1949

Collecting interests of nine year old children

FARRELL, Richard J. Collecting Interests of 9 Yr. old Children.

Thesis 1949

BOSTON UNIVERSITY

SCHOOL OF EDUCATION

Thesis

COLLECTING INTERESTS OF NINE YEAR OLD CHILDREN

Submitted by

Richard J. Farrell

(B.S. in Education)

(Bridgewater State Teachers College, 1940)

In partial fulfillment of requirements for

the degree of Master of Education

1949

First Reader : W. Linwood Chase, Professor of Education

Second Reader: Robert L. Burch, Asst. Prof. of Education

Third Reader : Wilbert L. Pronovost, Asst. Prof. of Ed.

CONTENTS

LIST OF TABLES

CHAPTER I

STATEMENT OF PROBLEM AND PREVIOUS RESEARCH

Statement of Problem

Purpose of study.-- The purpose of this study is to investigate collecting interests of nine old children.

The interests of elementary school children can be developed only if the teachers take cognizance of these interests and the part they play in the child's life both in and out of school. Children's interests should be incorporated into the curriculum of the school for the purpose of stimulating, enriching, and guiding classroom experiences.

Concerning interests Skinner[1/] says, "When a skillful teacher discovers the interests of her pupils and seeks to relate them to the classwork, the period is transformed from a routine procedure into a genuine learning situation."

Gezell and Ilg[2/] contend that collecting reaches its peak with many children at the age of eight. They also say, "Children are not only interested in quantity when they collect their stamps or box-tops; - they become interested

1/ Charles Skinner, Editor, Elementary Educational Psychology, Prentice-Hall, Inc., New York, 1946, p. 181.

2/ Arnold Gezell and Frances Ilg, The Child from Five to Ten, Harper Brothers Publishers, New York, 1946, p. 180.

in quality and in rudimentary classification." Thus, it is known that children do collect at an early age.

The writer planned this study for the following reasons:

1. To find out if there is as much interest in collecting today as there was in previous studies conducted almost twenty years ago;
2. To find out what things nine year old boys and girls collect;
3. To compare the interests of nine year old boys and girls in collecting;
4. To find out if there is any relationship between collecting and intelligence;
5. To compare collecting interests of boys and girls today with those of previous studies.

Previous Research

Related findings.-- The investigations of children's interests in collecting are few in number. The first study of any importance was done in 1900 by Caroline F. Burk[1/] in Santa Barbara and Santa Rosa, California. Miss Burk was prompted to do the study because of an interest in collecting by a group of fifth grade children. She submitted a set of questions to the teachers in the schools of the two cities named. Information was received from 607 boys and the same

1/ Caroline F. Burk, "The Collecting Instinct," Pedagogical Seminary, 1900, 7:179-207.

number of girls. Her questionnaire was not given in her account, but the children were allowed to take the questionnaire home and return it when it was completed.

Miss Burk concluded that up to eight years of age the type of collecting is crude, and between the ages of eight and twelve it reached its height in quantity and genuineness. It developed from a crude instinct to a conscious interest, Burk felt. She found that about ninety per cent of the children were making collections. The children mentioned 300 articles which they were collecting. In the nine year old group the girls averaged 4.1 collections and the boys averaged 3.9 collections.

Burk's study lead to another investigation in 1927 by Lehman and Witty.[1/] They believed that the collecting activity at the time of Burk was more a fad than anything else. They used a Play Quiz which included one question on which they based their results. They found only 10 per cent of the children of either sex collecting at the time. They felt that these interests should be utilized in the curriculum.

This particular study started new investigations in this area. Mary T. Whitley[2/] used the Play Quiz technique to

1/ Harvey C. Lehman and Paul A. Witty, The Psychology of Play Activities, A.S. Barnes and Company, New York, 1927.

2/ Mary T. Whitley, "Children's Interests in Collecting", Journal of Educational Psychology, April, 1929, 20:249-261.

conduct her study in 1929. Her check-list included 60 items. Questionnaires were sent to children in 34 cities and towns. Returns were considered from 4,446 children. In the questionnaire she asked for collections which were active two weeks previous to the time of answering the questionnaire. Whitley's results show a higher average number of collections than Burk's. She explained this by saying that she felt that the check-list was more stimulating to the memory than the Burk technique. The greatest median of collections was found between the ages of nine and thirteen. She listed 378 articles mentioned.

In Whitley's study there were 403 nine year olds. The median number of collections for the boys at this age was 7.0 and for the girls, 8.0.

Lehman and Witty[1/] conducted another study which was reported first in 1930 and elaborated in 1931. These studies substantiate the findings of Burk and Whitley. A check-list of 190 items was used and they found an average of 12 collections for the girls and 11 for the boys at the ten year level, which was the age of the greatest collecting activity. The study included 1,000 children, 500 boys and 500 girls.

At the nine year old level they reported an average of 8 collections for the boys and 10 for the girls. They con-

1/ Harvey C. Lehman and Paul A. Witty, "Further Studies of Children's Interests in Collecting", Journal of Educational Psychology, Feb. 1930, 21:112-127.

cluded that the girls collect items of personal adornment, whereas the boys collect things concerned with outdoor life or of a commercial nature.

In 1932 the subject of children's collecting activities was renewed in a dissertation by Walter N. Durost.[1] He first attacked the problem of defining a collection. He felt that this had been neglected in previous studies and it was necessary before measuring the activity. Durost contended that the subjects in previous studies could not all be called genuine collectors because they did not know what a collection was. In order to make the distinction between collecting and merely owning, Durost formulated a check-list and also a list of questions to gain further information to determine who the collectors were.

In his questionnaire there were questions which also measured social adjustment and determined socio-economic backgrounds of the subjects. Intelligence tests were given to find the relationship of intelligence to collecting. Two check-lists were used to get a greater variety of facts.

Durost carried out two investigations. The first included 918 cases. The information gained in this extensive study was used to carry out a more intensive study. Of the original number 65 cases were selected for the intensive

1/ Walter N. Durost, Children's Collecting Activity Related to Social Factors, Contributions to Education, No. 535, Teacher's College, Columbia University, New York, 1932.

study. With the latter group a standardized interview questionnaire was used, and a group of three judges decided which children had collections and which had more general possessions by using the Durost definition as the criterion. This study did not include the nine year old group. It included the ages 10 through 14.

The average number of collections of those children answering the questionnaire in the extensive study was 10.93 as compared to 3.22 for the group studied in the selective process. The average number of collections for the boys and girls was practically identical. A considerable difference was found between the group of high intelligence and the group of low intelligence. Collecting activity did not increase with chronological age in this particular group. No significant difference could be found between collecting activity and economic status, cultural background, social adequacy or inferiority.

In 1941 William McGehee[1/] conducted a study to find out the changes of elementary school children's interests with their changes in grade status. This study included collecting along with many other hobbies. It was found that from 1133 fourth grade boys 15.7 per cent were collecting and from 1055 fourth grade firls 10.2 per cent were collecting.

1/ William McGehee, "Changes in Interest with Changes in Grade Status of Elementary School Children", Journal of Educational Psychology, Feb. 1941, 32:151-156.

Lester B. Sands[1/] made a study of the interests of fifth and sixth grade boys and girls in a Palo Alto elementary school. The purpose of this study was to find out children's interests so that the teachers, parents and administrators could better understand the children and help them in shaping the curriculum to fit the needs of the children. The questionnaire given to 188 children showed a definite interest in collecting as a hobby. This study shows the importance of considering all children's interests when planning the curriculum.

1/ Lester B. Sands, "Interests of Pupils in an Elementary School", Twelfth Yearbook, The California Elementary School Principal's Association, 1940, 12:23-29.

CHAPTER II

PLAN OF THE INVESTIGATION

The questionnaire.-- A check-list of 45 items was compiled from lists used in previous studies and items which were suggested by members of the Seminar in Elementary Education. In the questionnaire the children were asked to encircle the number of the item which they were collecting or saving at the time of answering the questionnaire. In front of each of the items was a space for the children to write the number of articles which they had in their collections. This was done to enable the writer to determine whether or not the child was actually saving or collecting. Additional spaces were provided at the end of the list for the children to add any items which were not listed but which they were saving or collecting at the time. A set of directions was also given to the teacher to help her to administer the questionnaire.

Teachers were asked to record intelligence quotients on the questionnaires of the children who had been tested in the current year.

Pupil population.-- The questionnaires were distributed to 774 fourth grade children in four New England towns. When the questionnaires were returned the children whose

ages were from 9-0 through 9-11 were separated from the others. The number falling into this category was 517. Of this number there were 249 boys and 268 girls. Intelligence quotients were obtained for 101 boys and 104 girls. These were the results of the Pintner Intermediate Test: Form A.

The following directions were sent to each teacher who was to administer the test:

> After you have passed out the papers tell the children to listen to the directions for filling in the blanks at the top of the paper.
>
> Say, "Write your first and last names on the line beside the word, Name."
>
> After each child has done this say, "If you are a boy put a check after the word, Boy, and if you are a girl put a check after the word, Girl."
>
> Read the question, "How old are you?", and say, "In the space after this question write the number of years." Give the example: 9.
>
> Read the question, "When is your birthday?" and say, "In the space after this question write the month and the day." Example: November 12.
>
> When all of the children have finished filling in the blanks read the directions that follow and tell them to read the directions on their papers while you are reading them aloud:
>
> Read through this list of things which boys and girls often save or collect.
> Put a circle around the number in front of each of the things which you are now saving or collecting.
> In the blank at the left write the number of things that you have in your collection. If you do not know the exact number you may guess.
> At the end there are empty spaces for you to list things that are not given here.
> If you need help in spelling raise your hand and

your teacher will help you.

You may use number 1 to show how this should be done. Help may be given but care should be taken not to suggest or let the children hear what others wish to have spelled.

The questionnaire given to 774 fourth grade children is shown below.

Name_____Boy_____Girl_____

How old are you?_____When is your birthday?_____

Read through this list of things which boys and girls often save or collect.

Put a circle around the number in front of each of the things which you are now saving or collecting.

In the blank at the left write the number of things that you have in your collection. If you do not know the exact number you may guess.

At the end there are empty spaces for you to list things that are not given here.

If you need help in spelling raise your hand and your teacher will help you.

_____1. Stamps	_____8. Dolls	_____15. Tinfoil
_____2. Coins	_____9. Marbles	_____16. Coupons
_____3. Rocks	_____10. Airplanes	_____17. Crystals
_____4. Jokes	_____11. Trains	_____18. Snapshots
_____5. Samples	_____12. Charms	_____19. Postcards
_____6. Maps	_____13. Shells	_____20. Comic books
_____7. Books	_____14. Drawings	_____21. Bottle caps

_____22. Cigar tags	_____37. Medals, ribbons
_____23. Autographs	_____38. Riddles, puzzles
_____24. Birds' nests	_____39. Auto license numbers
_____25. Funny pictures	_____40. Flowers, leaves

_____26, Paper dolls

_____27. Match covers

_____28. Picture buttons

_____29. Miniature animals

_____30. Tags and labels

_____31. Baseball pictures

_____32. Service Insignia

_____33. Gum wrappers

_____34. News clippings

_____35. Knick-knacks

_____36. Playing cards

_____41. Pictures of famous men

_____42. Jewelry, beads

_____43. Football pictures

_____44. Pictures of Movie Stars

_____45. Airplane pictures

_____46. _____

_____47. _____

_____48. _____

_____49. _____

_____50. _____

_____51. _____

CHAPTER III

INTERPRETATION OF DATA

Average number of collections.-- Table I shows that the average number of collections in the present study for both the boys and girls is higher than those of the Burk study. The average for the boys is slightly higher than the average for the boys in the Whitley study and slightly less than that of the Lehman and Witty study. The average for the girls is less than the average for the girls in both the Whitley and Lehman-Witty studies. This indicates that the collecting interests of the children today are greater than they were at the time of Burk. However, there is not as much interest in collecting as there was at the time of Lehman and Witty.

Table 1. Average Number of Active Collections Reported by Nine Year Old Children in Previous Studies and Present Study.

	Burk		Whitley		Lehman-Witty		Present Study	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Number of cases	607	607	2097	2349	500	500	249	268
Average Collections	3.9	4.1	7	8	8	10	7.3	6.5

This comparison also points out that the average of the

collections for the girls in the present study is less than that of the boys, whereas in the previous studies the average collections for the girls was higher than that of the boys. In all of the studies the number of cases exceeds the number in the present study.

Preference in collecting.-- Table II lists the items collected by the girls showing the preferences and the percentages of girls collecting each item.

Table 2. The Number of Girls Collecting Each Item in Order of Preference and the Percentage of Girls Collecting Each Item.

Item	No. Girls Collecting	Percentage Collecting
1. Comic books	140	52
2. Books	107	40
3. Marbles	103	38
4. Pictures of movie stars	98	37
5. Paper dolls	94	35
6. Dolls	80	30
7. Snapshots	71	26
8. Playing cards	67	25
9. Shells	64	24
10. Drawings	62	24
11. Post cards	61	23
Jewelry, beads	61	23
12. Stamps	45	17
13. Charms	44	16
14. Riddles, puzzles	43	16
15. Baseball pictures	39	15
16. Rocks	38	14
17. Jokes	37	14
18. Miniature animals	36	13
Knick-knacks	36	13
19. Funny pictures	35	13
20. Coins	34	13
Flowers, leaves	34	13
21. Football pictures	31	12
22. Autographs	29	11

Table 2. (Continued)

Item	No. Girls Collecting	Percentage Collecting
23. Bottle caps	25	9
24. Coupons	23	9
25. Pictures of famous men	20	7
26. Medals, ribbons	19	7
27. Match covers	16	6
28. Picture buttons	15	6
29. Gum wrappers	14	5
30. Samples	13	5
Maps	13	5
31. News clippings	11	4
32. Tinfoil	10	4
33. Tags, labels	7	3
Auto license numbers	7	3
34. Service insignia	5	2
35. Airplane pictures	4	1
Bird's nests	4	1
Crystals	4	1
36. Trains	3	1
37. Cigar tags	2	0

Table II shows that comic books not only rank first but the percentage of girls collecting them exceeds the second item, books, by 12 per cent. From that item on the decrease in the number collecting each item is more gradual. The ten most preferred items in collecting by girls are: books, marbles, pictures of movie stars, paper dolls, dolls, snapshots, playing cards, shells, and drawings. Jewelry and charms, items which are peculiar to girls rank eleventh and thirteenth on the list. Baseball pictures which are connected with a boys' sport ranks fifteenth. This seems to indicate that the interest in that sport is growing among the girls.

Items which rank low are news clippings, tinfoil, tags and labels, auto license numbers, service insignia, airplane pictures, bird's nests, crystals, trains, and cigar tags. Most of these items usually hold more interest with boys.

The items which are preferred by boys in collecting and the percentages of boys collecting these items are shown in Table III.

Table 3. The Number of Boys Collecting Each Item in Order of Preference and the Percentage of Boys Collecting Each Item.

Item	No. Boys Collecting	Percentage Collecting
1. Comic books	162	65
2. Marbles	143	57
3. Baseball pictures	134	54
4. Stamps	84	34
5. Football pictures	81	33
Books	81	33
6. Pictures of movie stars	65	26
7. Playing cards	64	26
8. Rocks	55	22
9. Airplane pictures	53	21
10. Postcards	50	20
11. Snapshots	49	20
12. Coins	48	19
13. Drawings	47	19
14. Shells	46	18
15. Jokes	45	18
16. Bottle caps	39	16
17. Tinfoil	36	14
Riddles and puzzles	36	14
18. Match covers	34	14
Pictures of famous men	34	14
19. Airplanes	33	13
20. Funny pictures	32	12
Maps	32	12
21. Miniature animals	27	11
Auto license numbers	27	11

Table 3. (Continued)

Item	No. Boys Collecting	Percentage Collecting
22. Autographs	25	10
23. Coupons	22	9
Service Insignia	22	9
24. Medals and ribbons	20	8
25. Bird's nests	16	6
26. Picture buttons	15	6
Gum wrappers	15	6
Knick-knacks	15	6
27. Tags and labels	13	5
28. Charms	12	5
29. Trains	11	4
30. Cigar tags	9	4
News clippings	9	4
31. Samples	8	3
32. Flowers, leaves	6	2
33. Crystals	5	2
34. Dolls	3	1
Jewelry, beads	3	1
35. Paper dolls	0	0

In table III it is noted that comic books again rank first, exceeding the next item by 8 per cent. The decrease in the number collecting each item is more gradual just as it is with the girls. Marbles, baseball pictures, stamps, football pictures, books, pictures of movie stars, playing cards, rocks and airplane pictures along with comic books are the ten highest ranking in preference. Sports predominate with the interests of the boys.

The ten least collected items by the boys are: charms, trains, cigar tags, news clippings, samples, flowers and leaves, crystals, dolls, jewelry, and paper dolls. Of these items, paper dolls and dolls rank among the first ten with

the girls. Others which rank high with the girls in this group are charms and jewelry. News clippings, crystals, cigar tags and trains also rank low with the girls.

The total number of boys and girls collecting each item in the order of preference and the percentages of boys and girls collecting these items are shown in Table IV.

Table 4. The Total Number of Boys and Girls Collecting Each Item in Order of Preference and the Percentage of Boys and Girls Collecting that Item.

Item	Number Collecting	Percentage
1. Comic books	262	70
2. Marbles	246	48
3. Books	188	36
4. Baseball pictures	173	33
5. Pictures of movie stars	163	31
6. Playing cards	131	25
7. Stamps	129	24
8. Snapshots	120	23
9. Football pictures	112	21
. Shells	110	21
Post cards	111	21
Drawings	108	21
10. Paper dolls	94	18
Rocks	93	18
11. Dolls	83	16
12. Coins	82	15
Jokes	82	15
Riddles & Puzzles	79	15
13. Funny pictures	67	13
14. Bottle caps	64	12
Autographs	64	12
Jewelry & beads	64	12
Miniature animals	63	12
15. Airplane pictures	57	11
Charms	56	11
16. Pictures of famous men	54	10
Knick-knacks	51	10
Match covers	50	10

Table 4.(Continued)

Item	Number Collecting	Percentage
17. Tinfoil	46	9
Coupons	45	9
Maps	45	9
18. Flowers, leaves	40	8
Medals, ribbons	39	8
19. Auto license numbers	34	7
20. Airplanes	33	6
Picture buttons	30	6
Gum wrappers	29	6
21. Service Insignia	27	5
22. Samples	21	4
News clippings	20	4
Tags & labels	20	4
Bird's nests	20	4
23. Trains	14	3
24. Cigar Tags	11	2
Crystals	9	2

The above table shows that the ten highest ranking items with the boys and girls combined are: comic books, marbles, books, baseball pictures, pictures of movie stars, playing cards, stamps, snapshots, football pictures, and shells. Four of these items are connected with sports and games. Of these items, books, marbles, pictures of movie stars, and playing cards ranked among the highest ten in both the girls' and boys' lists.

The ten least collected items of both boys and girls are: picture buttons, gum wrappers, service insignia, samples, news clippings, tags & labels, bird's nests, trains, cigar tags, and crystals. Four of these items, news clippings, crystals, trains and cigar tags ranked low on both the boys' and girls' lists.

A comparison of the five most frequently checked items in this study is made with the five most frequently checked items in the Whitley study in Table V.

Table 5. The Five Items Most Frequently Checked by Boys and Girls in this Study Compared with the Five Items Most Frequently Checked by Boys and Girls in the Whitley Study.

Whitley Study		Present Study	
Boys	Girls	Boys	Girls
Marbles Coupons Funny papers Coins Stamps	Samples of School Work Beads Paper dolls Funny papers Coupons	Comic books Marbles Baseball pictures Stamps Football pictures Books	Comic books Books Marbles Pictures of movie stars Paper dolls

Table V shows that funny papers or comic books are common to all lists in both studies. Marbles are common to three of the lists. In the girls' lists of both studies paper dolls and funny papers or comic books are listed. In the boys' lists of both studies marbles, funny papers or comic books, and stamps are listed. Coupons were mentioned in both boys' and girls' list in the Whitley study but ranked low in the present study. Coins were mentioned twelfth in the present study of the boys and were among the five items in the Whitley study. Beads ranked among the first five in the Whitley study and eleventh in the girls'

list in the present study. Samples of school work, listed in the Whitley study was not listed in the present study.

It can be noted that sports items and pictures of movie stars are popular with children of the present day.

Table VI lists the additional items collected by the boys and the girls, showing the number of boys and girls collecting these items.

Table 6. Additional Items Collected by Boys and Girls Showing the Number of Boys and Girls Collecting these Items.

Boys	No.	Girls	No.
Car pictures	5	Animal pictures	7
Guns	4	Buttons	4
Knives	3	Hoodsie covers	3
*Boxing pictures	3	Birthday cards	3
Indian pictures	2	Pins	2
Dog pictures	2	Statues	2
Baseballs	2	*Popsicle wrappers	2
Blocks	1	Jump ropes	2
*Butterflies	1	Handkerchiefs	2
Shmoos	1	*Boxing pictures	2
Cowboy pictures	1	Coloring books	1
*Calendars	1	Trading cards	1
Gun pictures	1	*Calendars	1
Auto parts	1	Flags	1
Model cars	1	Pictures of self	1
*Poetry	1	*Poems	1
*Popsicle wrappers	1	Keys	1
Bullet shells	1	Nuts and screws	1
Souvenirs	1	Ball bearings	1
Soldiers	1	Jacks	1
Model ships	1	Spools of thread	1
*Scrap books	1	*Scrap books	1
Holy pictures	1	Pencils	1
Rings	1	Hair pins	1
Pins	1	Doll furniture	1
Ski tow tickets	1	Spoons	1
Writing pens	1	Stickers	1
Police toys	1	Pictures	1

Table 6. (Continued)

Boys	No.	Girls	No.
		Christmas cards	1
		Fans	1
		Presidents' pictures	1
		Balls	1
		Banners	1
		Butterflies	1

* Common to both lists

The list in Table VI shows that items connected with the outdoors and sports are numerous. With the girls there is an interest in articles of personal adornment and sentimental nature. However, many of the items are ordinarily of interest to boys.

Intelligence as a factor.-- Intelligence quotients were obtained from 101 boys and 104 girls. All intelligence quotients of 89 and below were placed in the low group and those of 110 and above were placed in the high group. The number of boys falling into the low group was 8 and the number falling into the high group was 43. The number of girls in the low group was 12 and the number in the high group was 27. The total number of boys and girls in the low group was 20 and the total number of boys and girls in the high group was 70. The mean of the number of collections of each of these groups was found and the critical ratios were computed. In the interpretation of the data derived from this investigation, a critical ratio of 2.576 or better was considered

statistically significant in the light of the following information:[1/]

> "If a given difference between hypothetical and observed values would occur as a result of chance only one time out of one hundred, or less frequently, we may say that the difference is significant. This means that the results are not consistent with the hypothesis we have set up. If the discrepancy between theory and observation might occur more frequently than one time out of one hundred solely because of the play of chance, we may say that the difference is not clearly significant. The results are not inconsistent with the hypothesis. The value of T (the difference between the hypothetical value and the observed mean, in units of standard error of the mean) corresponding to probability of 1/100 is 2.576. One hundredth part of the area under a normal curve lies at a distance from the mean, on the axis, of 2.576 standard deviations or more. Accordingly, tests of significance may be applied with direct reference to T, interpreted as a normal deviate (i.e., as a deviation from the mean of a normal distribution expressed in units of standard deviation.) A value of T of 2.576 or more, indicates a significant difference, while a value of less than 2.576 indicates that the results are not inconsistent with the hypothesis in question."

Table VII gives the critical ratios between the means of the number of collections of high intelligence groups and low intelligence groups of boys and girls.

Table 7. Critical Ratios Between the Means of the Number of Collections of High and Low Intelligence Groups of Boys and Girls.

	Mean	SD	SE	Diff.	SE Diff.	CR
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Boys						
Low	6.25	5.11	1.90			
High	8.09	4.91	.75	1.84	2.04	.90

1/ Frederick C. Mills, Statistical Methods (revised), Henry Holt and Company, New York, 1938, p. 471.

Table 7. (Continued)

	Mean	SD	SE	Diff.	SE Diff.	CR
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Girls						
Low	4.83	4.25	1.27			
High	6.25	4.83	.95	1.27	1.74	.82
Low IQ						
Boys	6.25	5.11	1.90	1.42	2.05	.69
Girls	4.83	4.91	1.27			
High IQ						
Boys	8.09	4.91	.75	1.84	1.21	.15
Girls	6.25	4.83	.95			
Boys & Girls						
Low	5.40	4.72	1.08			
High	7.39	4.98	.60	1.99	1.23	1.61

The above table shows that in all groups of high and low intelligence the difference is not statistically significant.

CHAPTER IV

SUMMARY AND CONCLUSIONS

The purpose of this study was to investigate collecting interests of nine year old children. This was to be done for the following reasons:

1. To find out if there is as much interest in collecting today as there was in previous studies conducted almost twenty years ago;
2. To find out what things nine year old boys and girls collect;
3. To compare the collecting interests of nine year old boys and girls;
4. To find out if there is any relationship between intelligence and collecting;
5. To compare the collecting interest of boys and girls today with those of previous studies.

Conclusions drawn.-- The following conclusions were drawn from the interpretation of the data:

1. Both boys and girls reported a higher number of collections than in the Burk study which was done in 1900. The difference between the two more recent studies was much less. The girls collected less in the present study than in the two previous studies and the

boys collected less than in one of the previous studies and slightly more than the other. There is still evidence of interest in collecting by the children of today.

2. Both boys and girls prefer to collect comic books more than any other item. Other items which rank high in the interest of boys and girls are: books, marbles, pictures of movie stars, and playing cards. Girls show more interest in paper dolls, dolls, shells, drawings, and snapshots. Boys show more interest in baseball pictures, stamps, football pictures, rocks, airplane pictures and post cards. Girls average fewer collections than boys.

3. Many collecting items are common to the lists of both boys and girls. With the exception of jewelry, dolls, paper dolls, and charms which are preferred by boys, there is no sharp line drawn between the interests of girls and boys in collecting. The girls show less interest in items of sports and games than the boys. The boys show less interest in articles of personal adornment than the girls. Interest in items connected with the out of doors is also greater with the boys.

4. According to the finding in Table 7 on page 23 there is no relationship between the number of collections made by boys of low intelligence and boys

of high intelligence; girls of low intelligence and girls of high intelligence; boys of low intelligence and girls of low intelligence; boys of high intelligence and girls of high intelligence; and boys and girls of low and high intelligence.

5. Boys and girls of today show an interest in many of the things which the boys and girls of the past did. The interest in sports such as baseball and football have increased over the past as well as interest in movie stars.

Limitations of study.--

1. Personal interview would have given more reliable results but because of the scope of the study it was impossible.

2. The check-list questionnaire is too suggestive to the children.

3. Intelligence quotients obtained from group tests are not as reliable as intelligence quotients obtained from individual testing.

4. More intelligence quotients should have been obtained.

5. Children have the tendency to exaggerate the numbers of things which they possess.

Suggestions for further study.--

1. Conduct a personal interview survey of children's interests in collecting at the nine year level.

2. Use individual test results with a larger group to find out if there is any relationship between collecting and intelligence.

BIBLIOGRAPHY

Burk, Caroline F., "The Collecting Instinct," Pedagogical Seminary, 1900, 7:179-207.

Durost, Walter N., Children's Collecting Activity Related to Social Factors, Contribution to Education, No. 535, New York: Teachers College, Columbia University, 1932.

Gezell, Arnold and Ilg, Frances, The Child from Five to Ten, New York: Harper Brothers Publishers, 1946, p. 180.

Lehman, Harvey C. and Witty, Paul A., The Psychology of Play Activities, New York: A.S. Barnes and Company, 1927.

_____, "Further Studies of Children's Interests in Collecting," Journal of Educational Psychology, 21:112-127, February, 1930.

McGehee, William, "Changes in Interest with Changes in Grade Status of Elementary School Children", Journal of Educational Psychology, 32:151-156, February, 1941.

Mills, Frederick C., Statistical Methods (revised), New York: Henry Holt and Company, 1938, p. 47.

Sands, Lester B., "Interests of Pupils in an Elementary School", Twelfth Yearbook, California Elementary Principals' Association, 12:23-29, May, 1940.

Skinner, Charles, Editor, Elementary Educational Psychology, New York: Prentice-Hall, Inc., 1946, p. 181.