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Sawyer, R. D.

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THE NEEDS AND INTERESTS OF THE NINE-YEAR OLD AS REVEALED THROUGH HIS LEISURE TIME ACTIVITIES

Submitted by

Russell D. Sawyer
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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 Education

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CHAPTER I

THE PROBLEM AND DEFINITION OF THE NINE-YEAR OLD

A practical application of the old adage that, "You can judge a person by what he does when he has nothing to do", will be attempted in this study of the needs and interests of the nine-year old as revealed through his leisure time activities.

Statement of the problem. This study proposes to answer three questions suggested by the previous statement.

1. To what activities do nine-year olds spontaneously turn in their leisure?

2. To what extent do environmental factors influence the decisions of boys and girls?

3. Can we draw upon these voluntary activities to vitalize our teaching?

The answers to these questions will in a very large measure depend upon the responses given by the nine-year old. However, we can explore possible answers to some of them based on what we know about children and their needs and interests.

In this phase of the study the second question gives us the greatest concern. LaRue emphasizes this by saying,

> "The child is surrounded and stimulated by the 'world', the environment, both lifeless and living, smutty alleys and green fields, kind voiced friends and cursing outcasts, well ordered freedom or a mad medley of enslaving repressions." 1/

Although the environment that surrounds a child in his leisure may seem infinite in its complexity, it can be analyzed and classified and clarified. We can investigate the organized and non-organized interests that claim his attention; we can check what he does against what he would like to do if leadership and facilities were available. While the outcome of such an investigation will be more or less obscure at some points it will give us a good foundation upon which to build.

Educational leaders are in unanimous agreement that anything within the experience of the child is an important tool which we must use to the fullest possible extent. Some of these experiences are very much worthwhile and others should be eliminated from the child's future experience. If we can determine what is best for the nine-year old as revealed by his responses, we must make every effort to substitute the good for the poor by building up desires for more worthwhile activities. Frequently there is no basis for choice other than doing something because there is nothing better to do at the moment. Going to the movies is

1 Daniel W. LaRue, Educational Psychology, New York: Ronald Press, 1939, p. 118.

a good example. How often we hear people say, "Let's go to the show." When asked what is playing, the reply comes back "I don't know, but it's something to do."

Skinner and Harriman verify the above statement by saying,

> "Something to do is the basis for choices of movies, radio programs, and reading that appears to prevail today. A further requirement is that the something must require little mental effort. The result is a diet of oversimplified and distorted pictures of living that does not strengthen living in a complex age... People will continue to choose that which satisfies felt needs...One is conditioned to like what he has found satisfaction in doing." 2/

The last two statements of the above quotation add emphasis to the desirability for such a study to be undertaken. The needa and interests as revealed by the nine-year old will show what he considers to be desirable according to his experience. Using these data plus the more mature judgment of those most concerned with the child's social development should bring forth some very tangible and usable results. Essentially, leisure time activities are the most important phase of social development and from the child's expressed desires for such activities will be revealed his social maturity. However, we must not overlook the fact that, "The activity is not the important thing, but the attitude of mind one has toward it." 3/

2 Charles E. Skinner and Philip L. Harriman, Child Psychology, New York: Macmillan, 1941, p. 313.

3 ibid, p. 329.

Social approval and the sense of belonging are the desirable outcomes of these experiences. Unless this becomes a reality we will have more maladjusted personalities lacking the feeling of security. Many children turn to the school for guidance in these matters and it becomes the duty of the school to supplement, even supply those things which the child lacks outside. This same thought is expressed in a similar way by Cole,

> "All sorts of personalities, special abilities, good and poor adjustments, all degrees of physical development, and a wide range of knowledge are represented....They can either vegetate in school and 'live' outside of school, or they can 'live' in school and vegetate outside...Child society is, then the background against which learning in school develops. From it comes interests and motives and emotional attitudes that bring about learning, and through it the child learns to get along acceptably in the world." 4/

Up to this point nothing has been said as to what constitutes the leisure time activities of the nine-year old. Primarily these consist of play, organized and non-organized. Further investigation, therefore, becomes necessary before we can analyze the child's needs and interests as revealed by his leisure time activities.

Definition of the nine-year old. The nine-year old used for this study is defined as any child between his ninth birthday and his tenth birthday. No further exceptions were made.

4 Luella Cole, Psychology of Elementary School Subjects, New York: Farrar and Rinehart, 1934, pp. 7-9.

CHAPTER II

REVIEW OF THE LITERATURE AND RESEARCH

Any attempt to define play would immediately result in the acquisition of disciples and adversaries of any theory presented. Many have attempted to explain satisfactorily the motivating forces which bring about this desirable situation, but so far most of the theories have been shown to be incomplete or entirely out of line with the best psychological measurements we can apply today.

Review of the literature. Probably the oldest theory is the so-called "surplus energy theory" generally attributed to Spencer and Schiller. Evidence seems to support the belief that this theory was advanced long before their time and because these men referred to it in their writings it gained in popular appeal. In most respects the theory has proven to be incomplete and indecisive as we find children at play even in an extremely fatigued state. Skinner and Harriman have given considerable thought and study to the theory that energy that is not needed finds an outlet in useless activity, and have concluded that,

> "The theory does not cover the whole field. Children play when they do not have surplus energy, as in the case of the sick child. Many activities that are considered play do not require much energy; in fact, they may be means of building energy. The theory does not tell why play takes particular forms, nor why

play interests vary and change from stage to stage in the child's development." 1/

Gross, a Swiss psychologist, regards play as

"...a biological function which provides the necessary practice for maturing organs and the various forms of play in which animals and children engage as instinctive drives to prepare them for the more serious tasks of adult life." 2/

If we accept this premise it answers in part the criticism cited above for the "surplus energy theory". What about the play of adults? The answer to this question eliminates this theory as a complete explanation of play. According to modern psychology the child learns much from play that will help in future life, but it is not instinctive preparation. He does not play to learn consciously or unconsciously. Play is not due to the premature ripening of instincts.

G. S. Hall explains play in terms of the racial experiences of the past,

"...true play never practices anything racially new. I regard play as the motor habits and spirit of the past of the race, persisting in the present as rudimentary functions sometimes of and always akin to rudimentary organs." 3/

According to the best information available this theory has been thoroughly discredited. Scientists do not accept

1 Charles E. Skinner and Philip L. Harriman, Child Psychology, New York: Macmillan, 1941, p. 325.

2 Karl Gross, The Play of Animals, New York: D. Appleton and Co., 1898, p. 19.

3 G. Stanley Hall, Youth, New York: Appleton-Century, 1920, p. 74.

the inheritance of acquired characteristics. The maturing child does not pass through the various stages through which the race has progressed although at times we may see evidence that might lead to this conclusion.

The relaxation theory is probably the one most commonly held among many people. One hears it expressed most often when adults explain play as being necessary to relieve fatigue which results from performing the daily tasks of life. The question immediately arises, how do you explain children's play on this basis? Patrick thinks he has the answer when he asserts,

> "Children, like primitive man, do not have the higher brain centers developed, so it is impossible for them to do anything but play." 4/

From each of these theories presented and from many more which have been advanced from time to time, ideas may be gathered which tend to explain the activities of children. We are inclined toward the Dewey theory that, "...all organic beings are naturally active" 5/ and we need only to study the behavior of the child to understand his play. This seems to be a very common sense approach with possibilities of more practical application through observation of the individual child rather than an attempt to generalize.

4 G. W. T. Patrick, The Psychology of Relaxation, Boston: Houghton Mifflin, 1916, p.49.

5 John Dewey, in A Cyclopedia of Education, edited by Paul Moore, New York: Macmillan, 1925, Vol. IV, p. 725.

Subscribing to the idea that there are few, if any, innate or natural instincts, we believe interests are products of environment and culture. This is confirmed by Skinner and Harriman in the following quotation,

> "Whether an activity is play or work depends upon the attitude of mind, which is the result of the individuals experience. To enable us to understand why an experiment is regarded by one individual as play and the same experience is regarded by another as work, certain criteria of play need to be understood.
>
> 1. Play is pleasurable. Children play because they want to...The greater part of their waking hours are spent in some form of activity which brings satisfaction, and satisfaction results because they think the activity is fun. Edison said he never worked a day in his life and yet he spent all day and every day, and half the night, in his laboratory actively engaged in experiments that were to be of lasting value to mankind. The activity is not the important thing, but the attitude of mind one has toward it.
>
> 2. Play involves freedom. Children idling, dawdling or resting, running, shouting and wrestling are activities satisfying and pleasurable because they are not forced or necessary. This freedom from conflict distinguishes play from work.
>
> 3. Play is strongly motivated. This criterion for play will hold for the highly organized games of youth such as baseball and football. To outsiders much of the time spent on these games seems to be work if not drudgery, but to the players the efforts are so highly motivated that they get joy out of it." 6/

Alderblum expresses the same idea a bit differently,

> "Play is the mirror of a young child's life. In it he shows the world the story of himself, what he thinks and feels about his family, about other children and most especially about himself. His expressions of ideas, the way he handles children, toys and materials reflect his ever changing personality. In play,

6 Charles E. Skinner and Philip L. Harriman, Child Psychology, New York: Macmillan, 1941 pp. 329-330.

> the natural idiom of all children, he unfolds his abilities, ambitions, fears, feelings about his family and social attitudes...Each child puts a personal stamp on his play that characterizes his own make-up and needs." 7/

The new approach to an understanding of play activities is reflected in the thinking of most of today's writers. Play is defined by them as the activity to which all turn when they are free to choose what they will. A report of the Youth Commission to the American Council on Education summarizes the new meaning of recreation in these words,

> "Recreation is what a person finds pleasure in doing when he is not paid for it and does not feel any kind of obligation to do it." 8/

The report further refines this definition by breaking it down into complimentary theories,

> "One of these emphasizes the re-creative functions of recreation, the other the creative functions. The former, which may be called the relaxation theory, stresses the usefulness of recreation in repairing the wear and tear inflicted by the ordinary routine of life...According to the second interpretation, the primary value in leisure pursuits is in the experience they contribute to our lives that the ordinary round of existence does not afford." 9/

The type of society to which nine-year olds will eventually be subjected makes it imperative that more of the latter

7 Evelyn D. Alderblum, "Know Your Child Through His Play", Parents Magazine, 22:24-5, November, 1947.

8 C. Gilbert Wrenn and D. L. Harley, Time On Their Hands, American Council on Education, Washington, D.C., 1941 p. xv.

9 ibid, pp. xv-xvi.

experiences be provided for them as they mature. We all have latent talents and the capacity to develop them in directions not required by our usual work.

An examination of the choices made by children in their leisure time activities will reveal to what extent they voluntarily turn to things which tend to indicate latent talent. The most extensive research on this subject was conducted by Lehman and Witty. This study found that 8½ to 10½ year old children engaged in the following activities involving:

1. Pleasurable bodily movements, usually of a rhythmic sort.
2. Hiding and finding.
3. The imitation of adults.
4. A relatively high degree of skill.
5. Efforts at construction.
6. Dependence for their enjoyment primarily upon sense organ stimulation.
7. Tag games.
8. Singing and ring games (for girls chiefly). 10/

A breakdown of these generalizations into more specific activities ranked according to frequency the games and other activities most commonly engaged in by nine-year olds follows:

Boys:
1. Looking at Sunday funny paper.
2. Just playing catch.
3. Reading books.
4. Just running and romping.
5. Drawing with pencil, pen, etc.
6. Whistling.

10 Harvey C. Lehman and Paul A. Witty, The Psychology of Play Activities, New York: A. S. Barnes & Co., 1927, p. 72.

7. Chewing gum.
   Reading short stories
8. Football
   Reading the newspaper
9. Using hammer, nails, saw, etc., for fun.
10. Running races.

Girls:
1. Looking at Sunday funny paper.
2. Reading books.
3. Reading shory stories.
4. Drawing with pencil, pen, etc.
5. Just singing.
   Chewing gum.
6. Jumping or skipping rope.
   Cutting paper things with scissors.
7. Listening to a victrola.
8. Reading the newspaper.
9. Dolls, dolls clothing, carriages, etc.
10. Gathering flowers. 11/

These data resulted from the tabulation of information gathered on the "Lehman Play Quiz" given Nov. 7, 1923; Feb. 20, 1924; and April 30, 1924. The play quiz is a checklist of 200 items and the children are asked to indicate the activities in which they had engaged during the previous week. In Chapter IV of this study a comparison will be made between the Lehman and Witty findings and the present study as to rank in frequency of games and other play activities liked best.

In 1931 Witty made a follow-up study in which he used this same instrument, the Lehman Play Quiz, in an attempt to determine the deviates, versatile and social, in play activities. For our purpose this study is not too helpful as it was given to 5th and 6th grade children.

11 ibid, p. 51.

However, certain data reveal the similarities of activities engaged in by older children with those of the nine-year old.

From the 5000 children in Kansas City who were checked by Witty he found that they divided rather easily into six groups. Group I (most versatile) and Group III (least versatile) according to the number of games in which they participated, assuming that versatility was indicated by the number of selections made; Group IV (most social) and Group VI (least social) according to the number of games which they indicated that they participated in with others. Groups II and V showed a central or neutral tendency. Groups I, III, IV and VI consisted of children, who, after careful screening, showed that they were deviates from the central tendency. Two tables are reproduced herewith for purposes of comparison. (See p. 13)

We agree with Burton that,

> "Accurate detailed information concerning the learner is necessary for successful teaching. Neither can goals be set nor teaching procedures be organized without accurate knowledge of pupils' needs, abilities, interests, rates of maturation, previous school and life experiences, health, general home and culture background, and many other phases of pupil's lives. Learning difficulties, behavior problems, personality maladjustments, cannot be diagnosed and remedied without accurate information about past experiences of the pupils involved, their abilities and temperaments." 12/

12 William H. Burton, The Guidance of Learning Activities, New York: Appleton-Century, 1944, p. 514.

THE RANKING GIVEN BY GROUPS II AND III TO THE TEN ACTIVITIES

ACCORDED HIGHEST RANKS BY GROUP I (VERSATILE)

Activity:	Rank: Group I	Group II	Group III
62. Looking at Sunday funny paper	1.0	1.0	1.0
65. Reading or looking at magazines	2.5	5.0	5.0
66. Reading books	2.5	3.0	2.0
64. Reading the newspaper	4.0	2.0	5.0
43. Going to the movies	5.0	4.0	3.0
63. Reading jokes or funny sayings	6.0	7.5	13.5
68. Looking at daily comic strips	7.0	6.0	5.0
67. Reading short stories	8.0	21.5	24.5
27. Riding in an automobile	9.5	12.5	11.0
49. Chewing gum	9.5	12.5	7.0

THE RANKING GIVEN BY GROUPS V AND VI TO THE TEN ACTIVITIES

ACCORDED HIGHEST RANKS BY GROUP IV (SOCIAL)

Activity:	Rank: Group I	Group II	Group III
62. Looking at Sunday funny paper	1.0	1.0	1.0
48. Visiting or entertaining company	2.0	21.5	18.0
34. Listening to stories	3.0	23.0	28.0
43. Going to the movies	4.0	2.5	3.0
57. Social clubs	5.0	24.0	33.0
55. Card games	6.5	28.0	32.0
86. Running races	6.5	31.0	27.0
27. Riding in an automobile	8.5	11.0	14.0
79. Doing gymnasium work	8.5	7.0	17.0
180. Using hammer, nails, saws, etc.	10.0	12.0	25.5

13/

13 Paul A. Witty, A Study of Deviates in Versatility and Sociability of Play Interests, Teachers College, Columbia University, New York: Contributions to Education No. 470, 1931, Table XXVII, p. 37 and Table XXXIII, p. 40.

Therefore, we must know more about the needs and interests of the nine-year old as revealed through his leisure time activities. While this is only one of the many phases of the problem that should be studied it is probably the most neglected by school people.

This study is an attempt to establish some accurate detailed information concerning the nine-year old in the hope that it may serve as a guide for teachers in providing for some of these needs and interests.

CHAPTER III

THE METHOD USED FOR GATHERING DATA

Assuming that the child himself has something to contribute, a questionnaire was used to give the child a chance to make free choices based upon his own experiences rather than a suggestive list which might influence his response. As play is a subjective phenomenon it is our belief that a questionnaire is superior to a checklist for gathering the type of data needed for this study.

Dr. Jacob Conn of the Children's Psychiatric Clinic, John Hopkins Hospital says,

> "There can be no royal road in the collection of the data that help to explain child behavior. No one theory can account for all the factors in any one case. There is the factor of original endowment, as well as the developmental, physical, and situation-determining factors to be evaluated. The attitude of parents, of the school teacher, of the child's associates at home and in the neighborhood must be studied as they affect the child in his daily life.
>
> In the difficult, painstaking labor of collecting all these significant items, there is one important consideration that is too often forgotten--namely, that the child himself has something to contribute. The child, himself, like the adult, has a biography, which includes past experiences and a present life situation." 1/

Approach to the child. The questionnaire was given

1 Jacob Conn, "The Child Reveals Himself Through Play: The Method of Interview," Mental Hygiene, 23:49-69, 1939.

to all fourth grade pupils in four typical New England communities; two of the industrial type, one essentially residential, and the fourth semi-rural. Each child was asked specific questions relating to the things he most enjoyed under certain conditions and at various seasons of the year. In order to eliminate any possibility of teacher influenced answers, instructions were given to make no comment whatsoever, just hand out the questionnaire and allow all the time necessary for each pupil to write as much or as little as he desired. This was an attempt to go as directly as possible to the child with a minimum of formality and ask him to share his thinking with us.

The questionnaire. Each part of the questionnaire was devised with certain objectives in mind. Part I deals entirely with organized groups and activities; Part II with non-organized, social, and seasonal activities; Part III with free choices selected from Parts I and II.

In Part I a checklist was provided for each child to record all the clubs to which he belonged, such as, the Y.M.C.A., Y.W.C.A., Cubs, Brownies, etc., with provision for the entry of any community clubs not otherwise listed. It was hoped that the information from this checklist would reveal the extent that boys and girls are club minded and the part these clubs play in influencing their activities.

QUESTIONNAIRE

Pupil's Name:_____. Boy_____. Girl___.

How old are you? _____. When is your birthday? _____.

PART I

Check the clubs listed below to which you belong. If your club is not listed write it in under number 8.

1. Y.M.C.A. ____. 2. Y.W.C.A. ____. 3. Cubs ____.

4. Brownies ____. 5. 4H Club ____. 6. C.Y.O. ____.

7. Camp Fire Girls ____. 8. Others _____.

_____.

_____.

After each of the following questions you have spaces for several answers. It is not expected that you will be able to fill in all the spaces for all of these questions.

A. What do you enjoy doing in the clubs to which you belong?

B. Have you ever been to a boys' or girls' camp in the summer?__. If your answer is YES, what did you enjoy most at camp?

PART II

A. When you are alone what do you like to do?

B. What do you like to do with your family?

C. What do you like to do with your friends?

D. What games or sports do you like best in the summer?

In the fall?

In the winter?

In the spring?

PART III

Of all the things you have mentioned, which do you enjoy most?

The thing I enjoy doing the most is _____.

The next thing I would choose would be _____.

My third choice would be _____.

Part I-A requested information on what they enjoyed doing at the club, Part I-B asked if they had ever been to a boys' or girls' camp in the summer, and if so, what they most enjoyed at camp. This section of the questionnaire attempted to reveal how many boys and girls belonged to organized groups and enjoyed organized activities.

As a basis for comparison, Part II was devised to show what boys and girls turn to spontaneously when alone, with the family, with friends, and during the various seasons of the year. Due to the fact that this questionnaire was to be submitted in March, which is between seasons in New England, provision was made for selections in each of the four seasons. It was felt that from this information a comparison would be possible between organized activities as revealed in Part I and non-organized activities as revealed in Part II.

After the activities had been listed under the various headings, each boy and girl was asked to make a first, second and third choice of all the activities mentioned, either organized or non-organized. Part III consisted of three incomplete sentences which each child was asked to fill in on the basis of a free choice for each of the sentences.

Provision was made for the possibility of six responses to each question in Part I and II. Experience

seems to indicate that this is too many and should probably be reduced to three.

The final draft of the questionnaire was the result of the work done by 41 fourth grade pupils acting as a sampling unit. Their many helpful suggestions made possible an instrument that could be administered without any instructions from a teacher due to its self-explanatory nature.

CHAPTER IV

PRESENTATION AND INTERPRETATION OF DATA

The tables and the explanations to found on the following pages presents the majority of responses made by nine-year olds in answer to the questionnaire. No attempt has been made to record all the responses made to each question, except in Tables I and II, as in some instances only one choice was made of several activities.

Age distribution of 4th grade pupils. Table I shows the age distribution of all 4th grade pupils in the four New England communities as ranging from 8 years 1 month to 13 years for 773 boys and girls. Calculation of the means shows 9 years, 11 months for boys, 9 years 10 months for girls, and 9 years 10 months plus for all boys and girls.

Since we have defined the nine-year old as any child between his ninth birthday and his tenth birthday we find that only 67% of the boys and girls questioned were usable for this study. These 251 boys and 267 girls have a mean age of 9 years 5 months plus. The data in all the remaining tables are based on the responses received from this age group.

Club affiliations. Table II tabulates all the organized activities and club affiliations listed by nine-

TABLE I

AGE DISTRIBUTION OF 773 FOURTH GRADE PUPILS IN FOUR NEW ENGLAND COMMUNITIES-MARCH 9, 1949

Age	8		9		10		11		12		13	
	B	G	B	G	B	G	B	G	B	G	B	G
Months 0			4	3	21	26	6	6	2	1	1	1
1		1	12	18	14	18	4	1	1			
2	1		20	19	11	8	3		2			
3			16	16	9	7	3					
4			16	21	6	4	3					
5			29	27	6	8	1			1		
6			16	24	7	4	1	3		2		
7			35	26	8		1	1				
8			31	28	3	4	1	1				
9		1	25	40	7	5	2	1	1	1		
10			21	22	7	4	1					
11		1	26	23	5	4	2	1				
Total	1	3	251	267	104	92	28	14	6	5	1	1

TABLE II

CLUB AFFILIATIONS OF NINE-YEAR OLDS

Clubs	Boys	Girls
1. Y.M.C.A.	34	
2. Y.W.C.A.		1
3. Cubs (Boy Scouts)	119	
4. Brownies (Girl Scouts)		149
5. 4H Club	7	6
6. C.Y.O.	2	
7. Camp Fire Girls		5
8. Others	79	47

year olds. Approximately 50% of the boys and 35% of the girls belong to more than one of these activities. Inasmuch as we are concerned with the activities of 251 boys and 267 girls it is significant that 119 boys (47%) and 149 girls (54%) are actively engaged in Cubs and Brownies respectively. We may well ask ourselves, what do these organizations offer that is attractive enough to interest approximately one-half of our boys and girls in this age group.

Item No. 8 includes local clubs or activities not identified with a national or regional group.

TABLE III

CLUB ACTIVITIES MOST ENJOYED

Activities (Boys)	%	Activities (Girls)	%
1. Handicraft	18.3	1. Making gifts	31.5
2. Basketball	11.0	2. Singing	16.0
3. Baseball	10.0	3. Hiking	10.0
4. Swimming	6.5	4. Drawing	8.0
5. Hiking	6.5	5. Sewing	6.3
6. Movies	6.0	6. Handicraft	4.5
7. Boxing	4.0	7. Dancing	4.0
8. Football	4.0	8. Knitting	2.7
9. Eating	3.5	9. Movies	2.7
10. Singing	3.5	10. Swimming	2.7
11. Others	26.7	11. Others	11.6

Since these figures are not too revealing as to the needs and interests of the nine-year old let us turn our attention to Table III which is more directly concerned with this matter.

Club activities most enjoyed. The final tabulation of all activities enjoyed by this group shows a selection of 84 different activities. From this list we find that 30

are carried on as club activities for boys and 25 for girls. Instead of listing the number of choices for each of these activities, percentages of choices are shown in relation to the total number of choices. For example; handicraft was checked 42 times and this represents 18.3% of the 229 choices made by the boys reporting under this heading. The girls mentioned making gifts 70 times in 222 or 31.5% came under this item.

Even a perfunctory examination of this table will reveal a marked difference in the programs arranged for boys and girls. The first three selections by the boys -- handicraft, basketball and baseball -- accounts for 39.3% of all the activities listed, while the first three for the girls -- making gifts, singing and hiking -- accounts for 57.5% of all their club activities. If this is typical we can say that the program for boys is more physically active and diversified. The findings of this study tend to show that a similar program for girls is desirable. Further observation on this statement is made in Chapter V.

An interesting observation was made while tabulating the first choice of the girls. When 31.5% of those reporting make this selection -- making gifts, such as, scrapbooks, dressing dolls, etc., for children in hospitals and sanitoriums -- the Girl Scouts organization may well feel proud that they have indoctrinated those under their

TABLE IV

SUMMER CAMP ACTIVITIES MOST ENJOYED

Activities (Boys)	%	Activities (Girls)	%
1. Swimming	27.5	1. Swimming	31.4
2. Hiking	10.8	2. Handicraft	15.0
3. Baseball	9.2	3. Hiking	8.0
4. Archery	9.2	4. Baseball	6.4
5. Handicraft	7.5	5. Cooking	4.3
6. Boating	6.6	6. Singing	3.5
7. Camp fire	3.3	7. Archery	2.8
8. Basketball	1.7	8. Horseback riding	2.8
9. Card games	1.7	9. Boating	2.1
10. Foot racing	1.7	10. Camp fire	2.1
11. Singing	1.7	11. Dancing	2.1
12. Other	19.1	12. Other	19.5

leadership with such a fine background for unselfish public service.

Summer Camp activities most enjoyed. In answer to the question, "Have you ever been to a boys' or girls' camp in the summer?", 79 boys or 31.4% reported yes and 71 girls or 26.5% reported likewise.

Table IV reveals striking similarities of activities enjoyed by boys and girls at camp. Selection of the boys' first five choices--swimming, hiking, baseball, archery and handicraft--show that these account for 64.2% of all the activities listed. Similar items for the girls account for 63.6% of all their activities enjoyed at camp. The large majority of these selections shows a strong desire for strenuous outdoor exercising.

Tables V through XI inclusive list the activities most enjoyed when alone, with the family, and with friends in home or neighborhood environment and take into account seasonal activities which are usually carried on within the immediate community.

A change in tabulating choices will be noted in these tables. Whereas Tables III and IV show the percentage of responses in relation to the total number of responses, the following tables list the actual number of responses for each activity. No attempt has been made to list all the responses under each table heading, rather, the first ten choices according to the rank in frequency of mention. In numerous instances an activity was selected by only one or two boys and/or girls. We feel that so small a number of responses is not significant enough to be listed.

In reading these tables do not confuse the numbers listed under the heading "No." with the total number of

boys and girls studied. Using Table V as an example, we find that 142 boys out of 251 indicated reading as their first choice of activity when alone, also they may have chosen one or more of the other nine activities listed. As a matter of fact the boys made 446 separate choices of activities and Table V accounts for 337 of these, thus 75.5% of all the choices are accounted for in the first ten according to rank in frequency. Likewise for the girls we find 563 separate choices and the table accounts for 417 or 74% of all the choices.

Activities most enjoyed when alone. The first item --reading--requires a word of explanation. There has been no attempt in this study to differentiate between the various types of reading mentioned. It is safe to say that at least 50% of those reporting enjoyed comic books when alone. With the exception of reading and listening to the radio there is very little that boys have in common with girls when they must amuse themselves.

Activities most enjoyed with family. It is quite evident from a study of Table VI that the family pattern of activities for both boys and girls is strikingly similar. The first seven items almost parallel each other as far as choice is concerned. The number of responses recorded in this table represents 75% of all the activities mentioned by boys and 81% of those mentioned by girls.

TABLE V

ACTIVITIES MOST ENJOYED WHEN ALONE

Activities	No. of Boys	Activities	No. of Girls
1. Reading	142	1. Reading	132
2. Handicraft	47	2. Playing dolls	60
3. Listen to radio	39	3. Listen to radio	40
4. Card games	21	4. Drawing	32
5. Riding bicycle	20	5. Coloring pictures	31
6. Drawing	19	6. Playing house	31
7. Playing ball	15	7. Cut out paper dolls	28
8. Playing cowboys	12	8. Sewing	25
9. Make model planes	12	9. Card games	21
10. Puzzles	10	10. Playing school	17

Throughout this study, the lack of responses regarding movies as an enjoyable activity is surprising. Only in Tables III and VI has it been chosen by both boys and girls in their first ten selections. The cumulative record of responses show 2 boys and 2 girls selecting movies for their 1st choice, 2 boys and 3 girls as a 2nd choice, and 1 boy and 1 girl as a 3rd choice of all the activities which they have listed. Out of a total of 6757 responses,

TABLE VI

ACTIVITIES MOST ENJOYED WITH FAMILY

Activities	No.of Boys	Activities	No.of Girls
1. Riding in car	75	1. Riding in car	119
2. Card games	61	2. Card games	63
3. Picnicking	32	3. Picnicking	43
4. Listen to radio	30	4. Movies	30
5. Baseball	27	5. Listen to radio	25
6. Swimming	19	6. Swimming	18
7. Movies	15	7. Baseball	17
8. Reading	12	8. Eating	12
9. Eating	10	9. Riding bicycle	12
10. Fishing	10	10. Hiking	11

movies were mentioned on 102 times. Have we as parents and teachers been unduly alarmed about the influence of the movies over our children?

The question has been raised as to what part community environmental factors make a difference. In the selection of the four New England communities used in this study we attempted to find typical communities. However, the fact that these are relatively small places,

TABLE VII

ACTIVITIES MOST ENJOYED WITH FRIENDS

Activities	No. of Boys	Activities	No. of Girls
1. Baseball	83	1. Playing house	44
2. Football	57	2. Jumping rope	43
3. Playing cowboys	49	3. Playing dolls	39
4. Playing with guns	39	4. Riding bicycle	35
5. Basketball	16	5. Baseball	33
6. Hiking	16	6. Talking	27
7. Tag	12	7. Roller skating	26
8. Movies	11	8. Playing school	21
9. Hide and seek	10	9. Hide and seek	18
10. Handicraft	10	10. Hiking	17

probably equipped with recreational facilities, has definitely limited the validity of this study regarding movies as a leisure time activity of nine-year olds.

Activities most enjoyed with friends. Table VI lists the responses which would be typical of boys and girls of any community. Observation of this age group would certainly confirm these findings. 70% of all the boys' choices and 68% of all the girls' choices are record-

TABLE VIII

ACTIVITIES MOST ENJOYED IN SUMMER

Activities	No. of Boys	Activities	No. of Girls
1. Baseball	205	1. Swimming	176
2. Swimming	129	2. Baseball	73
3. Football	74	3. Riding bicycle	29
4. Basketball	36	4. Jumping rope	19
5. Fishing	27	5. Basketball	18
6. Riding bicycle	18	6. Roller skating	18
7. Foot racing	13	7. Fishing	17
8. Tag	13	8. Hiking	17
9. Handicraft	13	9. Football	13
10. Boating	11	10. Boating	12
		Hide and seek	12
		Tag	12

ed in this table.

Seasonal activities most enjoyed. Tables VIII, IX, X, and XI reveal very little by way of new activities during the various seasons of the year. The greatest value of these tables is in the ranking of preferences.

With the exception of the activities listed in

TABLE IX

ACTIVITIES MOST ENJOYED IN THE FALL

Activities	No. of Boys	Activities	No. of Girls
1. Football	159	1. Playing in leaves	124
2. Playing in leaves	69	2. Baseball	22
3. Basketball	25	3. Riding bicycle	20
4. Baseball	23	4. Jumping rope	19
5. Riding bicycle	16	5. Football	18
6. Playing with guns	9	6. Roller skating	18
7. Hunting	8	7. Basketball	11
8. Playing cowboys	8	8. Hide and seek	9
9. Marbles	7	9. Tag	9
10. Foot racing	6	10. Hiking	8

Table XI we find many similarities of choices in the first few activities. This is especially true of the first four items in Table X which shows the influence of New England winters on children's activities.

Table VIII accounts for 84.8% of the choices made by boys and 81% by girls; Table IX, 90% by boys, and 78.6% by girls; Table X, 100% by boys, and 88% by girls; and Table XI, 77.5% by boys, and 66% by girls.

TABLE X

ACTIVITIES MOST ENJOYED IN THE WINTER

Activities	No.of Boys	Activities	No.of Girls
1. Making snowforts, snowmen,etc	129	1. Making snowforts, snowmen,etc.	152
2. Skiing	91	2. Ice skating	105
3. Sliding	91	3. Sliding	100
4. Ice skating	71	4. Skiing	66
5. Hockey	65	5. Basketball	2
6. Basketball	34	6. Reading	2
7. Bowling	2	7. Talking	2
8. Ice fishing	2		
9. Hunting	2		

During the winter season the fewest number of different activities were recorded than at any other season of the year. Out of the 84 tabulated, only 14 were selected by both boys and girls during this season.

TABLE XI

ACTIVITIES MOST ENJOYED IN THE SPRING

Activities	No. of Boys	Activities	No. of Girls
1. Baseball	118	1. Jumping rope	45
2. Football	31	2. Baseball	42
3. Basketball	29	3. Roller skating	22
4. Riding bicycle	19	4. Picking flowers	21
5. Gardening	17	5. Playing dolls	14
6. Marbles	16	6. Marbles	13
7. Playing with guns	16	7. Riding bicycle	13
8. Swimming	13	8. Gardening	12
9. Roller skating	9	9. Basketball	11
10. Boating	8	10. Hiking	11
Fishing	8		

Free choices of activities. As has been previously stated, each child was asked to complete three sentences which in effect revealed his first, second, and third choices of all the activities listed by him. Tables XII and XIII show the rankings given to these activities in terms of frequency of mention on the questionnaire.

Table XII shows a general trend in choices through the first three activities listed. However, from that point on there is great divergence of interest. 222 boys out of 251 or 88.4% of the boys submitted a first choice, 88.4% a second choice, and 71.7% a third choice. The average for the boys is much higher in this respect than that of the girls who submitted 227 first choices out of a possible 267 for an average of 85%, only 52.4% a second choice, and 47.2% a third choice. These figures tend to show that boys are more positive as to their likes and dislikes than are girls. As so few girls participated in making second and third choices we do not consider these findings significant and probably of very little value.

TABLE XII

THE RANKINGS GIVEN BY 251 BOYS TO THE TEN ACTIVITIES MOST ENJOYED BASED ON THEIR FIRST THREE CHOICES

Activities	1st Choice	2nd Choice	3rd Choice
Baseball	1	2	2
Football	2	1	1
Swimming	3	3	4
Riding bicycle	4	5	-
Skiing	5	8	10
Basketball	6	4	3
Playing cowboys	7	7	-
Camping	9.5	-	-
Hiking	9.5	-	-
Playing with guns	9.5	-	-
Handicraft	9.5	-	-
Hockey	-	6	7
Skating	-	9	9
Reading	-	10	8
Making snowforts,etc.	-	-	5
Card games	-	-	6

TABLE XIII

THE RANKINGS GIVEN BY 267 GIRLS TO THE TEN ACTIVITIES MOST ENJOYED BASED ON THEIR FIRST THREE CHOICES

Activities	1st Choice	2nd Choice	3rd Choice
Swimming	1	1	1
Jumping rope	2	-	8
Picking flowers	3	-	-
Riding bicycle	4	4	-
Playing dolls	5	7	9
Marbles	6	-	-
Ice skating	7	2	10
Roller skating	8	5	4
Playing house	9	-	-
Baseball	10.5	3	2
Reading	10.5	6	3
Playing school	-	8	-
Riding in car	-	10	7
Skiing	-	10	-
Sliding	-	10	-
Making snowforts,etc.	-	-	5
Playing in the leaves	-	-	6

Rank in frequency of activities most enjoyed by boys and girls. The results shown in Tables XIV and XV for the present study are based upon the totals obtained by adding the responses made in all parts of the questionnaire. In other words activity No. 1 for the boys was mentioned 914 times, or an average of 3.4 times per boy; activity No. 1 for the girls was mentioned 681 times or an average of 2.5 times per girl.

A comparison of the rankings in the Lehman and Witty study with the present study reveals only a slight difference among boys. Baseball, football and basketball are at or near the top of the list for both studies. A marked difference in girls activities is immediately apparent as there is no similarity whatever. The girls of today are more physically active than they were 25 years ago.

Generalizations. Generalizations are not conclusive evidence of fact but we feel that certain general data should be included in this presentation to round out the whole picture.

Examination of the data reveals that 6757 separate responses were made by nine-year olds in this study. From 251 boys came 3473 responses, and from 267 girls came 3284 responses, this is an average of 13 plus for the boys and 12 plus for the girls. Remembering that these are the products of their own thinking, without aid from adults

TABLE XIV

RANK IN FREQUENCY OF GAMES AND OTHER PLAY ACTIVITIES LIKED BEST BY 251 NINE-YEAR OLD BOYS

Lehman and Witty Study	Present Study
1. Football	1. Baseball
2. Baseball	2. Football
3. Basketball	3. Swimming
4. Boxing	4. Basketball
Roller skating	5. Reading
5. Marbles	6. Making snowforts, etc.
6. Reading Sunday Funny paper	7. Handicraft
7. Playing cowboys	8. Skiing
Riding bicycle	9. Card games
Movies	10. Playing cowboys
8. Wrestling	11. Riding bicycle
Riding in car	12. Sliding
Reading books	13. Ice skating
Running races	14. Riding in car
Coasting in a wagon	15. Hockey
9. Horseback riding	

TABLE XV

RANK IN FREQUENCY OF GAMES AND OTHER PLAY ACTIVITIES LIKED BEST BY 267 NINE-YEAR OLD GIRLS

Lehman and Witty Study	Present Study
1. Roller skating	1. Swimming
2. Playing dolls	2. Baseball
Riding in car	3. Reading
Reading books	4. Jumping rope
3. Reading Sunday funny paper	5. Making snowforts, etc.
4. Going to the movies	6. Ice skating
Playing the piano for fun	7. Playing dolls
5. Playing house	8. Riding in car
6. Playing school	9. Riding bicycle
Jacks	10. Playing in the leaves
Dressing up in older folks clothing	11. Roller skating
7. Listening to a victrola	12. Sliding
8. Sewing, knitting, etc.	13. Playing house

or a suggestive checklist, these averages seem reasonably high.

Some of their responses were not tabulated as the response did not seem pertinent to this study. Two outstanding examples are cited herewith to show some of the unusual types. When asked what he liked to do with his family one boy replied that he liked to pray, sing hymns and read the bible. The other extreme was expressed by another boy who was obsessed with the idea that he liked to get into trouble and so indicated in almost every response. The sincerity of the first boy cannot be questioned, while the second boy's answers are very questionable.

Of the 84 activities listed we find that participation in the largest number of these occurred when boys were with the family and girls were with their friends, 49 and 52 respectively. In each case non-organized activities were chosen more often than organized, although they tend to be group activities. The winter season offers the least number of different activities with only 14 registered by boys and a like number by girls. The average number of selections under each heading in the questionnaire was 40 out of a possible 84.

The nine-year may well be called a human dynamo with a tremendous capacity for physical exercise to satisfy his needs and interests.

CHAPTER V

SUMMARY AND CONCLUSIONS

The attempt to reveal the needs and interests of the nine-year old through a study of his leisure time activities has brought about partial answers to the three questions proposed in Chapter I, p. 1.

We find in examining the final tabulations that nine-year olds selected 84 different activities which they found pleasure in doing either in organized or non-organized groups. A total of 6757 responses were registered for these 84 activities, 3473 by the boys and 3284 by the girls. These selections were made voluntarily without any suggestion or help from adults. All the questionnaires were completed in the classroom and with no previous idea as to the nature of the questions. Many of the responses were given by relatively few children, however, all were spontaneous choices and for that reason we feel that they are reliable. Let us re-examine some of these findings briefly.

Club affiliations. About 50% of this age group belong to one or more organized clubs, the Cubs and Brownies leading with 119 boys (47%) and 149 girls (54%). Church, school, neighborhood and other community clubs comprise the next largest enrollment of nine-year olds,

79 boys and 47 girls. From the nature of their responses this is an enjoyable experience.

Club activities most enjoyed. Making things and an active sports program seems to be the answer to the boys' needs and interests. We find from an examination of the tabulated results that handicraft, basketball and baseball hold the first three positions and account for 39.3% of all the choices. It is more difficult to express the needs and interests of girls under one or two categories. The first three choices of the girls - making gifts, singing, and hiking - account for 57.5% of all their choices. The choices of both boys and girls demonstrate a real need for guided activities.

The development of more handicraft for boys and girls in our schools holds great possibilities. This activity does not require elaborate paraphernalia or expensive equipment. Almost without exception the activities listed might well find a place in the school program.

From the 84 different activities listed by boys and girls, club activities utilize 30 or them for boys and 25 for girls.

Summer camp activities. The relatively small percentage of boys (31.4%) and girls (26.5%) who have attended summer camp is undoubtedly due to the expense involved. If any one group is to be singled out for special considera-

tion because they are privileged we would have to do it at this point. From the responses of those who have attended we find that organized activities when provided with adequate facilities under good leadership appeals to boys and girls alike. The similarity of choices tends to confirm this observation.

Swimming, hiking, baseball, archery, and handicraft account for 64.2% of all the activities boys most enjoy at camp. Similar activities for girls account for 63.6% of all their activities. Boating and horseback riding are well down the list although they are activities normally engaged in by a few privileged individuals such as summer campers.

Activities at summer camps are well diversified if the responses by boys and girls are reliable. Boys participated in 45 and girls in 36 of the 84 activities listed.

Activities when alone. Contrary to the belief of most parents and teachers, children like to read when alone as indicated by 142 or 56.5% of the boys and 132 girls or 49.4% of the girls. What they are reading is quite another matter. It is our opinion that the schools, in conjunction with the public libraries, have a real challenge to provide guidance for the development of more worthwhile reading habits.

Inasmuch as we are concerned with this matter of

reading as their first choice, a word of explanation becomes necessary to clarify the tabulation resulting from this choice. No attempt was made to differentiate between the various types of reading mentioned. It is safe to say that at least 50% of those reporting enjoyed comic books.

Listening to the radio is the only other activity ranked high enough on the list to be considered a common activity to both. The boys tend toward manual activity through handicraft, drawing, making model planes, and doing puzzles. The tendency of the girls is in the same direction although, with one exception, the activities are entirely different, namely, drawing, coloring pictures, cutting paper dolls and sewing.

Boys selected 47 and girls 37 of the 84 activities listed.

Activities with the family. As previously stated, it is apparent that activities within the family unit are a fixed pattern for both boys and girls. There are unlimited possibilities in these choices for closer family unity coupled with pleasurable activity. Experience tends toward the belief that closer participation in activities by all members of the family would be excellent for the physical and mental health of the child, particularly the latter.

Examination of these activities shows that riding

in the car, card games and picnicking rank in that order in the first three places for both boys and girls. These activities account for 66% of the choices listed by boys and 54% by the girls. Of the first ten choices most enjoyed with the family, the first seven listed are identical with but very little difference in ranking. Along with the three listed above we find listening to the radio, baseball, swimming and movies are the other popular choices.

The ten choices listed account for 75% of all the choices made by boys and 81% of those made by girls.

Activities with friends. The answers to the question, "What do you like to do with your friends?" brought responses typical of this age group. Any group of adults who have observed children at play could have listed these same activities although their rankings would not have followed the same pattern.

For boys; baseball, football, playing cowboys and playing with guns were accorded the highest rankings on their list. The girls enjoy playing house, jumping rope, playing dolls, riding a bicycle and baseball. From these rankings we find that boys and girls have very little in common as far as choices are concerned. They have not reached the age where they play in mixed groups to any great extent.

Greater diversification of activities is evidenced

by the girls in listing 52 activities out of the total of 84. The boys listed 46. The first ten choices represents 70% of all the choices made by boys and 68% of those made by girls.

Seasonal activities. The responses to the question as to what activities were most enjoyed at different seasons of the year gives us a clue as to the extent environmental factors influence decisions. Table XIV, p. 40, and Table XV, p. 41, compare the rank in frequency of games and other play activities between the Lehman and Witty study and this study. The present study conclusively shows the influence of winter environment in the choice of activities. Boys show an interest in making snowforts, snowmen, etc., along with skiing, sliding and ice skating; girls have listed ice skating, sliding and making snowforts, snowmen, etc. The Lehman and Witty study fails to show any of these activities. Another interesting observation can be made between these two studies, only one active outdoor sport--roller skating--is listed in the Lehman and Witty study while the present study shows eight--swimming, baseball, jumping rope, ice skating, riding bicycle, roller skating, sliding and making snowforts, snowmen, etc.--in an equal number of choices. Active sports for girls is accepted practice in this day and age, consequently we see the influence of our present environment especially

in the case of girls.

Baseball and swimming get first call by both boys and girls as summer activities and account for 53% and 48% respectively of the total responses registered. Other activities ranking high on these lists include football, basketball and fishing for the boys, and riding bicycle, jumping rope, basketball and roller skating for the girls. The first ten in the rankings under this heading account for 84.8% of all the choices made by boys and 81% of all choices made by girls.

Football for the boys and playing in the leaves for the girls rank first in fall activities. These two are far ahead of any other activities during this season of the year. There is considerable similarity of choices especially in the first five. According to rank boys listed football, playing in the leaves, basketball, baseball and riding bicycle; girls listed playing in the leaves, baseball, riding bicycle, football and roller skating, the latter two activities being accorded equal rank. These activities account for 78% of all boys' choices and 67% of the choices made by girls.

Making snowforts, snowmen, etc., along with skiing, sliding and ice skating monopolizes the leisure time of nine-year olds during the winter season. 77% of the boys and 87% of the girls choices are made up of these four

activities. Any question as to the influence of New England winters on the leisure time activities of boys and girls should be satisfactorily answered from the above data.

The spring activities most enjoyed include baseball, football, basketball and riding bicycle for boys; jumping rope, baseball, roller skating and picking flowers for girls. The popularity of these activities accounts for 53% of the boys' choices and 42% of the girls' choices. One might expect that playing marbles would rank high on the list of spring activities, however, only 16 boys out of 251 and 13 girls out of 267 thought enough of this activity to mention it.

With the exceptions as noted above, we may reasonably conclude that the nine-year old of today does not differ appreciably from those of 25 years ago. We do see the influence of regional environment in their choices of activities and note some change in the games and other activities selected by girls. In this respect girls are much more active and interested in outdoor sports. However, we feel that this study does not allow us to make any definite conclusions without further research.

Recommendations for further study.

1. If we accept the premise that interests are symptomatic of ability we shall have to examine very carefully real and temporary interests. Further study of this same group as ten year olds and possibly as eleven year olds should be undertaken before guidance will be really worthwhile.

2. More extensive research keeping in mind the affect upon play behavior of such variables as race, intelligence and community. Age and sex have been adequately studied within the limits set by this study.

3. To be more valid the data should be collected several times during the year. One sampling is insufficient as seasonal influences are bound to affect the frequency of choices.

4. Whereas the movies have not been mentioned too frequently in these data, we are of the opinion that they do play a very important part in the life of the nine-year old. Many studies have been made which tend to show that movies are an important element to be considered. Someone might well attempt to answer these questions. Do children turn to the movies because they have nothing better to do? Does this study tend to show that children will select activities other than the movies if opportunities are offered for that selection?

Conclusions. Lehman and Witty found that the activities of nine-year olds divided themselves into eight general patterns. This study emphasizes the importance of two of them, activities requiring a high degree of skill and efforts at construction. The importance of the other six are inconsistent with the results obtained from this study.

Any attempt to draw conclusions results in generalizations and not in specific conclusions. In the first place we can say that boys and girls of today are engaged, almost entirely, in activities requiring a high degree of skill. These consist of games and sports, either organized or non-organized.

Secondly, attempts at constructions are in evidence through the choices for handicraft. The distinction between activities requiring a high degree of skill and attempts at construction is so fine that these two might well be considered under a different heading, such as, activities requiring a high degree of manual dexterity.

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APPENDIX

APPENDIX A

CUMULATIVE RECORD OF ALL ACTIVITIES

CHOSEN BY NINE-YEAR OLDS

Activities	PART I				PART II			
	A		B		A		B	
	B	G	B	G	B	G	B	G
Archery			11	4	3			
Baseball	23	1	11	9	15		27	17
Basketball	25		2		5		2	1
Bingo							2	
Boating	2		8	3	1		3	4
Bowling	3						1	
Boxing	10							1
Camp fire	3	1	4	3			1	1
Camping	7	2	2	3	1	1	2	
Card Games			2	1	21	21	61	63
Checkers					1		6	6
Chess								
Climbing trees					2	2		
Coloring pictures	4	5			5	31		
Cooking	1	2	1	6	2	14	1	1
Croquet						1	1	2
Cutting out paper dolls						28		2
Dancing		9		3			1	1

PART II (cont.)										PART III					
C		Sum.		Fall		Win.		Spr.		1st		2nd		3rd	
B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
		3								1		1			
83	33	205	73	23	22		1	118	42	88	9	54	14	30	16
16	2	36	18	25	11	34	2	29	11	8	1	16	3	22	5
						1									
1	2	11	12	1	1			8		5	4	7	1	3	1
		2	1	1	1	2		1	1	1	2			1	
7		3		3				1	1	2		1		2	
1															
5		2		1		1			1	6	3	1	1	1	4
3	8			1			1	1		3	2	1	2	11	6
	3														
		1				1		1							
7	1	2	1	3	4			2	4			2	1	3	1
	5		1		2			1	2		1	1	1		
	1		1		1		1			1	2		3		2
			3		3			1	1				2	1	
	5				1				2				2		2
	6		3						1		3				1

APPENDIX A (cont.)

Activities	PART I				PART II			
	A		B		A		B	
	B	G	B	G	B	G	B	G
Dominoes							1	
Drawing	2	17		1	19	32		2
Eating	8	1	1	1	4	10	10	10
Feeding birds					1		1	1
Fishing	1	1		2	7		10	1
Football	10		1	1	3		5	
Foot racing	7	2	2	1	2			
Gardening					1		1	2
Golf							2	
Handball					3			
Hide and seek				2		1	2	1
Hiking	14	22	13	11	2	2	8	11
Hockey								
Horseback riding		1	8	4	1	1	2	
Horseshoes								
Hot dog roast		1	2					1
Hunting				3			2	1
Jumping rope						15	1	1
Knitting			6		1	8		
Listen to radio	2		1		39	40	30	25
Making gifts	6	70		9				3
Making model planes	5		1		12		2	

PART II (cont.)										PART III					
C		Sum.		Fall		Win.		Spr.		1st		2nd		3rd	
B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
1	3		1		1			1	3		1		1		3
	1		1												
9	1	27	17	4	1	2	1	8	6	3	1	4	3	5	3
57	2	74	13	159	18			31	1	43	4	61	4	47	3
7	4	13	4	6	4			7	6	3		1	1	5	
		1		1				17	12	2			1	6	2
2		7	2					2		2				1	
1															
10	18	8	12	3	9			4	6		1		2	2	1
16	17	7	17	3	8			6	11	6	3	2	4	3	3
2			1		1	65	1	1		4		11		10	
2	2	5	7	1	1			2	2	4	5	1			1
	1	2			1							1			
	1		1												
3		6		8		2		1		2		1		5	
2	43		19		19			2	45		11		11		9
										3	2	2		3	2
	2								1				1		1
1				1				2		1		1			

APPENDIX A (cont.)

Activities	PART I				PART II			
	A		B		A		B	
	B	G	B	G	B	G	B	G
Making snowforts, etc.							1	
Marbles					2	2		
Movies	13	6	1				15	30
Parchesi							1	2
Picnicking		4		2			32	43
Picking flowers						1		2
Ping pong						1	2	2
Playing with train					7		1	
piano					1	10	1	
with chemistry set					2			
with cars and trucks					9			
dolls		3		1		60		3
with pets					8	9		3
records					2	3	4	
house						31		6
cowboys and Indians	1		1		12		2	
movie stars						2		
in the leaves					1			
in the woods					4		2	
with guns			2		1		1	
school						17		2
Pool	6		1		1		1	

PART II (cont.)										PART III					
C		Sum.		Fall		Win.		Spr.		1st		2nd		3rd	
B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
1	1					129	152			1	3	7	5	13	11
8	9	2	6	7	7			16	13		1	2	1	4	3
11	10		1				1	2	1	2	2	2	3	1	1
	1														
1	5	1	10		1				4	2	4	1	4	2	3
	2			1	5			1	21		2		1		2
1	1		3	2	1	1								1	
	1			1						2		3			
			1												
1				1											
2		1		1				1	1	1					
	39		7		5		1		14		9		8		9
		1		1	1				1		1		1	1	3
											1				1
	44		3		4				10		6		4		5
49	15	9	1	8	3			5	3	8	1	11	5	8	1
	8				1				3		1		n2		1
1		2	1	69	124			4	2		1	2			11
4	2	1	3		3			2	4	1			1	1	
39	1	9		9				16		6		6		4	
	21		2						3		2		7		1
								1							

APPENDIX A (cont.)

Activities	PART I				PART II			
	A		B		A		B	
	B	G	B	G	B	G	B	G
Puzzles					10	9	3	4
Quoits					1			
Reading	4	1		2	142	132	12	12
Riding bicycle	1		1	1	20	14		
Riding in car							75	119
Roller skating				1	4	12		2
Sewing		14		1		25		2
Singing	8	35	2	5	2	6	7	7
Skating				1		2	1	4
Skiing							5	1
Sliding						2		
Soccer			1					
Swinging	1	1		2	1	2		
Swimming	14	6	33	44	4	5	19	18
Stamp collecting					7			
Tag	1						1	
Talking	3	1			2	1	9	8
Tennis	2		1	1			1	1
Using tools (handicraft)	42	10	9	12	47		6	2
Volley ball								
Wrestling								
Writing		2			4	10		

PART II (cont.)										PART III					
C		Sum.		Fall		Win.		Spr.		1st		2nd		3rd	
B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
1	1		1									2			2
2	8	3	4	1	6	1	2	2	6	5	9	8	9	10	14
23	35	18	29	11	20			19	13	10	15	13	13	7	11
	5	2	7	1	2		1	6	4	5	8	1	6	6	5
4	26	7	18	3	18			9	22	1	11		10	2	13
	2		1		1				3		3		2		3
1	3		1	1	1						1			1	4
3	5					71	105			3	12	9	24	10	9
4	2					91	66	1		9	3	10	6		
1	3					91	100		1	3	2	4	6		7
		1		1				6	1	1	1	1		1	
	3	2	8		4			1	3		3		2		2
6	10	129	176	2				13	9	32	68	29	35	16	23
										1				1	
12	27	13	12	6	9		2	7	5		3		2	1	4
1											1				
1	1	13	9	1	1		1	3	1		1		3	5	1
10	1				1		1	4		6		3		2	
				1	1										
12		2	1	1								2		1	
									1		1		1	1	