

T H E S I S

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A STUDY OF THE HOBBIES TO MEET THE INTERESTS
OF THE PUPILS IN EAST CHICAGO, INDIANA

Submitted by

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I HEREBY RECOMMEND THAT THE THESIS PREPARED UNDER MY
SUPERVISION BY Guy A. Pratt

ENTITLED "A STUDY OF THE HOBBIES TO MEET THE INTERESTS OF THE
PUPILS IN EAST CHICAGO, INDIANA, AND TO ESTABLISH A HOBBY CLUB
PLAN INCLUDING ORGANIZATION POLICIES, PROCEDURES AND METHODS."

BE ACCEPTED AS FULFILLING THIS PART OF THE REQUIREMENTS FOR THE
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CREDITS 3½

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Chapter I

INTRODUCTION

East Chicago, a city of some 55,000 inhabitants, is located in the very heart of a great industrial region in the extreme northern end of Indiana. The citizens of East Chicago comprise practically every nationality on the face of the globe. Their livelihood is earned chiefly by their labors in the many and varied industrial plants in and around the city. Most of these people are poor in the sense that they obtain little more than enough income to supply themselves with the necessities of life. In the main, they are good citizens. They get along well together in spite of their diverse customs and religious beliefs.

It has been the privilege of the writer to have taught in the public schools of East Chicago during the last fifteen years. During this period of years he has seen many boys pass through and be graduated from the schools. Some have gone on to institutions of higher learning and to successful positions in their own communities and elsewhere. Too many, though, it seems, drop out of school as soon as they reach the compulsory age limit without even finishing the elementary grades.

For boys who are not interested in the regular school subjects, membership in a real live club may be the impetus necessary to promote interest in school activities. It seems feasible to believe that interests aroused through school hobby clubs would carry over into the home and school, serving as an aid in child management.

Gladys Huntington Bevans¹, writing in the Chicago Tribune, says that mothers who complain that their daughters beg to go to the movies all the time, or that their sons are always on the streets during leisure time should "stop wailing and do something about it." This, she points out, may in large measure, be accomplished through the pursuit of hobbies or special interests. She encourages parents to provide the stimulus that will create new interests which will

"help children to use their leisure with interest and to find resources within themselves, an achievement which not only has great value while they're young, but enriches their adult life."

The present study is being made of the boys of Washington School. There is already a club system in operation and it is the policy that every pupil must belong to one of the clubs. While an attempt is made to give the pupil a first, second and third choice, he is often forced to become a member of a club in which he has little or no interest because the club of his choice is filled up or for some other reason he is denied membership.

This club system is an outgrowth of a situation which resulted from an inadequate auditorium facility. Weekly assemblies are conducted during the first period on Thursdays; because of the size of the school enrollment it is necessary to divide the pupils into two groups. The club system as now in operation was instituted to take care of the group not attending assembly on alternate Thursdays. This is the only time that club work is carried on except in a very few cases.

1. G. H. Bevans, "Hobbies Make Child's Leisure Hours Valuable", Clipping from The Chicago Tribune, 1936.

Since the assembly period lasts only thirty minutes as a rule, the club activity period is necessarily limited to that length of time also. During this thirty minute period the roll must be taken, the "daily notes" read to the pupils and other routine matters considered, resulting in little or no time for actual club work.

Obviously interest does not run very high in many of the clubs, therefore it seems that a better club system could be worked out designed to meet the interests of the pupils to a greater extent.

The Problem.- A study to determine what hobbies are most desirable and feasible to meet, the interests of the pupils in the high school of East Chicago, Indiana.

Justification for the Study.- The present study was undertaken first because of an apparent need in East Chicago for a hobby club system in the schools which will especially appeal to the boys and stimulate their interests in hobby work. It is hoped that these hobby interests will be carried into the homes and serve as a character control factor in keeping the boys off the streets at night and from seeking unwholesome recreation away from the home. Second, it is hoped that through an increased interest in hobby club work the boys may be induced to continue their schooling to a much greater extent.

It is the wish of the writer that this study will also be of value to other schools and communities as well as to Washington School and East Chicago.

Other Studies on the Subject.-- Two other studies were found which are to a certain extent similar in character to the present one. The first of these was a survey¹ conducted among the junior and senior high school boys of Kansas City, Missouri, made in order to determine the number of boys who had home workshops; and to investigate what tools, equipment and machines were available for such work. The survey also included those things the boys had made in their home workshops and the repairs about the home they had made or helped to make.

The second study² was a survey conducted to find what projects boys were most interested in and to determine the conditions under which home workshops were operated in Oklahoma City, Oklahoma.

Previous studies as referred to seem to meet the objectives of the present study through the home workshop program. They have shown this activity to be an effective factor in character control.

It is logical to believe that similar valuable results may be attained through hobby club activities closely supervised by qualified teachers sponsoring such clubs in the schools.

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1. P. V. Wilcox, "Social and Economic Values Developed by the Home Workshop Movement", unpublished thesis, Colorado State College, Fort Collins, Colorado, 1936.
 2. C. O. Keenan, "Home Shops of Junior High School Boys", unpublished thesis, University of Oklahoma, Norman, Oklahoma, 1932.

Chapter II

METHOD AND PROCEDURE

The objectives of this study will be approached through a survey to determine:

1. If a relationship exists between hobby club activities followed and good character
2. If a relationship exists between hobby club activities followed and scholastic standing
3. The apparent extent of interest shown by the boys in hobby club activities
4. The hobby club activities in which the boys are most interested

The study includes boys from the eighth to the twelfth grades inclusive. The data and information for the study were collected by: (a) a questionnaire to the boys, prepared by the writer and distributed, explained and collected by the homeroom teachers; (b) a questionnaire to the teachers sponsoring hobby clubs; and (c) personal interviews with boys, teachers and others.

The teachers were asked to check that part pertaining to the subject marks. The questionnaire to the boys was designed to obtain data on all items pertinent to the study, including among other things, hobby interests, reasons for not belonging to school hobby clubs, how the non-hobby boys spent their leisure time. Two trial questionnaires were prepared and used before the final form was constructed.

The questionnaire to the sponsors was distributed to the twenty-five teachers who sponsor clubs of a hobby character, for the purpose of obtaining their opinions on the present club system and to aid the writer in formulating a new club plan.

Personal interviews were conducted with certain boys in school and at their homes where they were actually working at their hobbies. Boys without hobbies were interviewed as well as those with hobbies. Parents were interviewed in some cases.

Classification of Boys.- For the purpose of comparison boys studied were classified into two groups - those who follow hobbies and those who do not. It was found that out of the 841 boys studied 540 stated they follow hobbies and 301 stated that they do not.

Approximately 1000 questionnaires were distributed to the boys with 841 being returned in such form as to be usable. A number of returned questionnaires were discarded because of incoherent and contradictory answers. Only those activities which in the mind of the writer and others are actually hobbies were classified as such. Thus, a boy naming an activity so classified as his hobby was placed in the hobby group. Those boys who named activities which, in the minds of the writer and others, could not be classified as hobbies were placed in the non-hobby group as well as those who indicated that they had no hobbies.

In determining which activities should be included as hobbies, the writer was guided to considerable extent by the following quotation in a booklet by Earnest Calkins¹:

1. E. E. Calkins, "Care and Feeding of Hobby Horses", Leisure League of America, N. Y. Introduction VII-1934 pp. 9-10.

"People who play at a craft or an art are called 'amateurs' - to distinguish them from professionals who are paid for doing the same things - and the meaning of amateur is lover. An amateur is one who does for love what other folks do for money.

"Hobby' is merely a convenient and handy word to designate the favorite occupation of an amateur. It does not include all the recreations and amusements available for our choice. While all hobbies are recreations, not all recreations are hobbies. Among recreations, games and sports must be included, and there are other pursuits, some of which are actually studies and belong in a class by themselves.

"For convenience in talking about them" Mr. Calkins says, "we might roughly group the amusements, diversions, or occupations available for leisure into four large divisions or classes, something like this:

1. Doing things
2. Making things
3. Acquiring things
4. Learning things.

"Doing things" he continues, "includes first all games and sports, as well as many other things that you do but which are neither games or sports, such as gardening, walking, bicycling, motoring, traveling, singing, acting charades, conducting spelling bees. Some games are active, as basket ball, or hockey; some require skill, as whist or golf; some depend on chance, as poker or dice. Some games are played without equipment, hare-and-hounds or blind man's bluff; some with simple and inexpensive implements as bettledore or shinny, and some with elaborate materials, as bowling, tennis, polo.

"We will put into our first class all recreations in which, while you must exert either brain or muscle, you do not make anything, collect anything or study anything."

Thus it is seen that to participate as a contestant in a sport is not considered by Calkins to be a hobby. But, if to take part in a sport involves the construction of certain equipment such as the making of ball bats, hockey clubs, checker boards, etc.,

with a considerable degree of concentration, such activities should be classified as hobbies.

Another article by Handlan¹ on hobby clubs includes as hobbies three activities: an astronomy club, botany club and bird club. The astronomy club met once a month to discuss and study astronomical bodies, and its only equipment consisted of a telescope loaned by a clergyman. The activities of the botany club were confined to hikes through the woods and fields under the direction of a lecturing guide. The bird club roamed the woods and observed the different species and habits of birds.

Webster's International Dictionary² defines a hobby as "a subject or plan to which one is constantly reverting; a favorite and ever-recurring subject or discourse, thought, or effort; a topic, theme, or the like (considered as) unduly occupying one's attention or interest."

In light of the above discussion and definition it seems, then, that the intensity of interest manifested in an activity is a determining factor in classifying it as a hobby.

Hobbies Followed.— The boys were asked to give the names of the hobbies which they followed. The number of different boys following a particular hobby was then summarized in Table I, in order to show in which fields the major interests lay. This information is of value to the study in that it will be taken into account in

1. J. W. Handlan, "Hobby Clubs", Journal of Adult Education Vol. 5 pp. 176-179, April 1933.

2. "Webster's Unabridged Dictionary", Merriam Series, p. 1022, Springfield, Mass., 1922.

formulating plans for a new hobby club program. Certain hobbies were found to stand out prominently as indicated by the number following them. By far the most popular were scrapbooks and stamp collections. Third in order are radio construction and aeroplane modeling.

The outstanding point in this table is the diversity of interest shown. In all, thirty-eight different hobbies were listed with the most popular being followed by less than fifteen percent of the group. Six items - canary raising, chicken raising, goldfish raising, house designing, nature study, soap carving and woodlore were mentioned only by one individual, or .2 of one percent of the group.

TABLE I. LIST OF HOBBIES FOLLOWED BY THE BOYS OF WASHINGTON
HIGH SCHOOL, EAST CHICAGO, INDIANA, WITH THE
NUMBER AND PERCENT OF BOYS FOLLOWING EACH.

Name of Hobby	No. of Boys	Percent
Aeroplane modeling	50	9.3
Archery	6	1.1
Auto mechanics	6	1.1
Bicycle repairing	5	.9
Cabinet making	20	3.7
Camping	4	.7
Canary raising	1	.2
Cartooning	12	2.2

TABLE I. LIST OF HOBBIES FOLLOWED BY THE BOYS OF WASHINGTON
HIGH SCHOOL, EAST CHICAGO, INDIANA, WITH THE
NUMBER AND PERCENT OF BOYS FOLLOWING EACH. (CONT'D)

Name of Hobby	No. of Boys	Percent
Chemistry	11	2.0
Chicken raising	1	.2
Collecting (miscellaneous)	34	6.3
Crossword puzzles	2	.4
Dog raising	2	.4
Drawing	16	2.8
Dramatics	12	2.2
Electricity	3	.6
Fishing	9	1.7
Gold fish raising	1	.2
House designing	1	.2
Hunting	7	1.3
Machine shop work	4	.7
Model making	43	7.9
Music	40	7.4
Nature study	1	.2
Painting	12	2.2
Photography	25	4.6
Poster making	13	2.4
Printing	10	1.8
Rabbit raising	17	3.1

TABLE I. LIST OF HOBBIES FOLLOWED BY THE BOYS OF WASHINGTON
HIGH SCHOOL, EAST CHICAGO, INDIANA, WITH THE
NUMBER AND PERCENT OF BOYS FOLLOWING EACH. (CONT'D)

Name of Hobby	No. of Boys	Percent
Radio construction	51	9.4
Scouting	11	2.0
Scrap books	79	14.6
Soap carving	1	.2
Stamp collecting	76	14.1
Tinkering	12	2.2
Watch repairing	7	1.3
Woodlore	1	.2
Woodwork	11	2.0

Distribution of Ages.— The ages of the boys studied ranged from 13 to 21. Questionnaires were distributed to all of the ninth, tenth, eleventh, and twelfth grades, and part of the eighth. It was found that the age of the greatest number of boys was 16. Only 3.1 percent of all the boys were 13 years of age and were nearly evenly divided as to the following of hobbies - 3.1 percent followed hobbies while 3.0 percent had no hobbies. The small number of boys at 13 years of age is accounted for by the fact that 13 is an advanced age for the eighth grade and therefore is a minority.

On the other hand, only a small number of the boys studied were 19 years of age or above.

The percentages of hobby and non-hobby boys included in the ten age levels parallel each other rather closely, the greatest divergencies being noted at the ages of 15 and 16.

TABLE II. DISTRIBUTION OF AGES OF BOYS IN THE HOBBY
AND NON-HOBBY GROUPS.

Age	Following Hobbies, 540		Not Following Hobbies, 301		Both Groups Combined 841	
	No.	Percent	No.	Percent	No.	Percent
13	17	3.1	9	3.0	26	3.1
14	63	11.8	30	10.0	93	10.9
15	129	23.8	50	16.6	179	20.2
16	148	27.4	96	32.0	244	29.7
17	110	20.4	72	23.9	182	22.2
18	55	10.2	34	11.2	89	10.7
19	16	2.9	9	3.0	25	2.9
20	1	.2	1	.3	2	.2
21	1	.2			1	.1
	540	100%	301	100%	841	100%

Hobby and Non-hobby Boys by Ages.— In determining the ages at which the most boys of this study seemed to be interested in hobbies, and at what age the least were interested, it seems advisable to ignore the ages of 20 and 21 because of the very few represented by those two age levels. Mass interest in hobby work seems to run highest at the age of 15 representing 72.7 percent. Interest seems to lag through the 16th and 17th years and then shows again through the 18th and 19th years. Of the boys 13 years of age 65.4 percent have hobbies and at 19, 64 percent have hobbies. Thus it is indicated that hobby interest among boys is fairly constant between the ages of 13 and 21 as shown by Table III.

TABLE III. HOBBY AND NON-HOBBY BOYS BY AGES

Age	Hobby Boys		Non-hobby Boys	
	No.	Percent	No.	Percent
13	17	65.4	9	34.6
14	63	67.7	30	32.3
15	129	72.7	50	27.3
16	148	60.7	96	39.3
17	110	60.4	72	39.6
18	55	61.8	34	38.2
19	16	64.0	9	36.0
20	1	50.0	1	50.0
21	1	100.0		00.0
	540		301	

Distribution of Grade Levels.— The two groups are comparable in grade distribution as shown in Table IV. There is but slight divergence of the two groups at any of the five grade levels. The greatest divergencies are noted in the eighth and tenth grades, where the percentages are 5.6 and 3.7 and 27.0 and 31.3 respectively.

TABLE IV. DISTRIBUTION OF GRADE LEVELS OF HOBBY
AND NON-HOBBY BOYS.

Grade Level	Following Hobbies		Not Following Hobbies		Both Groups Combined	
	No.	Percent	No.	Percent	No.	Percent
8	31	5.8	11	3.7	42	5.0
9	139	25.7	69	22.9	208	24.7
10	147	27.2	94	31.3	241	28.6
11	144	26.7	87	28.9	231	27.5
12	79	14.6	40	13.2	119	14.2
	540	100%	301	100%	841	100%

Hobby and Non-hobby Boys by Grades.— The grade level at which the highest percentage of boys in Washington School have hobby interests is the eighth. The tenth grade is the period at which the lowest percentage seems to be interested. There is an increase in interest through the eleventh and twelfth grades. This seems to coincide with the findings as shown in Table III, since the normal age group for the tenth grade is from 16 to 17. However, it was

indicated in Table III that in no case did the boys following hobbies fall below 60 percent.

Tables III and IV, therefore, show the period in a boy's life where special attention should be given to his leisure interests.

TABLE V. PERCENTAGE OF HOBBY AND NON-HOBBY BOYS
IN EACH GRADE.

Grade	Hobby Boys		Non-hobby Boys	
	No.	Percent	No.	Percent
8	31	75.6	11	24.4
9	139	66.8	69	33.2
10	147	60.9	94	39.1
11	144	62.3	87	37.7
12	79	66.4	40	33.6
	540	100%	301	100%

Citizenship and Subject Grades.— University Hill Junior High School at Boulder, Colorado¹, includes two hobby programs in its annual school assemblies. The theory of the school authorities is that hobbyists are not likely to be street light breakers and thieves.

1. F. A. Hoggess, "Hobbies and Leisure Time", National Education Association Journal. Vol. 24, p. 95, March 1934.

Common criticisms of college campuses, according to Schwering¹, is that nothing is being done for unorganized students. He tells of an organization which was formed at the University of Oregon to bridge the gap between sorority and non-sorority girls, and to provide a well distributed social program for the purpose of creating a better social attitude.

Good citizenship, according to most leading educators, is one of the chief objectives of all education. It is, therefore, considered important in the present study to determine if a relationship exists between hobby interests, citizenship and subject grades.

The boys of this study were asked to report their grades for the last two semesters in all subjects taken. Some subjects are required to be taken for only one semester, and in these cases they were to report only one grade.

As a safeguard against errors through forgetfulness or dishonesty, section teachers were asked to check the grades as reported by the boys. The average of the two semesters' grades given in any one subject was then used for this study.

The grading system in the Washington High School is as follows:

Grade E (excellent), given when the pupil works up to the full extent of his apparent capacity and does excellent work.

Grade S (satisfactory), when the pupil works up to the full extent of his apparent capacity and does satisfactory work.

1. H. P. Schwering, "Social Adjustment Through Hobby Groups", School and Society, Vol. 33, pp. 864-866, June 27.

Grade U (unsatisfactory), when the pupil's work is unsatisfactory according to his ability, but is of such quality as to be considered passing.

Grade F (failing), when the pupil, because of lack of effort, poor attitude, misbehaviour, etc., does work of such quality as to be considered failing.

Citizenship Grades.— Citizenship in Washington High School includes such factors as behavior, attitude, studiousness, promptness, dependability, respect, and leadership. It is granted that behavior may be the outstanding factor on which some of the teachers base their citizenship grades, but the final grade for a semester is taken as the average of the grades given by all the teachers under whom the pupil has studied. The pupil's final ranking, therefore, in citizenship is not subjected to the opinion of any one teacher, but rather to the opinions of several teachers.

The study reveals that boys who claimed hobbies received three times as many "E" grades in citizenship as the boys who did not have hobbies. Approximately the same percent of "S" grades were received by both groups. The non-hobby boys, on the other hand, received more "U" grades than did the hobby boys. As is shown in Figure 1, none of the hobby boys failed in citizenship while 3.7 percent of the non-hobby boys did.

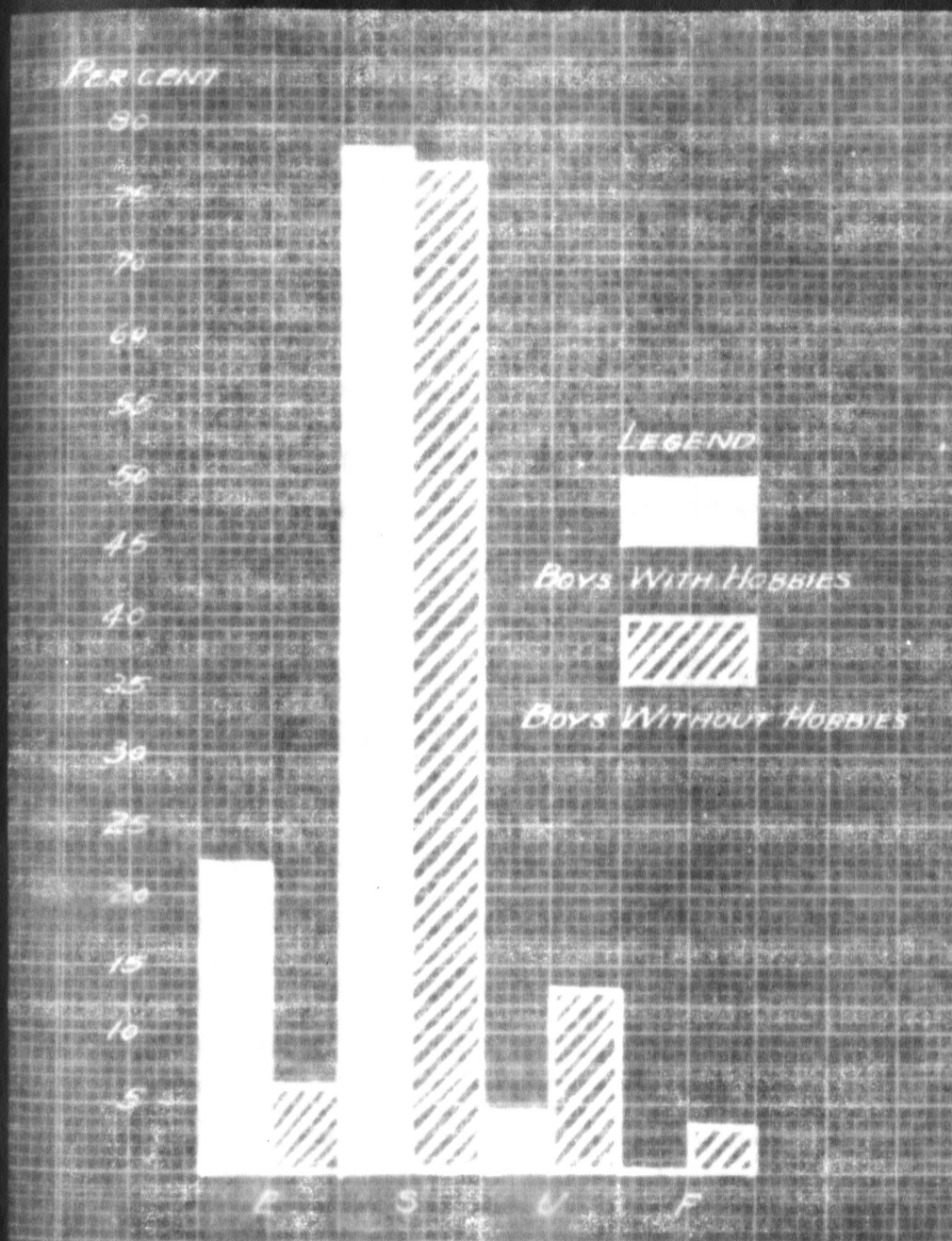


FIGURE 1. COMPARISON OF GRADES MADE BY BOTH GROUPS
IN CITIZENSHIP.

Dr. Hambrecht in a radio address¹ brought out several implications relative to hobbies and character:

"The use of leisure time is a problem which some people face seriously and others never consider at all. Some make their leisure hours of the highest vocational or cultural value. Others drift along from year to year without plan or program.

"History", he continues, "is full of interesting stories of men who have realized the possibilities of using their leisure time to good advantage. I am going to give you today a few illustrations. Among them are outstanding cases of great men with whose lives you are familiar. Most of them owe much to associates and instructors and radiating personalities."

He then names the following men as his examples:

Benjamin Franklin, Thomas Jefferson, George Washington, Peter Cooper, Andrew Carnegie, George Eastman, Wallace Nutting, Thomas Edison, Henry Ford, John Burroughs, John Masefield, Nathaniel Hawthorne, Walt Whitman, Mark Twain, Edward Bok, Luther Burbank and Abraham Lincoln.

In concluding his radio address, Dr. Hambrecht, in reference to what he said about each of the above individuals resumes:

"These stories are of men who have enjoyed life because their lives have been full. There have been no empty hours of wondering what to do with their time. Their leisure has been crowded with interests, vocational or otherwise. Hobbies have influenced their vocations and enriched their lives.

"Before a man can have a hobby, he must have interests. It is one of the chief functions of our schools to broaden our interests, our knowledge of things to be done and enjoyed.....

1. G. P. Hambrecht, "Hobbies - The Use of Leisure Time", a radio address over W.I.B.A., Madison, Wisconsin, Sunday, April 3, 1932.

"Early school days are important, but the leisure hours of a lifetime are just as important as the school days of youth. On this point, the stories of these great figures in American history should be convincing."

Grades Received in Academic Subjects.- In the academic subjects the hobby boys show an advantage in the grade of "E", while the non-hobby boys received a majority of the "S's", "U's" and "F's". While the differences are not very great except in the "E" grades the hobby boys seem to have an advantage when the grades are taken as a whole as indicated by Figure 2.

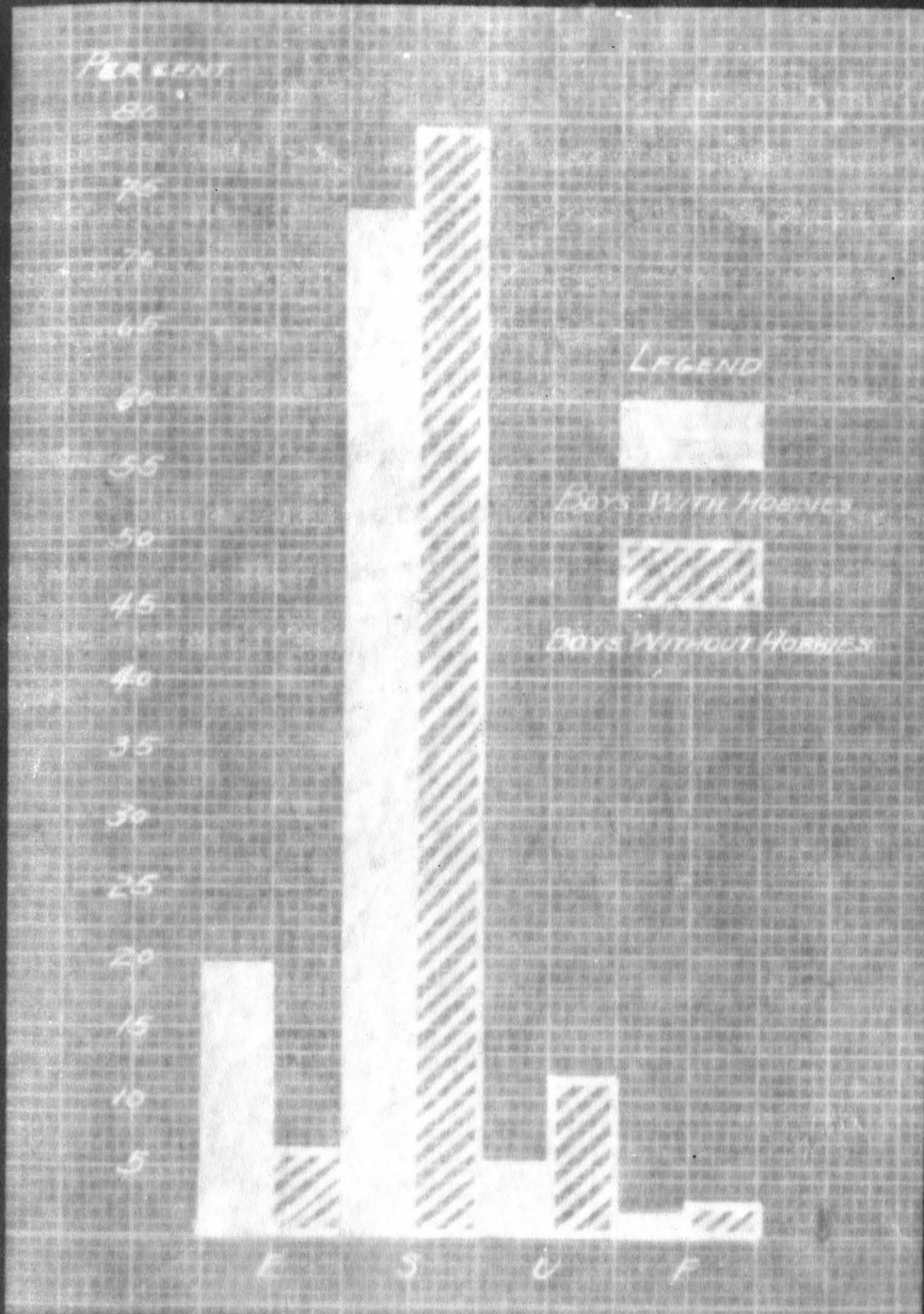


FIGURE 2. COMPARISON OF GRADES MADE BY BOTH GROUPS
IN THE ACADEMIC SUBJECTS.

Grades in Industrial Arts.- In the industrial subjects the non-hobby boys have shown a better record of grades than in the academic subjects. It is generally conceded that the industrial subjects require less preparation than do the academic subjects. Therefore it may be taken to indicate that the non-hobby boys of this study do better in subjects which are manipulative rather than preparatory.

In these subjects, too, the hobby show an advantage, but not as pronounced as in the academic group. The non-hobby boys show an advantage in the "S" grades as revealed in a study of Figure 3.

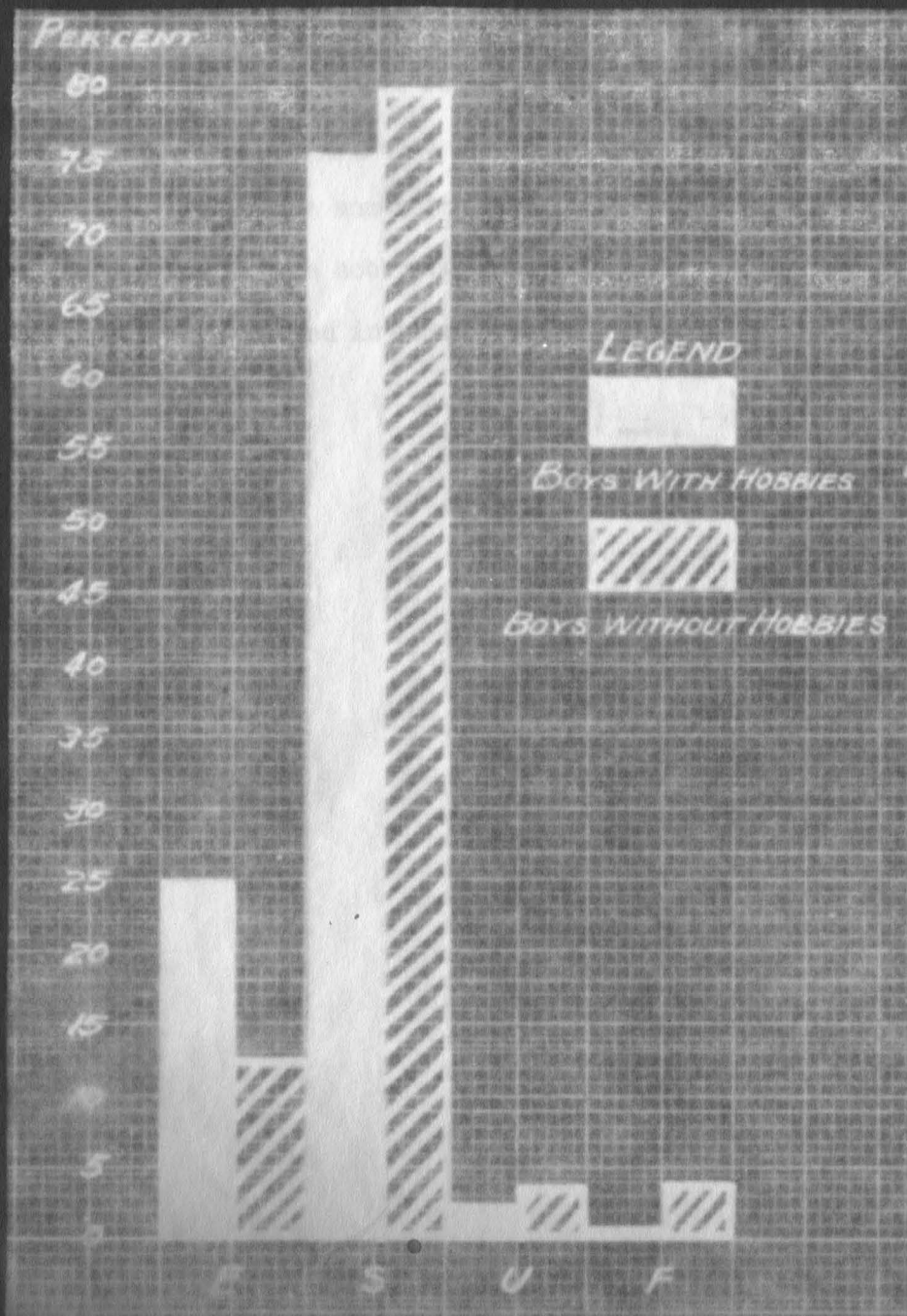


FIGURE 5. COMPARISON OF GRADES MADE BY BOTH GROUPS
IN INDUSTRIAL ARTS AND
VOCATIONAL SUBJECTS.

Grades in the Fine Arts.— As in the industrial subjects, the non-hobby boys make a favorable showing in the fine arts (music and drawing). While they have received more "S" grades than the hobby boys, the hobby boys received practically twice the percentage of "E's" received by the non-hobby boys. In this group of subjects .6 of one percent of the hobby boys have received "F's". None of the non-hobby boys failed in these subjects.

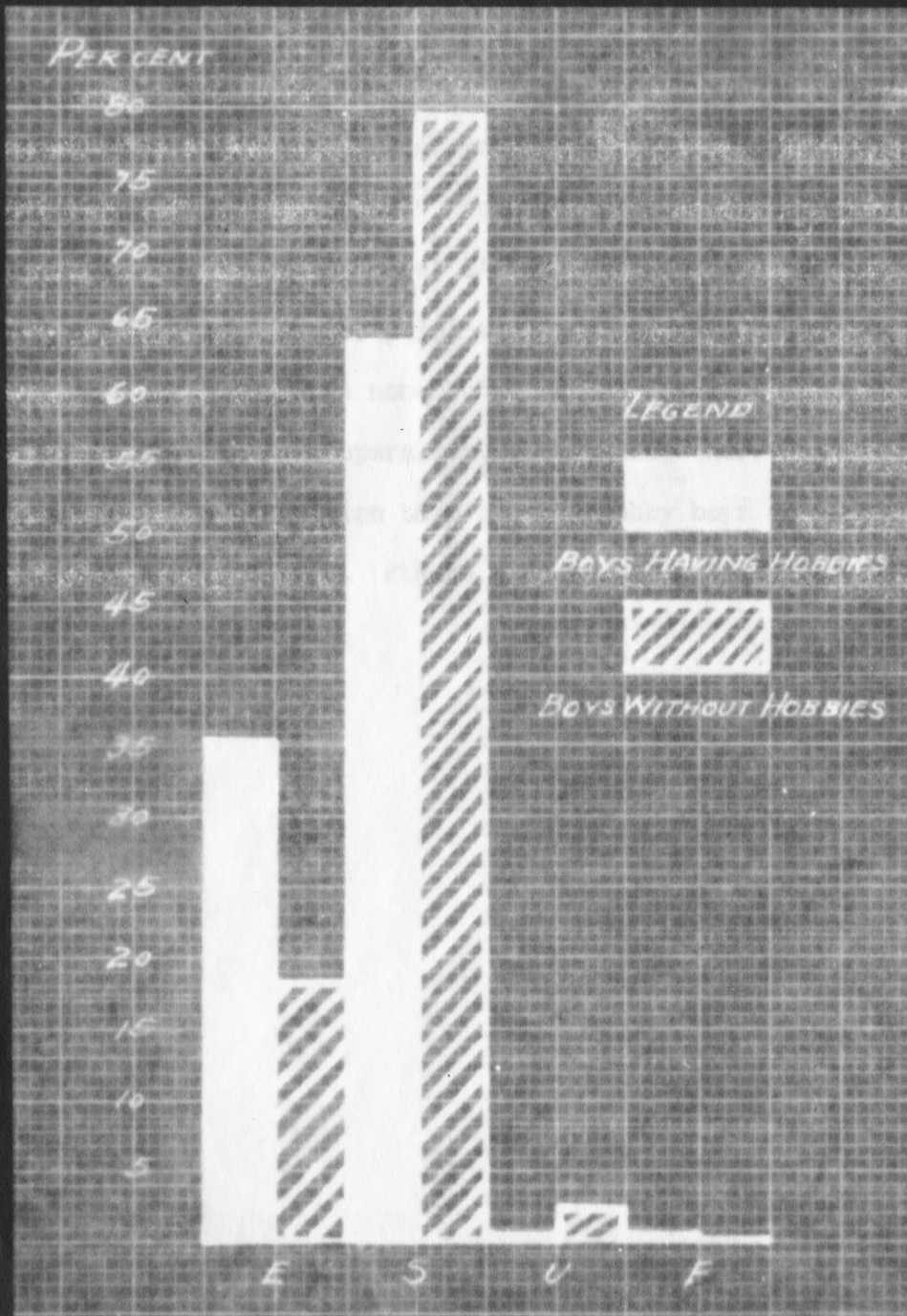


FIGURE 4. COMPARISON OF GRADES MADE BY BOTH GROUPS
IN THE FINE ARTS.

Grades in Physical Education.- The non-hobby boys seem to have made their best showing in Physical Education. Although they received only half as many "E" grades by percent as did the hobby boys, still they received more "E's" in this subject than in any other. There was a larger percentage of failures here among the hobby boys than among the non-hobby. Since Physical Education requires a minimum of preparation, the findings here seem to substantiate the assumption that the non-hobby boys do better in the non-preparatory subjects. Figure 5 shows the percentages in all four grades for both groups.

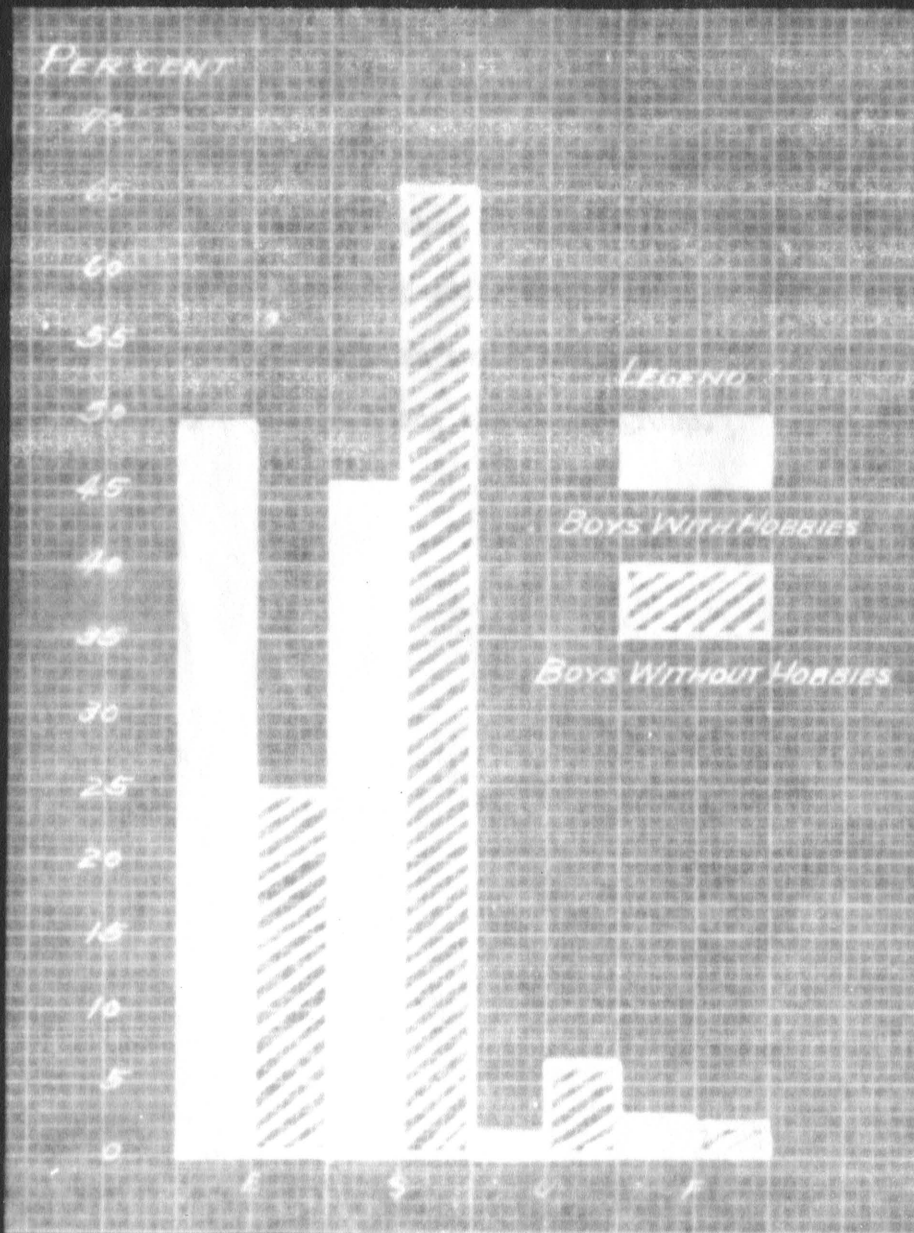


FIGURE 5. COMPARISON OF BOTH GROUPS ON GRADES
MADE IN PHYSICAL EDUCATION.

Grades in All Subjects.— In all subjects combined the hobby boys seem to show a decided superiority over the non-hobby boys. Thus, the hobby group received approximately twice the percentage of the "E" grades as received by the non-hobby group. The non-hobby group, on the other hand, received almost three times the percentage of the lowest passing grade as received by the hobby group. There was more than twice the percentage of failures among the non-hobby group as among the hobby group.

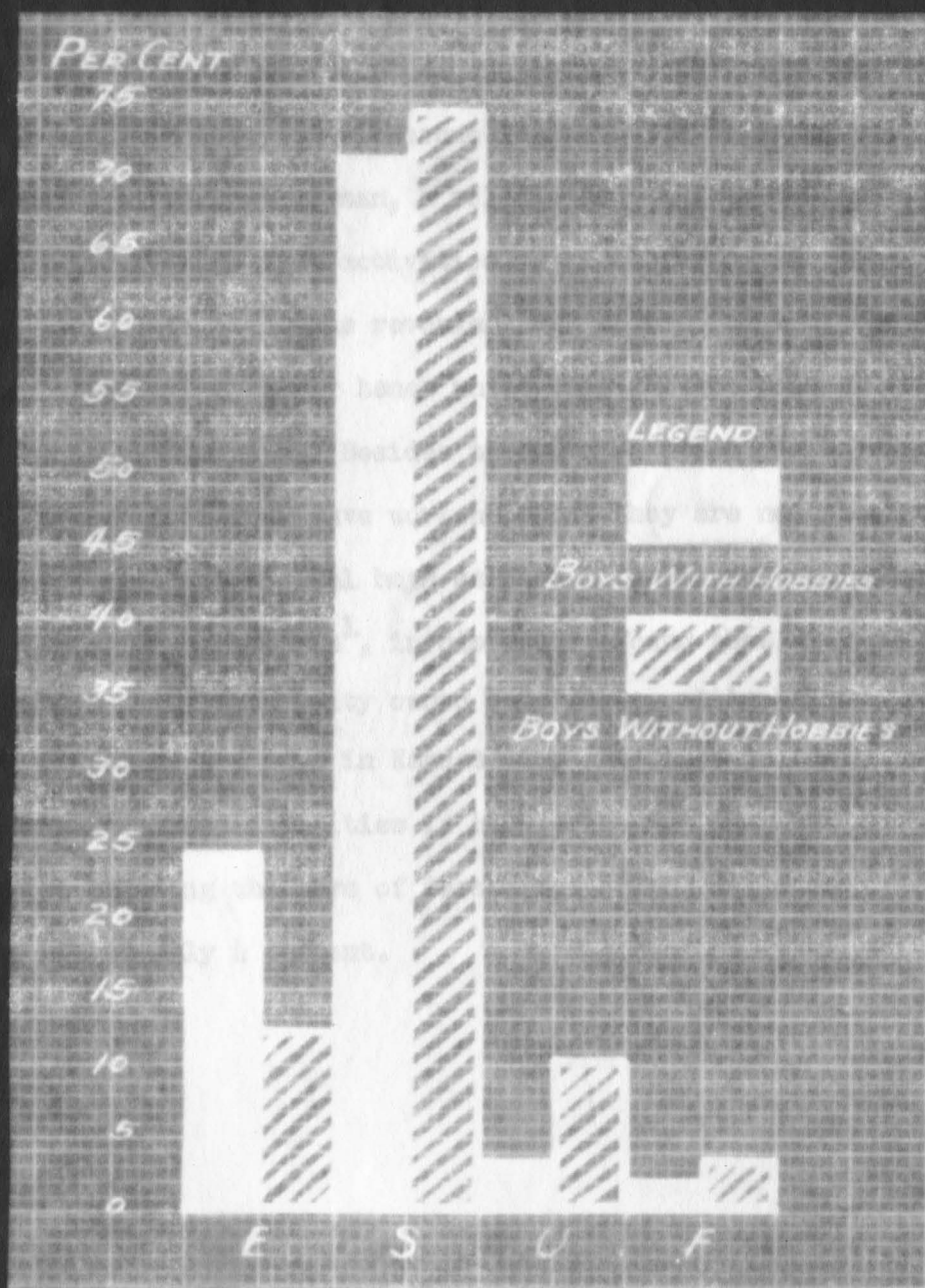


FIGURE 6. COMPARISON OF GRADES MADE BY BOTH GROUPS IN ALL SUBJECTS.

Home Influence of Hobby Interests.— It seems logical that parents should assume some responsibility towards stimulating interests in their boys for wholesome leisure time pursuits. As has been shown by Wilcox and Keenan, a relationship exists between home workshops and leisure time activities.

This study has revealed that 45.9 percent of the hobby boys have workshops in their homes while only 22.9 percent of the non-hobby boys have them. Besides these there are a few boys in each group who claim they have workshops but they are not allowed to use them freely. Of the 841 boys studied 38.9 percent had workshops in their homes. Keenan¹, in his study, found that 27.9 percent of the boys in Oklahoma City owned home shops, while Wilcox² found that 58 percent of the boys in Kansas City had shops in their homes. The average of these two cities is 42.9 percent. Thus the number of home workshops among the boys of Washington School falls short of this average by only 4 percent.

1. C. O. Keenan, op. cit., p.

2. P. V. Wilcox, op. cit., p.

TABLE VI. HOME WORKSHOPS AMONG THE BOYS OF BOTH GROUPS.

Status of Home Workshop	: Hobby		: Non-hobby			
	: Boys		: Boys		: Total	
	:No.	:Percent:	No.	:Percent:	No.	:Percent
Workshop in home and allowed to use freely	:248	: 45.9	: 69	: 22.9	: 317	: 37.7
Workshop in home and not allowed to use	: 6	: 1.1	: 4	: 1.3	: 10	: 1.2
No workshop in home	:279	: 51.7	:203	: 67.4	: 482	: 57.3
Not answering	: 7	: 1.3	: 25	: 8.3	: 32	: 3.8
	:540	: 100%	:301	: 100%	: 841	: 100%

Interest in Mechanics.— Table VII shows a higher percentage of non-hobby boys to be interested in things of a mechanical nature than are the boys who follow hobbies. This is in no sense contradictory to previously recorded findings but rather indicates the field in which the non-hobby boys' interests might be directed.

TABLE VII. INTEREST OF HOBBY AND NON-HOBBY BOYS IN MECHANICS.

Mechanical Interests	Hobby		Non-hobby		Total	
	Boys		Boys			
	No.	Percent	No.	Percent	No.	Percent
Interested in mechanics	370	68.5	216	71.7	586	69.7
Not interested in mechanics	82	15.2	53	17.6	135	16.0
Not answering	88	16.3	32	10.3	120	14.3
	540	100%	301	100%	841	100%

How the Non-hobby Boys Spend Their Leisure Time.— The data obtained in this part of the questionnaire cannot be relied upon as fully describing the situation. The writer has observed boys not following hobbies, engaged in pursuits of an unwholesome nature not listed in the following table. Modesty is no doubt the inhibiting factor which kept a number of boys from telling the whole truth.

It is not to be construed, however, that all of the pursuits listed below are considered unwholesome. On the other hand, a few of them are quite desirable and may be used as stimuli for promoting hobby interest.

TABLE VIII. LEISURE TIME PURSUITS OF 301 BOYS

NOT FOLLOWING HOBBIES.

Pursuit	:	Number of Times Mentioned
Listening to the radio	:	19
Selling papers	:	6
Shooting	:	1
Sports	:	8
At the library	:	2
Working in store	:	3
Hiking	:	4
Ushering in theater	:	4
Rollerskating	:	1
Gathering scrap iron	:	1
Tinkering	:	2
Camping	:	1
Riding bicycle	:	1
Working at Settlement House	:	2
Playing	:	30
At the boys' "hangout"	:	1
Working around the house	:	22
Playing cards	:	1
Going different places	:	1
Playing ball, etc.	:	62
Reading newspaper	:	4
Taking trips	:	1

TABLE VIII. LEISURE TIME PURSUITS OF 301 BOYS

NOT FOLLOWING HOBBIES. (CONT'D)

Pursuits	:	Number of Times Mentioned
Swimming	:	1
Going to parties and dances	:	2
With my friends	:	5
At the recreation parlor	:	2
Just fooling around	:	2
In the woods	:	1
Loafing	:	3
Shooting pool	:	3
Looking for interesting things to do	:	2
Wrestling	:	1
Playing golf	:	1
With my girl friend	:	2
Driving	:	1
Playing musical instruments	:	3

Magazines Read by the Boys.- Since interest in activities is often aroused by reading about them, it seemed to be of value to this study to determine to what extent the boys of Washington High School read magazines and the names of the magazines read. The boys were requested to list their favorite magazines.

Through the aid of the school librarian, a teacher of English and his pupils, the magazines as mentioned in Table IX were classified into three groups: those pertaining directly or indirectly to hobby work; those of the desirable story type; those of the undesirable story type - undesirable for junior and senior high school pupils. Some differences of opinion might exist as to some of the magazines in the last classification. But since such magazines whose subject matter deals with gangsters, mystery murders, love and romance, sexual indecencies, vile jokes, etc., are frowned on by the school authorities of East Chicago they have been classed as undesirable for such pupils.

In recording the findings on the reading of magazines, it was found that the hobby boys read magazines to a greater extent than do the non-hobby boys. The average number of magazines read by all of the boys of this study were 2.93. Those read by the hobby boys were 2.96, while those read by the non-hobby boys were 2.88. The hobby boys read on an average more magazines included in the first two classifications, but the non-hobby boys read more of the magazines in the third classification. Though the non-hobby boys have previously indicated they were more interested in mechanics than the hobby boys, their reading interests seem to refute it.

TABLE IX. MAGAZINES READ BY BOTH GROUPS AND THE NUMBER
OF TIMES MENTIONED.

Classification and Name of Magazine	Number of Times Mentioned			
	Hobby Boys	Non-hobby Boys	Total	
<u>Related to hobby field:</u>				
Amateur Astronomy	1		1	
Architectural Forum	1		1	
Aero Digest	6	1	7	
Automotive Digest	1	1	2	
Aviation	61	17	78	
Boating	1		1	
Boy Scouts of America	3		3	
Current Events	2		2	
Du Pont	1		1	
Dog World	1		1	
Etude	6		6	
Field and Stream	2	2	4	
Home Craftsman	1		1	
How to Build It	1		1	
Hunting and Fishing	9	5	14	
Hobby Magazine	1		1	
Inventions	1		1	
Illustrated Mechanics	1		1	
Modern Science	6	2	8	

TABLE IX. MAGAZINES READ BY BOTH GROUPS AND THE NUMBER
OF TIMES MENTIONED. (CONT'D)

Classification and Name of Magazine	Number of Times Mentioned			
	Hobby	Non-hobby	Total	
	Boys	Boys		
<u>Related to hobby fields:</u>				
Model Airplane News	8			8
Modern Invention		1		1
Modern Aviation	1			1
Modern Mechanics	50	16		66
Mechanical Magazine		2		2
Mechanics and Handicraft:	1			1
Mechanical Engineering		1		1
Mechanical Arts	1			1
Mechanics and Invention:	1			1
Model Aircraft Engineer:	1			1
Nature	1	1		2
Outdoor Indiana	3			3
Outdoor Life	12	9		21
Power	1			1
Popular Mechanics	258	116		374
Popular Science	141	39		180
Photography	1			1
Purdue Engineer	1			1
Q.S.T.	1			1
Radio News	6	1		7

TABLE IX. MAGAZINES READ BY BOTH GROUPS AND THE NUMBER
OF TIMES MENTIONED. (CONT'D)

Classification and Name of Magazine	Number of Times Mentioned			
	Hobby Boys	Non-hobby Boys	Total	
<u>Related to hobby field:</u>				
Radio Workshop	1		1	
Radio Digest	2		2	
Radio Guide	2		2	
Rudder	3		3	
Radio Trouble Shooter	1		1	
Scientific Research	1		1	
Scientific Weekly	1		1	
School Art	1		1	
Scientific American	2	4	6	
Steel	2		2	
Science News Letter	3		3	
Short Wave Craft	5	1	6	
Science	2		2	
Science of Today	1		1	
Travel	4		4	
Universal Model Magazine	1		1	
Yachting	3		3	
Youths' Companion	1		1	
Total	628	231	859	
Average per boy	1.163	.767	1.02	

TABLE IX. MAGAZINES READ BY BOTH GROUPS AND THE NUMBER
OF TIMES MENTIONED. (CONT'D)

Classification and Name of Magazine	Number of Times Mentioned			
	Hobby Boys		Non-hobby Boys	Total
<u>Not related to hobby field but wholesome:</u>	:	:	:	:
American Boy	41	:	18	59
American	10	:	14	24
American Legion Monthly	2	:	1	3
American Life	4	:		4
Atlantic Monthly	4	:	1	5
Ace Sports		:	3	3
All American Sports	4	:	5	9
Air Stories	1	:		1
Boys Life	121	:	53	174
Baseball World	1	:		1
Child Life	1	:	1	2
Cosmopolitan	8	:	7	15
Country Gentlemen	1	:	1	2
Country Home	1	:		1
Colliers	49	:	26	75
Current History	1	:		1
Fun Book		:	1	1
Good House Keeping	1	:	1	2
Harpers	1	:	2	3
Liberty	45	:	18	63

TABLE IX. MAGAZINES READ BY BOTH GROUPS AND THE NUMBERS
OF TIMES MENTIONED. (CONT'D)

Classification and Name of Magazine	Number of Times Mentioned			
	Hobby		Non-hobby	
	Boys		Boys	Total
<u>Not related to hobby field but wholesome :</u>	:	:	:	:
Literary Digest	24	:	16	40
Music News	1	:	1	2
National Geographic	17	:	5	22
National Sportsman	1	:		1
Nation's Business	1	:		1
Outdoor Sports	1	:		1
Open Road for Boys	52	:	11	63
Pictorial Review	1	:	1	2
Parents Magazine	2	:		2
Path Finder	2	:		2
Readers Digest	15	:	9	24
Real America	1	:		1
Railroad Magazine	2	:		2
Sports Afield	28	:	25	53
St. Nicholas	1	:	2	3
Saturday Evening Post	65	:	26	87
Sports Stories	2	:		2
Time	20	:	26	46
Today	1	:		1

TABLE IX. MAGAZINES READ BY BOTH GROUPS AND THE NUMBER
OF TIMES MENTIONED. (CONT'D)

Classification and Name of Magazine	Number of Times Mentioned			
	Hobby	Non-hobby	Total	
	Boys	Boys		
Not related to hobby field but wholesome:				
The Nation	2			2
The Weekly	1			1
Who's Who in Baseball	1			1
Total	539	279		814

Magazines questionably
undesirable for children
to read:

Astounding Stories	3	5	8
Adventure	5	3	8
Amazing Stories	2	4	6
Air Trails	1	1	2
Air Scouts	1		1
Ace High	1		1
Argosy	3	2	5
Blue Book	1	1	2
Battle Birds	2	2	4
Battle Stories	1		1
Black Mask		1	1
Bill Barnes	22	4	26

TABLE IX. MAGAZINES READ BY BOTH GROUPS AND THE NUMBER
OF TIMES MENTIONED. (CONT'D)

Classification and Name of Magazine	Number of Times Mentioned			
	Hobby		Non-hobby	
	Boys		Boys	Total
Magazines questionably undesirable for children to read:	:	:	:	:
Black Book Detective	:	:	1	: 1
Battling Aces	:	1	:	2 : 3
College Humor	:	1	:	: 1
Dare Devil Aces	:	9	:	1 : 10
Detective Fiction Weekly	:	2	:	: 2
Doc Savage	:	43	:	23 : 65
Dime Cowboy	:	:	2	: 2
Dime Mystery	:	:	1	: 1
Dime Sports	:	3	:	5 : 8
Dime Detective	:	2	:	36 : 38
Dime Western	:	1	:	1 : 2
Esquire	:	11	:	5 : 16
Flying Aces	:	30	:	4 : 34
Gangster	:	:	1	: 1
G-8 and His Battle Aces	:	13	:	9 : 22
Lariat	:	1	:	: 1
Lone Eagle	:	3	:	3 : 6
Movie Mirror	:	1	:	3 : 4
Master Detective	:	15	:	: 15
Movie Action	:	1	:	: 1

TABLE IX. MAGAZINES READ BY BOTH GROUPS AND THE NUMBER
OF TIMES MENTIONED. (CONT'D)

Classification and Name of Magazine	Number of Times Mentioned			
	Hobby	Non-hobby	Total	
	Boys	Boys		
Magazines questionably undesirable for children to read:	:	:	:	:
Modern Detective	1	:	:	1
Mystery Tales	:	2	:	2
Nick Carter	2	8	:	10
Operator "5"	3	2	:	5
Operator-X	1	:	:	1
Pete Rice	2	3	:	5
Phantom of the Air	:	1	:	1
Phantom Detective	:	1	:	1
Photoplay	1	1	:	2
Public Enemy	1	:	:	1
Range Romance	2	3	:	5
Real Life Stories	1	:	:	1
Red Book	2	2	:	4
Ranch Romance	1	:	:	1
Romance	1	:	:	1
Sky Birds	10	:	:	10
Sky Fighters	2	:	:	2
Spider	12	:	:	12
Star Western	:	2	:	2
Secret Agent	1	:	:	1

TABLE IX. MAGAZINES READ BY BOTH GROUPS AND THE NUMBER
OF TIMES MENTIONED. (CONT'D)

Classification and Name of Magazine	Number of Times Mentioned					
	Hobby	Non-hobby	Total			
	Boys	Boys				
<hr/>						
Magazines questionably undesirable for children to read:	:	:	:	:		
Shadow	:	28	:	27	:	57
Star Detective	:	2	:	:	:	2
Street and Smith	:	5	:	8	:	13
True Confessions	:	3	:	1	:	4
True Stories	:	6	:	8	:	14
True Detective	:	11	:	:	:	11
War Aces	:	1	:	:	:	1
Wu-Fang	:	4	:	3	:	7
Wings	:	1	:	1	:	2
Wonder Stories	:	8	:	4	:	12
Western	:	34	:	39	:	73
Western Aces	:	6	:	2	:	8
War Birds	:	2	:	:	:	2
Wild West Weekly	:	9	:	12	:	21
X-Nine Air Stories	:	1	:	:	:	1
<hr/>						
Total	:	332	:	256	:	588
Average per boy	:	.62	:	.85	:	.699
Grand total of magazines read	:	1599	:	866	:	2465
Average per boy	:	2.96	:	2.88	:	2.93

Books Read by the Boys:- For the same reasons as given under the preceding topic, page 34, it seemed desirable to determine to what extent the two groups of boys read books and the types of books read.

Those books mentioned have been divided into two classifications - those related directly or indirectly to hobby or leisure time pursuits, and those not related.

Again the study shows that the hobby boys do more reading than the non-hobby boys, the averages being 1.65 books per boy for as against 1.13 for the non-hobby boys. The hobby boys read on an average of .55 while the non-hobby boys read an average of .44 of books related to hobbies. Of books not related to hobbies the averages were 1.09 and .68 respectively.

TABLE X. EXTENT AND TYPES OF BOOKS READ BY BOYS OF
WASHINGTON SCHOOL.

Type and Classification	Number of Times Mentioned			
	Hobby	Non-hobby	Total	
	Boys	Boys		
<u>Books related to hobbies:</u>				
Agriculture	1			1
Animal Life	5			5
Astronomy	1			1
Art	2			2
Aviation	57	16		73
Electricity	7			7
Engineering	1			1
Exploration	5			5
Fishing	1	1		2
Geography	2			2
Homelife	1	2		3
Hunting	1	2		3
Inventions	4			4
Mechanics	44	31		75
Music	3	3		6
Nature	14	8		22
Plays	2			2
Radio	10	2		12
Science	27	12		39
Scouting	2	2		4
Sports	75	40		115

TABLE X. EXTENT AND TYPES OF BOOKS READ BY BOYS OF
WASHINGTON SCHOOL. (CONT'D)

Type and Classification	:	Number of Times Mentioned		
		Hobby	Non-hobby	Total
		Boys	Boys	:
<u>Books related to hobbies:</u>	:	:	:	:
Technical	:	5	:	5
Travel	:	27	14	41
Total	:	297	133	430
Average per boy	:	.55	.44	.51
<u>Books not related to hobbies:</u>	:	:	:	:
Adventure	:	294	85	379
Biography	:	23	5	28
Books for boys	:	1	2	3
Business	:	1	:	1
Cowboy stories	:	1	:	1
Detective stories	:	23	11	34
Educational	:	:	3	3
Fairy stories	:	1	1	1
Fiction	:	117	35	152
Frontier days	:	1	2	3
Gangster stories	:	1	2	3
History	:	19	5	24
Humor	:	5	1	6
Indian stories	:	1	:	1
Law	:	1	:	1

TABLE X. EXTENT AND TYPES OF BOOKS READ BY BOYS OF
WASHINGTON SCHOOL. (CONT'D)

Type and Classification	Number of Times Mentioned			
	Hobby	Non-hobby	Total	
	Boys	Boys		
<u>Books not related to hobbies:</u>				
Love stories	1	1		2
Mystery	64	40		104
Politics	1			1
Railroad stories	2			2
Real life stories	1			1
Sea stories	24	8		32
Spy stories	1	1		2
Tragedy	2	1		3
War stories	6	2		8
Total	591	203		796
Average per boy	1.09	.68		.98
Grand total	888	338		1226
Average per boy	1.64	1.12		1.38

Hobby Clubs in School.— There are 18 active hobby clubs in the Washington High School. Twenty-five teachers sponsor these clubs. The hobby clubs are operated on the same plan as other clubs, that is, they meet every other week for a period of approximately 30 minutes. The camera club has the largest enrollment, yet only 4.6 percent listed photography as their hobby. Four sponsors are required in this club. Table XI shows a list of these clubs and the number of sponsors per club.

TABLE XI. HOBBY CLUBS AND NUMBER OF SPONSORS IN
THE WASHINGTON HIGH SCHOOL.

Name of Club	:	Number of Sponsors
Aviation	:	1
Airplane Modeling	:	1
Animal	:	1
Art Appreciation	:	2
Boy Scouts	:	1
Camera	:	4
Drafting	:	1
Dramatics	:	1
Exploring	:	1
Flowers	:	1
Homemakers	:	2
Model Making	:	2
Movie	:	1
Music Lovers	:	2
Nature	:	1
Quill and Staff	:	1
Scrap Book	:	1
Short Story Writing	:	1

Reasons for Not Belonging to Hobby Clubs.- The non-hobby

boys were asked to state their reasons for not belonging to the hobby clubs in school. Of these 247 stated their reasons, while 54 gave no reasons. The reasons as given were quite varied and plainly show the attitude of this group towards the hobby clubs as now existing.

"None in school I like," or words to that effect, was given by one-half of this group. Nineteen percent said they were more interested in clubs other than hobby clubs; 8.9 percent stated they were forced to join a club not of their choice.

The findings tend to indicate that the present club system is not meeting the needs or interests of the non-hobby group. A revision of some kind should be made in order to do so. Only about 15 percent of these reasons seem to be due to the administration of the club system. The rest seem to be definitely due to the failure to meet or arouse interest and to hold it.

TABLE XII. REASONS GIVEN BY THE NON-HOBBY BOYS FOR NOT
BELONGING TO THE SCHOOL HOBBY CLUBS.

Reason	Number of Times Mentioned	Percent
None in school I like	123	49.8
More interested in other clubs	47	19.0
Forced to join some other club	22	8.9
Not interested in club work	16	6.5
Didn't know there were any in school	11	4.5
Don't like school clubs as they are	5	2.0
Clubs don't meet often enough	4	1.6
Too many in the club	3	1.2
Prefers club work out of school	3	1.2
No time for club work	3	1.2
School clubs inadequate	3	1.2
They're no good	2	.8
School clubs unsatisfactory	2	.8
All too dead	1	.4
Don't care to belong	1	.4
None that interest me	1	.4
Total	247	100%

Report of Club Sponsors.- A questionnaire was presented to the twenty-five teachers who sponsored hobby clubs in order to determine what part they play in the present club system. It was desired to obtain their criticism of the present system as a basis in reconstructing the program.

It has been observed that many teachers seem to take the present club work as a matter of course, therefore exhibiting little enthusiasm.

The sponsors studied were divided into two classifications- those who sponsored clubs of their choice and those who were assigned by the principal or faculty chairman to certain clubs. Of the 25 sponsors, 15 sponsored clubs of their own choosing while 12 sponsored clubs to which they were assigned.

A study of Table XIII reveals that, in those cases where teachers are sponsoring the clubs they chose, pupil interest and sponsor enthusiasm run higher than in the others. The matter of equipment and supplies may have some effect in that teachers sponsoring the clubs of their choice seem to be better off in respect to these two items. It is feasible to believe that they have supplies and equipment because they are interested.

TABLE XIII. REPORT OF CLUB SPONSORS RELATIVE TO PUPIL INTEREST, ENTHUSIASM OF SPONSORS, RELATIONSHIP BETWEEN PUPILS AND SPONSOR, AND ADEQUACY OF SUPPLIES AND EQUIPMENT.

Factors	Rating	Clubs Sponsored by			
		Choice		Assignment	
		Number	Percent	Number	Percent
Interest manifested by club members	Excellent	5	38.4	3	25.0
	Good	6	46.2	4	33.3
	Fair	2	15.4	5	41.7
	Poor	0	0		
Total		13	100%	12	100%
Enthusiasm of sponsor	Excellent	4	30.8	2	16.7
	Good	5	38.4	6	50.0
	Fair	2	15.4	4	33.3
	Poor	0	0		
Not answering		2	15.4		
Total		13	100%	12	100%
Relationship existing between students and sponsor	Excellent	5	38.4	5	41.7
	Good	6	46.2	3	25.0
	Fair	2	15.4	4	33.3
	Poor	0	0		
Total		13	100%	12	100%
Adequacy of supplies and equipment	Excellent	3	23.0		
	Good	2	15.4	6	50.0
	Fair	2	15.4	3	25.0
	Poor	6	46.2	3	25.0
Total		13	100%	12	100%

Attitudes of the Sponsors.- In order to determine the attitudes of the club sponsors towards the present club system, they were asked to freely express their opinions on the matter. Since the sponsors were not required to sign their names to the questionnaire it is taken for granted that all of the criticisms represent their true feelings.

It is significant to note in Table XIV that not a single criticism shows favor to the present club system as it now is.

TABLE XIV. OPINIONS AND CRITICISMS OF THE FACULTY
SPONSORS OF THE PRESENT CLUB SYSTEM IN
WASHINGTON HIGH SCHOOL

Opinions and Criticisms	Number	Percent
Time too short	25	100
Pupils not interested in clubs of which they are members	6	24
Clubs should be elective and not compulsory	6	24
Pupils take too little part in club programs	3	12
Pupils do not cooperate with sponsors	3	12
Compulsory club membership lowers standards of clubs	3	12
Meetings too infrequent	2	8
Teachers forced to sponsor clubs in which they are not interested	2	8
Teachers often lack preparation for club work which they must sponsor	2	8
Too much like regular class work	2	8
Room inadequate	2	8
Doubt value of club work as carried on under present plan	2	8
Too many pupils in club	1	4
Pupils not desiring club work should be sent to study room	1	4
Pupils should be allowed to drop out of clubs if found to be unattractive	1	4

Hobby Club Plans in Other Schools.-- The Erick Junior High School of Oakland, California¹, holds a "Hobby Fair" periodically as a means of encouraging interest in wholesome hobbies and the profitable use of leisure time.

Plan of Hobby Fair.-- Every phase of the fair is carried out by the pupils. There are three general committees: club show, hobby show and pet show. Special committees include publicity, entries, location and arrangement of exhibit, judges, protection and awards.

Clubs and classes exhibited include: the Dog Club, Archery Club, Tale Spinners, Music Classes, Latin Class, Art Classes.

The hobby show included exhibits in aircraft, art work, cooking, curios, and relics, collections of all kinds, mechanical and technical displays, model boats and woodwork. Many teachers participated by exhibiting the products of their leisure time activities.

The number of pupils exhibiting were 216. There were 500 entries. Seventy-eight pupils participated in committee work. Attendance at the show, 7:00 to 9:00 p.m., 313 adults and 1000 pupils. Total cost of show, \$4.24 exclusive of mimeographed material.

An article by W. D. Jones, "Methods of Organizing and Conducting a Hobby Fair", gives the following organization outline:

1. Father-and-son division
2. Mother-and-daughter division
3. Curios and relics

(a) best collection of knives, swords, or other pieces of white civilization

1. W. D. Jones, "Methods of Organizing and Conducting a Hobby Fair", Industrial Education Magazine, Vol. 38 p. 47, January 1936.

- (b) best single piece, same
- (c) best collection of arrow-heads, tools or other pieces of Indian civilization
- (d) best single piece, same

4. Collections

- (a) stamps
- (b) nature-study
- (c) coins
- (d) miscellaneous

4. Cookery

- (a) cakes
- (b) cookies
- (c) pies
- (d) candies
- (e) miscellaneous

6. Camera Craft

- (a) pictures exposed and developed by exhibitor
- (b) pictures exposed by exhibitor but developed by someone else

7. Art Work

- (a) drawing; landscape portrait; charcoal; pen, pencil, crayon
- (b) painting, same; oil, pastel, water-color
- (c) modeling, in clay, soap or other medium
- (d) weaving, basketry, mats
- (e) commercial art, poster, mechanical drawing, architectural drawing, freehand

- (f) cartoons
- (g) special awards for posters advertising the hobby fair

8. Aircraft

- (a) planes assembled from kits
- (b) flying models, not from kits
- (c) gliders and sail planes
- (d) experimental models

9. Model Boats

- (a) sailboats
- (b) non-sailing models
- (c) motor-boats
- (d) miscellaneous

10. Mechanical and Technical

- (a) radio
- (b) electrical apparatus
- (c) scientific apparatus
- (d) tin and other metals
- (e) forge work
- (f) miscellaneous

11. Woodwork

- (a) piece of furniture more than 3'-0" in width or height
- (b) piece of furniture less than 3'-0" in width or height
- (c) miscellaneous pieces
- (d) articles of play - scooters, pushmobiles, yo-yo, bow and arrow, etc.
- (e) kites
- (f) bird house, single and colony

The University of Oregon Hobby Club.— A hobby club such as was organized at the University of Oregon² contains a number of ideals which may also be found to be of value in a high school club system. The club was organized to bridge the gap between sorority and non-sorority girls.

The program here includes arts and crafts, charm school, drama, international relations, literature and poetry, mythology, music, nature and play for the widening of the circle of friendship. Juniors and seniors act as advisors and supervise these hobby groups and each girl selects the group of which she wishes to be a member. Each group elects a president, vice-president, secretary, treasurer, program chairman, editor, historian, refreshment chairman and entertainment chairman. The purpose of the large number of officers is to give as many members as possible something to do so as to create more interest in group participation and leadership.

This organization at Oregon, called Philomelete, a Greek word meaning love of hobbies, published an official book "Acacia Branches" at the end of the year, listing activities of hobby groups. Programs of each group are worked out on the regular club plan, meetings being held at homes, dormitory, and in college rooms. The groups often entertain each other in order to promote lasting friendships.

Many schools all over the country have hobby clubs and club systems, but the two plans above were all that the writer found

1. H. P. Schwering, op. cit., pp. 864-866.

to be published in detailed form. It is valuable of course to know what is being done elsewhere, and many good ideas may be taken from one plan and incorporated in another, but local problems are different and naturally demand different treatments. So then, after all, it is necessary to study the needs of one's own community and meet these needs in the best possible way.

CHAPTER III

SUMMARY

The problem of the study involved ten divisions:

1. A study of the leisure time activities of pupils not belonging to hobby clubs in school.
2. A study of the reasons for their not belonging to hobby clubs in school.
3. A study of their school records as compared with those of students belonging to hobby clubs.
4. A comparative study of home conditions of boys not belonging to hobby clubs.
5. A comparative study of non-members and members of hobby clubs relative to their character.
6. An investigation of the hobbies or interests of non-club members not met by the present hobby clubs.
7. A study of the objectives of present hobby clubs and of the weaknesses in their work as measured by those objectives.
8. A study of the extent to which their defects inhibit membership in such clubs.
9. A study of the causes of these defects.
10. A study of efficient procedures and methods for hobby club work.

These objectives were met in the following ways:

1. By a survey of the boys of the Washington High School covering the 9th, 10th, 11th, and 12th grades and part of

the 8th, relative to whether they followed hobbies.

2. By a survey of the non-hobby boys to determine how they spent their leisure time.

3. By a survey of the non-hobby boys to determine why they do not belong to hobby clubs.

4. By a survey of the citizenship and subject grades of both hobby and non-hobby boys as checked by their teachers.

5. By an investigation of the home influence on the boys.

6. By an investigation of the interests of the boys not belonging to hobby clubs.

7. By a survey of the club sponsors relative to their opinions and criticisms of the present club system.

8. By a study of club systems in other schools.

The survey relative to the number of boys following hobbies revealed that of the 841 boys studied 540 or 64.2 percent claimed to follow hobbies while 301 or 35.8 percent had no hobbies. Articles written by Calkins and Handlen and a definition from Webster's Dictionary were used to determine and classify certain activities as hobbies.

Thirty-eight hobbies were found to be followed by the boys of Washington High School. Radio construction and scrapbook keeping were the hobbies having the greatest following, with stamp collecting and aeroplane modeling being the next two in the order named.

It was found that the ages of the boys studied ranged from 13 to 21 with the greatest number in any one age group being 16 years of age. The age at which the largest percent of boys of this study follow hobbies was found to be 15; 17 was the age at which the most boys of the study did not follow hobbies.

Of the five grade levels included in this study the greatest number of boys were in the 10th grade. The highest percent of boys following hobbies by grades were in the 8th grade. For those not following hobbies the highest percent were in the 10th grade.

The grading system in the Washington High School employs the letters E, S, U, and F, standing for Excellent, Satisfactory, Unsatisfactory, and Failing. It was found that, as a whole, the boys who followed hobbies made a much higher percentage of "E" grades than did the boys who were not following hobbies; while the boys not following hobbies made a higher percentage of "U" and "F" grades in all but two groups of subjects. There were more failures among the hobby boys in the fine arts and in physical education than among the non-hobby boys, thus indicating that non-hobby boys do better in subjects requiring less preparation.

The study revealed that a larger percentage of the hobby boys had work shops in their homes than did the non-hobby boys. The percentages were 45.9 to 22.9.

Of those interested in mechanics, a higher percentage of the non-hobby boys indicated they were interested than did the hobby boys, the figures being 71.7 to 68.5.

Boys who have hobbies read more magazines and books than the boys who do not have hobbies, but the non-hobby boys read on the average more literature of an undesirable character than the boys who have hobbies.

There are 18 hobby clubs in the Washington High School and 25 faculty sponsors. Some clubs are so heavy in enrollment that they must be divided. The Camera Club is the largest of all, four sponsors being required.

The non-hobby boys were asked to give their reasons for not belonging to the hobby clubs in school. The largest number, 123, stated there were "none that they liked".

Some of the club sponsors are assigned to clubs in which they have little or no interest, while others are allowed to sponsor the clubs of their choice. An investigation of this phase of the study revealed that pupil interest runs higher in those clubs which teachers sponsor by choice.

In rendering opinions and criticisms on the present club system all of the sponsors thought the club period was too short. Not one of the opinions or criticisms showed favor for the present club system.

A number of case studies were made of boys as supplementary to the findings revealed through the survey by questionnaire. Four of these case studies were of boys who did not have hobbies and six were of those who do have hobbies. These ten studies seemed to help substantiate the findings that boys who have hobbies are superior to and more promising than the boys who had no hobbies.

CONCLUSIONS

As a result of this study certain conclusions may be drawn.

A relationship exists between the following of hobbies and good character since it has been shown that boys having hobbies make better grades in citizenship than those who did not follow hobbies. It seems feasible that if boys can be induced to follow hobbies they are more likely to develop good character and become good citizens upon reaching adulthood since their leisure time has been used more constructively and under control. Dr. Hambrecht supports this conclusion by showing that a great number of famous Americans had hobbies.

The boys of this study who followed hobbies were superior in respect to subject marks to those who did not follow hobbies.

The club system as is now in use in the Washington High School is not meeting the needs of the boys and should be revised and modified so that it will appeal to them more effectively.

Because of the high rate of mortality in the school some measure must be incorporated in the program as self-interest motivated activities to re-establish boys' interests in their school work.

RECOMMENDATIONS

In view of the findings of the present study the writer offers these recommendations:

1. Clubs should be on a strictly voluntary basis.
 2. Pupils should be allowed to drop out of a club which fails to hold his interest.
 3. Clubs should meet more frequently and for longer periods.
 4. Sponsors for the clubs should be chosen on the basis of their qualifications and merits. In cases where qualified sponsors cannot be obtained from within the school they should be secured from among the citizens of the community if possible.
 5. Near the close of each semester an exhibit of work done in the hobby clubs should be held in order to create interest among the parents as well as the pupils.
 6. Club members should be encouraged to conduct the activities of the club work with the sponsor remaining in the background as much as possible.
-

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APPENDIX

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To the Section Teacher:-

In your mail box you will find a package of questionnaires which you are kindly asked to explain and distribute to the boys in your section.

These are in relation to a study being made by the undersigned, and you are asked to check the items referring to grades in order that as few errors as possible will occur.

When the questionnaires have been filled out and checked, please send them promptly to room 322.

Your co-operation in this matter will be greatly appreciated.

Guy A. Pratt.

QUESTIONNAIRE

The following questions pertain to a study being made of the hobby activities of the boys in the Washington High School.

Please answer them as fully and correctly as you can.

A hobby is an activity carried on intensively during one's leisure time, chiefly for the love of doing. Examples: model building, stamp collecting, bookbinding, radio construction, rabbit raising, keeping a scrap book, etc. A hobby may be carried on in the home or in a club or both.

Where questions require a mere "yes" or "no" answer simply underscore the one that applies.

Your co-operation in this matter will be greatly appreciated and all personal information pertaining to you will be held in strictest confidence.

Guy A. Pratt

NAME.....AGE.....GRADE.....

Have you a hobby? (Yes-No) Kind.....

Do you belong to a hobby club in school? (Yes-No)

If not, state briefly why.....

.....

If you do not have a hobby, how do you spend most of your leisure

time?.....

If you do not now belong to a hobby club, would you like to belong to one? (Yes-No)

If the answer is "Yes" what hobby club would you like to belong to? (Give name of hobby).....

Are you interested in things of a mechanical nature? (Yes-No)

What type of books do you enjoy reading?.....

Give the names of a few magazines you especially enjoy reading.....

.....

State your grades in the following subjects for the last two semesters in which you took any of them; state your grades in any subjects taken during one semester only; also give your citizenship grades for the last two semesters.

<u>SUBJECT</u>	<u>GRADE</u>	<u>SUBJECT</u>	<u>GRADE</u>
Citizenship		Music	
English		Art	
Science		Handicraft	
Language		Physical Ed.	
Math		Drafting	
Penmanship		Printing	
Commercial		Wood Shop	
		Electricity	
		Machine Shop	
		Auto Shop	

QUESTION FOR CLUB SPONSORS

The following questions are in relation to a study being made of the hobbies of the boys of Washington High School in an effort to determine the character values of hobby; to locate the weaknesses of our present club system; and to obtain informational material and advice as aids in formulating a hobby club system which it is hoped will be of more interest and value to the boys.

Please answer all questions fully and correctly. Do not hesitate to criticize the present club system freely. You need not sign your names.

Your co-operation and aid will be greatly appreciated.

Guy A. Pratt

What club do you sponsor?.....

Are you sponsoring this club by your own choice or by assignment?...

.....

Interest manifested by club members - (underscore) - excellent;
good; fair; poor.

Enthusiasm of sponsor - excellent; good; fair; poor.

Relationship existing between students and sponsor - excellent; good;
fair; poor.

Adequacy of supplies and equipment - excellent; good; fair; poor.

Use space below for your remarks.

CASE STUDY FORM

Case Number _____

Hobby? _____ Name of _____

Status of father _____

Status of mother _____

Interest of parents in boy _____

Parent control _____

Financial status of family _____

Citizenship record of boy _____

Subject grades of boy _____

Hobby equipment possessed by boy _____

Time spent on hobby _____

- - - -

CHAPTER III

CASE STUDIES

Supplementary to the foregoing findings ten case studies were made. The subjects were chosen more or less at random in order to eliminate bias. They were chosen on the proportionate basis of hobby to non-hobby boys, as the preceding findings show that there are slightly less than two boys who follow hobbies to one of those who do not. Therefore, case studies were made of six boys following hobbies and four not following hobbies. The case study form is included in the appendix, page Subjects are referred to by number only.

CASE STUDYCase Number oneHobby? none Name of
Status of father laborerStatus of mother deadInterest of parents in boy interestedParent control poorFinancial status of family poorCitizenship record of boy poorSubject grades of boy failingHobby equipment possessed by boy Time spent on hobby

CASE STUDYCase Number twoHobby? yes Name of airplane modelingStatus of father works in storeStatus of mother keeps houseInterest of parents in boy goodParent control goodFinancial status of family fairCitizenship record of boy goodSubject grades of boy excellentHobby equipment possessed by boy muchTime spent on hobby muchCASE STUDYCase Number threeHobby? yes Name of stamp collectingStatus of father school teacherStatus of mother keeps houseInterest of parents in boy excellentParent control excellentFinancial status of family excellentCitizenship record of boy goodSubject grades of boy excellentHobby equipment possessed by boy muchTime spent on hobby much

CASE STUDYCase Number fourHobby? none Name of _____Status of father works in steel millStatus of mother keeps houseInterest of parents in boy poorParent control poorFinancial status of family goodCitizenship record of boy goodSubject grades of boy good

Hobby equipment possessed by boy _____

Time spent on hobby _____

CASE STUDYCase Number fiveHobby? yes Name of chemistryStatus of father works in steel millStatus of mother keeps houseInterest of parents in boy excellentParent control excellentFinancial status of family goodCitizenship record of boy excellentSubject grades of boy excellent in chemistry, onlyHobby equipment possessed by boy muchTime spent on hobby much

CASE STUDY

Case Number six

Hobby? none Name of _____

Status of father laborer

Status of mother does housework for others

Interest of parents in boy poor

Parent control poor

Financial status of family very poor

Citizenship record of boy problem case

Subject grades of boy poor to failing

Hobby equipment possessed by boy _____

Time spent on hobby _____

CASE STUDY

Case Number seven

Hobby? yes Name of coin collecting

Status of father works in steel mill

Status of mother keeps house

Interest of parents in boy excellent

Parent control excellent

Financial status of family good

Citizenship record of boy good

Subject grades of boy very good

Hobby equipment possessed by boy ample

Time spent on hobby much

CASE STUDY

Case Number eight

Hobby? yes Name of drawing and painting

Status of father janitor

Status of mother keeps house

Interest of parents in boy excellent

Parent control fair

Financial status of family very poor

Citizenship record of boy good

Subject grades of boy passing only

Hobby equipment possessed by boy ample

Time spent on hobby much

CASE STUDY

Case Number nine

Hobby? none Name of _____

Status of father works in steel mill

Status of mother keeps house

Interest of parents in boy poor

Parent control very poor

Financial status of family fair

Citizenship record of boy poor; problem case

Subject grades of boy passing

Hobby equipment possessed by boy _____

Time spent on hobby _____

CASE STUDY

Case Number ten

Hobby? yes Name of collecting, mounting and
painting butterflies

Status of father works in steel mill

Status of mother keeps house

Interest of parents in boy excellent

Parent control excellent

Financial status of family fair

Citizenship record of boy excellent

Subject grades of boy excellent

Hobby equipment possessed by boy ample

Time spent on hobby much

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