 2. Health committee consisting of one boy and one girl
 - a. Has made health posters and booklets.
 - b. Has presented an original health play.
- 3. Joke committee consisting of two boys
 - a. Has made a joke and cartoon scrapbook.
- 4. Sports committee consisting of one girl
 - a. Has made a sports scrapbook.
 - b. Has made a collection of poems dealing with sports and sportsmanship.
- 5. Mechanics committee consisting of one boy
 - a. Has made a scrapbook containing pictures of modern inventions.
- 6. Collector committee consisting of one boy
 - a. Has made a miscellaneous collection of articles of interest.

Some time should be given to school programs in every school. A desirable type of program is that made by pupils and utilizing material that has been learned in classes. It is also helpful to bring in speakers and other outside talent. Small schools can often cooperate with outside agencies such as churches, lodges, etc., in giving programs. Some small schools which have no assembly room could give annual

Christmas and closing programs at different churches.

Since pupils are going to have social life, it is recommended that the school give them desirable social experiences under proper supervision. No school is too small to give a few of such experiences during the year.

Teachers of small schools should try to make more use of nature activities. The small school has a wealth of natural material at hand.

Wherever possible, the school should combine handwork with subjects in the curriculum. A colonial unit in history could make use of weaving, quilting, sewing, and construction work.

The writer further recommends that all schools have some music. The small schools could make more use of the radio and the phonograph. Since the harmonica is a cheap instrument and easy to learn, it might be well for small schools to make more use of that instrument. The writer suggests the employment of a county supervisor or joint county supervisor of music for those schools which have no music teachers, if such an arrangement is possible.

The small schools in Indiana are largely conscious of the value of emphasizing leisure-time activities, but they are limited in their guidance by lack of funds and personnel. However, many of them are doing a good piece of work of emphasizing leisure. Resourceful teachers can do

much, even in the face of difficulties. If the public is educated for the use of leisure time, much progress can be made. The curriculum builders need to revise the school curriculums so that education may better attain its objectives. The wise use of leisure time is one of these objectives.

Let us hope that in the near future provision will be made that these teachers of small schools will have the time, the inclination, and the facilities to guide pupils into doing those things which may carry over into worthwhile adult leisure activities.

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APPENDIX A

1. The first part of the report is a general introduction to the subject.
2. The second part is a detailed description of the methods used in the study.
3. The third part is a discussion of the results of the study.

QUESTIONNAIRE

- I. Number of teacher in school _____
- II. Number of pupils in school _____
- III. Kind of school: Township () Town () City ()
 Grade () Junior High () Senior High ()
 Combined ()
- IV. County located _____

Check any of the following which you have in your school. Indicate the amount of time or emphasis given to each by the numbers 1, 2, and 3. 1 represents much time, 2 represents a moderate amount of time, and 3 represents little time.

Music

- | | |
|------------------|------------------------|
| 1. Group Singing | 7. Radio |
| 2. Glee Club | 8. Piano Lessons |
| 3. Chorus | 9. Harmonic Club |
| 4. Orchestra | 10. Phonographs |
| 5. Band | 11. Music Appreciation |
| 6. Rhythm Band | 12. Folk Dancing |

Recreation

1. Gymnasium: Adequate () Inadequate ()
2. Playground: List equipment
3. Team Plays
 - a. Volley ball
 - b. Softball
 - c. Basketball
 - d. Other games
4. Quiet games
5. Are the games supervised? (Use 1, 2, 3)
6. Do you have recreational movies?

Handicraft and Art

- | | |
|--------------------|----------------------|
| 1. Sewing | 6. Knitting |
| 2. Embroidering | 7. Crocheting |
| 3. Modeling | 8. Weaving |
| 4. Soap carving | 9. Making scrapbooks |
| 5. Woodcraft | 10. School museum |
| 11. Any other kind | |

Reading

1. School library () or Room library ()
2. Number of books _____
3. Are pupils encouraged to read for pleasure? ()

4. Are pupils encouraged to draw books from the public library?
5. Are daily papers kept on file?
 - a. City papers
 - b. Local papers
6. To what extent are newspapers used? (1, 2, 3)
7. Do pupils have access to magazines?
 - a. How do you secure them?
 - b. What use do pupils make of them?
 - (1) General pleasure reading
 - (2) Oral reports
 - (3) Written reports
8. What per cent of pupils have read one or more books not required since January 1, 1940?

Nature

1. Field trips
2. Making and stocking an aquarium
3. Camera club
4. Collections
5. Have flower or vegetable gardens
6. Other activities

Social

1. School clubs--write names of any
2. Do you have assembly or room programs?
3. Check which programs
 - a. Special days ()
 - b. Weekly ()
 - c. Monthly ()
4. Are all pupils encouraged to appear on programs during the year?
5. Do you have school parties?
 - a. How often?
 - b. Are the parties given in or after school time?
 - c. Are they supervised? (1, 2, 3)
 - d. Do all pupils participate?
 - e. Do you consider the parties helpful?
6. Do you have a free activity period?

Remarks:

APPENDIX B

Dear Co-worker:

I am making a study of small schools in Indiana to see what they are doing towards guidance in the wise use of leisure time.

Your cooperation will be greatly appreciated.

Yours truly,

Armentra Ellis

APPENDIX C

PROGRAM EMPHASIZING LEISURE

Play

1. Teach many games
2. Have pupils make a playground including
 - a. see-saws
 - b. a horse-shoe court
 - c. volley ball court
 - d. miniature golf course with tin can hazards
3. Indoor games with a weekly game period
4. Folk dancing and rhythm exercises

Handwork

1. In connection with academic work
2. Making and repairing toys for Christmas gifts
3. Sewing and embroidery work in connection with club work

Social

1. Socialized recitations
2. Socialized lunch periods
3. Parties during school hours
4. Skating parties
5. Entertaining parents

Leisure Reading

1. Provide at least a library corner
2. Add new books as often as possible
3. Encourage reading for pleasure
 - a. books
 - b. magazines
4. Teach critical newspaper reading
5. Post a list of interesting readings
6. Dramatize stories
7. Encourage the getting of books from public libraries

Science

1. Exercises
2. Hikes
3. Gardens
4. Pet shows
5. Making collections of leaves, flowers, etc.

Clubs

1. Organizing not more than three clubs to be chosen by pupil interest

Programs

1. Friday morning room programs growing out of room activities
2. Special day programs
3. Annual Christmas tree and program at a neighborhood church
4. Closing day program
5. Cooperation with church programs and programs of other community agencies

Music

1. Group singing
2. Primary glee club
3. Organizing a mixed glee club to include alumni
4. An attempt to organize a small orchestra
5. Rhythm band
6. Attempt to develop critical attitudes toward radio programs
7. Encourage attendance at worthwhile concerts

Summer Activities

1. Guiding summer activities through community agencies

INDIANA STATE
LIBRARY