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**A STUDY TO DETERMINE WHERE AND AT WHAT AGE SENIOR BOYS IN
THREE SELECTED SENIOR HIGH SCHOOLS OF UTAH ACQUIRED
KNOWLEDGE AND SKILL IN ACTIVITIES**

by

A. Hue Jewkes

**A thesis submitted in partial fulfillment of the requirements
for the degree**

of

MASTER OF SCIENCE

in

School of Education

**Utah State Agricultural College
1950**

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PREFACE

This study of where the male students in three selected senior high schools in the State of Utah learned 66 physical education activities, is based on the recorded data from 144 of the 191 boys (75.39%) attending these three senior high schools in 1946.

The survey was made by the questionnaire method, and attempts to show a representative sample of the contributions in teaching physical education activities to male students by the School, the City, the Church, Scouting, Sandlot and Elsewhere (miscellaneous places and organizations).

I desire to express my appreciation to those who have assisted me in making this study: Professor H. B. Hunsaker, Director of Physical Education at Utah State Agricultural College, for his invaluable suggestions and recommendations; every student who filled out one of the questionnaires; Mrs. Carol Jean Jewkes (the author's wife) for her patience and encouragement; and to anyone else who in any way has furthered the completion of this study.

A. Hue Jewkes

INTRODUCTION

Statement of the Problem

The purpose of this study is to determine the student's ability (according to his own rating), where his interests lie, and at what age, and where male students first learn physical activities that are taught in the high schools of Utah.

The factors used in this study included: (1) number of boys having had three weeks instruction in each of 63 listed activities; (2) personal rating (compared to other boys in the class) as to ability in each activity; (3) personal rating as to wanting to watch and wanting to participate in each activity; (4) approximate age boys first participated in each activity, and (5) which of the following - School, City, Church, Scouting, Sandlot and Elsewhere, contributed first, most and some towards the boy learning the listed activities.

It is the belief of the author that by going directly to the boys being studied, as true a picture as possible will be obtained.

Importance of the Problem

The facts found in this study can be used by every rural high school in the State of Utah to compare their physical education program, and to formulate future physical education curriculums.

The State Director of Physical Education can use the facts in this study to determine how well these schools are following the Utah State Course of Study. He can use it as a guide to revise the present suggested curriculum in the Utah State Course of Study.

The School, Church, City, Scouting, the Sandlot, and all other places concerned with the welfare of youth can use the facts in this study to evaluate their contributions in the physical activity of youth.

Purpose of the Study

It has been the experience of the author to study in school, and observe in every day life the different aspects of physical education. The history of physical education tells us where our present form of physical education originated and what contributions particular countries made to it. The participation and study of the various games and other forms of physical activities proves the joy and good derived from these activities. We know, because of past studies and observations, that man, even in infancy, desires and will find some form of play. Physical education was set up in our schools to provide for guidance and instruction in the more wholesome forms of physical activity; to help in the development of each student; to make him a better citizen; a more wholesome individual who will take his place in society and do his part toward the bettering of mankind.

In all the experiences of the author, he has never been able to satisfy his desire to know exactly where the individual actually learns the various physical activities carried on in the schools. Does he actually learn them in the school or does he merely repeat things he has learned elsewhere? If the latter be the case, then where does he learn these activities?

To partially answer these questions, the author has made a study of three selected senior high schools in the State of Utah from which he has learned where the senior boys in each of these schools learned

64 activities chosen from the 1946 Utah State High School Suggested Physical Education Curriculum.

It was suggested by the author's major professor, H. B. Hunsaker, Director of Physical Education at Utah State Agricultural College, Logan, Utah that this study be made and used as partial fulfillment of the requirements for the degree of Master of Science.

We know that the two dominant impulses of youth are toward activity and collective association of some kind. Activities and collective association translated mean - sports, games and teams, arts, crafts, music, dancing, drama, hobbies, clubs - playgrounds, gymnasias, athletic fields, places to play - or destructive, antisocial activities, pool rooms, dark alleys, street corners, basement dives and gangs. We know that in every individual there are certain energies, mental, physical and emotional. If we are to remain normal, these energies must have normal outlets.¹

It is in the play life of children, culminating probably in the athletic contests of our high school boys, that the most dynamic impulsive situations of life occur. It is in physical education activities that we have possibilities for training of impulses, a general training which must lay a foundation for sportsmanship, team work, and fair play. Impulses can be built, are being built every day.²

The facts gained from this study can be applied in determining whether or not the boys studied are getting direction in the sports which contribute to the building of these impulses, and from where this direction comes. The study indicates where the boys in the three selected schools found outlet for their energies, and where they received their instruction in wholesome and normal activities that provide these outlets.

The study shows the students own evaluation of the contribution of the School, the City, the Church, Scouting, the Sandlot and

1. Wayman, Agnes R. A Modern Philosophy of Physical Education. p. 26.

2. Nash, J. B. Administration of Physical Education. p. 132.

Elsewhere toward the students learning and participating in the 64 activities listed in the study.

Scope of the Problem

The study includes 144 senior boys from three selected rural senior high schools, each from a different section of the State of Utah.

Of the three selected high schools, one had an enrollment of over 600 students, one had an enrollment of between 300 and 600 students and one had an enrollment of less than 300 students.

PROCEDURE

The author compiled and gave a questionnaire (see appendix) to each senior boy present at the date the questionnaire was administered, in three selected rural senior high schools. In school number one, all or 100 percent of the 21 enrolled senior boys filled out the questionnaire satisfactorily. In school number two, 32 or 74.41 percent of the 43 enrolled senior boys filled out the questionnaire satisfactorily. In school number three, 91 or 71.41 percent of the 127 enrolled senior boys filled out the questionnaire satisfactorily. One hundred and forty four or 75.39 percent of the 191 (total number) enrolled senior boys in the three schools in the study filled out the questionnaire satisfactorily.

The data collected on the questionnaires was recorded on tables, and these tables have been further explained by the author.

The author was unable to find any studies similar to or paralleling his own, therefore, there is no review of literature.

FINDINGS

Table 1. Average number and percent of students that had three weeks instruction in the various activities.

Activity Group	No. Students	% Students
Athletic Activities or Games	68.3	47.3
Self-testing Activities	55.3	37.3
Outing Activities	51.7	35.8
Personal Combative Activities	34.6	24.0
Snow and Ice Activities	34.8	24.1
Water Activities	33.4	23.2
Dance Activities	29.9	20.7

Table 1 is an analysis of the average number and percent of students who had at least three weeks instruction in the various activities listed in the study. It does not show where the instruction was received, only the average number of students who had three weeks instruction in the various activities. When the students filled out the questionnaire they were informed that they could have received this instruction at any place or organization, and that it didn't have to have been three continuous weeks.

Of the total number of students who checked the various activities the Athletic Activities or Games ranked higher than any of the other six listed activity groups even though less than a 50 percent average of the students checked all of the athletic activities listed.

Basketball was checked by 95.14 percent of the students who checked the Athletic Activities and less than 10 percent of the students checked golf, paddleball and squash. (See table 2 in appendix for

details of each activity).

Waltz and foxtrot were checked by more than 60 percent of the students who checked Dance Activities, while less than 5 percent of them checked the rumba, tango, tap and ballet dancing.

Table 1 indicates that the instruction in our physical activities program is being directed towards our athletic programs conducted in the State of Utah. More emphasis should be put on the games with more carry-over value to bring about more active, rather than passive, recreation among our adult populace in the state.

There is a high similarity within the three schools of the activity groups and activities within the groups. (See table 2 in appendix). This would indicate that regardless of the size of the school or its location, the physical education instructors have had practically the same training and guidance; the facilities at all the schools must be nearly the same; the students interests are in the same activities and the state course of study is used as a guide in making up the curriculums of all three schools.

Later in the study one will learn where the students received First, Most and Some of the instruction indicated in table 1.

Table 2. Average personal rating on ability in the various activities.

Activity	Score:	Total No. of Students				
		10	8	6	4	2
Athletic Activities or Games	6.3	16.3	32.3	24.5	6.3	
Self-testing Activities	5.1	14.2	22.0	20.3	9.7	
Outing Activities	20.5	24.1	17.1	11.1	5.1	
Personal Combative Activities	3.4	9.4	15.1	14.7	8.0	
Snow and Ice Activities	4.8	11.8	16.0	14.8	6.2	
Water Activities	5.6	12.3	17.4	8.3	6.1	
Dance Activities	5.2	6.1	12.8	9.9	4.4	

Table 2 is an analysis of the personal rating of the students, themselves, as to their ability in the various activities they had participated in that were listed in the questionnaire.

Jones, in his book, Development in Adolescence indicates in Chapter IX that any attempt to interpret a person's self-report, should depend on one's knowledge of the faithfulness with which the report was made. He implies that an adolescent will tend to rate himself rather favorably, especially in those traits or abilities in which he is weak.³

The students rated themselves on their ability in the various activities on a normal curve in all the activity groups but Outing Activities. In this activity group the students rated themselves rather high with more than 50 percent of them rating themselves as being very good, or excellent, in these activities.

More students rated themselves, as to their ability in the various activities, in the same activity groups they checked as having had three weeks instruction in the various activities. This similarity is normal and to be expected since having had instruction in an activity will produce some ability in it. It would also follow that more students rated themselves high in the activities they checked as having had three weeks instruction in, and this is found to be true.

In the three schools in the study, there is a high similarity in the rating of the students as to their ability in the various activities. (See table 3 in appendix).

3. Jones, Harold E. Development in Adolescence. p. 131.

Table 3. Average personal interest rating as to wanting to participate in the various activities.

Activities	Score:	Total Number of Students				
		10	8	6	4	2
Athletic Activities or Games	28.0	20.7	16.9	11.9	6.0	
Self-testing Activities	9.7	9.9	13.8	13.2	8.8	
Outing Activities	51.6	16.7	10.2	4.5	3.0	
Personal Combative Activities	9.2	11.4	11.5	7.4	5.1	
Snow and Ice Activities	30.8	13.6	8.4	7.8	1.8	
Water Activities	29.7	11.6	8.0	4.3	1.3	
Dance Activities	25.7	10.4	5.2	6.4	2.5	

Table 3 is an analysis of the personal rating of the students, as to their interest in wanting to participate in the various activity groups.

More students show a very keen interest in wanting to participate in the Outing Activities than in any of the other activity groups. Every activity listed in this group was checked by 20 percent or more of the students and camping, rifle, hiking and horseback riding were checked by 50 percent or more of the students as wanting to participate in them.

Only about 6 percent of the students show a keen interest in wanting to participate in the Self-testing Activities and the Personal Combative Activities. These two activity groups are the only groups that have a normal curve of the students that checked the various activities as to interest in wanting to participate in the activities listed in the study. The other four groups were checked high by most of the students who checked the activities, and few checked them as having low interest in wanting to participate in them.

There is a high similarity in the three schools in the study

according to the number of students who rated various activities and activity groups high in their wanting to participate in them; their ability in them; and their having had three weeks instruction in them. There were a few activities, however, where high interest for wanting to participate in them was indicated, that weren't checked by very many students as having had three weeks instruction in them, or by very many students as having a high ability in them. (See table 4 in appendix).

Activities where group participation would predominate received a higher interest rating as to wanting to participate in them than did the dual, or individual activities. (See table 4 in appendix).

Physical education is activity, and as activity it becomes a part of living. Properly understood and appreciated it becomes worthy living, a thing of meaning and satisfaction deserving of a place of honor in "the good life".

Organized physical education should aim to make the maximum possible contribution to the optimum development of the individual's potentialities in all phases of life, the world in which he lives, by placing him in an environment as favorable as possible to the promotion of such big muscle and other responses or activities as will best contribute to this purpose.⁴

Table 4. Average personal interest rating as to wanting to watch the various activities.

Activity	Score:	Total number of students				
		10	8	6	4	2
Athletic Activities or Games	19.1	11.6	9.9	10.4	4.6	
Self-testing Activities	9.0	8.3	7.9	9.9	6.4	
Outing Activities	14.7	8.2	6.6	6.7	2.7	
Personal Combative Activities	13.4	10.7	7.0	6.9	4.7	
Snow and Ice Activities	21.8	10.6	8.4	6.4	1.6	
Water Activities	14.7	8.7	5.4	6.7	4.0	
Dance Activities	10.2	6.0	7.3	6.5	3.6	

4. Nixon, E. W. and Cozens, F. W. An Introduction to Physical Education. p. 123.

Table 4 is an analysis of the personal rating of the students, as to their interest in wanting to watch the various activities that are listed in the study. It indicates the spectator popularity of the various activity groups.

Physical education is a way of education, or a phase of education; it becomes in its final analysis almost an attitude of mind, a point of view.

With proper leadership participation in the physical education program will result in greater emotional stability, better habits, improved attitudes and appreciations; in better integrated personalities, in development of qualities of leadership, fellowship and friendship, and finally in skills and tools for a wiser use of leisure.

Physical Education programs are developed by beginning with certain very definite principles which have to do with age, sex, capacities, interests and individual differences; influenced by the social philosophy of the time and the educational trends. With these as a background a program of activities will be chosen. These activities in each situation will depend upon the needs of the particular group in that particular locality. They will be chosen with the idea of promoting the physical development and physical and mental health of the whole group and of each boy and girl within the group.

It will be set up for all - the star athlete, for the average boy and girl, for the physical illiterate and the physical moron, and especially for the boy and girl with physical defects and physical handicaps.⁵

In planning a physical activity program today look first to satisfying the needs and interest of those who are to participate in the program, but planning doesn't stop there - also include the spectator. Plan for the good of all who will have any interest in the program.

Because of the changes in our living today, man is finding himself with more and more leisure time. In order to be happy he must find

5. Wayman, Agnes R. A Modern Philosophy of Physical Education.
p. 25.

wholesome ways in which to spend that time. More and more he is looking to, what is called recreational activities, both in an active and passive form. Physical activity programs should provide for every person an opportunity to spend their leisure time in a wholesome and satisfying manner. Teach them many different activities while they are young, and especially in our schools, that they might have a variety of activities to choose from, either active or passive, which ever they may desire.

In table 4, Snow and Ice Activities have been scored high by more students than any of the other six activity groups. This activity group ranked third in table 3, showing a definite indication that, even though more students seem interested in participating in this activity group than there is wanting to watch them, there is an attitude of enjoyment derived from seeing someone else do well in an activity that you, yourself may not be able to do well, maybe for lack of time, equipment, nerve, or some other factor.

The sports calling for professional participants are the ones rated highest by more of the students who rated their interest in wanting to watch the various activities. This is quite natural due to the great amount of publicity given these sports and the concentrated perfection of the performers one will see at a contest in one of these activities.

Table 5. Average approximate age of first participation in the various activities.

	Age groups:	Total number of students			
		0-6	6-10	10-13	13-16
Athletic Activities or Games	.6	16.0	30.9	22.8	6.6
Self-testing Activities	.2	5.0	29.3	21.6	5.0
Outing Activities	5.1	12.5	28.9	13.0	4.8
Personal Combative Activities	1.4	5.1	16.7	9.5	5.5
Snow and Ice Activities	.4	8.0	16.4	12.0	4.4
Water Activities	.4	8.0	15.7	7.4	2.4
Dance Activities	.1	2.4	13.4	8.7	4.0

Table 5 is an analysis of the approximate age the students first participated in the various activities. It shows the average number of students who checked all of the activities in each activity group.

In all seven of the activity groups more students checked that their first participation in the various activities came at the ages ten, eleven, and twelve than any of the other age groups. The next highest checked age group was the thirteen, fourteen and fifteen age group. Only in one activity, horseback riding, did more students check the one, two, three, four and five age group than any of the other age groups. (See table 6 in appendix).

A natural curve will be found in the number of students who checked the five different age groups in all the activity groups.

It was suggested in the 1946 Utah State Course of Study that 19 of the 64 listed activities in the study be taught in the elementary grades but 42 of them were participated in by 50 percent or more of the students before they were of junior high school age. (See table 6 in appendix).

It is very evident that a high percentage of the students in this study were introduced to and participated in, many of the activities being taught in our physical education programs long before they received any organized instruction in them. There is a high similarity of the three schools in the study in the percentage of students who checked the various athletic groups. (See table 6 in appendix).

Mitchell and Mason, in their book, The Theory of Play, divide the play periods of life into five groups:

1. from birth to six years, babyhood or early childhood;
2. from six to twelve, later childhood;

3. from twelve to fifteen, early adolescence;
4. from fifteen to eighteen, later adolescence;
5. from eighteen on, maturity.⁶

The author, in this study, is primarily concerned with students from early childhood through later adolescence or high school, and he has used the above division of the play periods in life to arrange the age groups used in table 5.

1. from birth to six years, babyhood or early childhood (pre-school);
2. from six to ten, middle childhood (lower elementary);
3. from ten to thirteen, later childhood (higher elementary);
4. from thirteen to sixteen, early adolescence (junior high school);
5. from sixteen on, later adolescence (senior high school).

Table 6. Place or organization contributing first to boys learning the various activities.

Activity	School	City	Total number of students			
			Church	Scouting	Sandlot	Elsewhere
Athletic Activities or Games	53.7	1.2	1.1	2.9	6.6	10.0
Self-testing Activities	48.5	1.4	.5	3.5	2.2	6.5
Outing Activities	2.3	.4	.4	21.4	3.2	38.0
Personal Combative Activities	17.4	.4	-	13.6	4.1	11.0
Snow and Ice Activities	-	.6	-	3.2	1.6	39.4
Water Activities	1.0	3.0	-	9.9	1.3	27.0
Dance Activities	15.2	.6	5.0	.3	.2	10.2

Table 6 is an analysis of the places or organizations that contributed first to the students learning the various activity groups listed in this study. It shows the average number of students who participated

6. Mitchell, Elmer D. and Mason, Bernard S. The Theory of Play, p. 155.

in all the activities listed in each activity group.

The School has done a good job in the Athletic Activities or Games, and Self-testing Activities; a fair job in the Personal Combative Activities and the Dance Activities; but has done a poor job in the Outing Activities and the Water Activities and nothing in the Snow and Ice Activities in introducing physical education activities to our young people. This is due, very likely, to the equipment necessary to carry on the various activity groups, especially those of Snow, Ice and Water Activities and also due to time involved, public demand, etc.

The City has done very little in any of the activity groups, as a whole, in introducing physical education activities to our young people.

The Church has done very little except in the Dance Activities and even there the School and Elsewhere were rated by more students in introducing physical education activities to our young people.

Scouting has done well in the Outing Activities; and fair in Personal Combative Activities and Water Activities but poor in the other four activity groups in introducing physical education activities to our young people.

The Sandlot has done a fair job in Athletic Activities or Games, but a poor job in the other six activity groups.

Elsewhere has done a good job in Snow and Ice Activities, Outing Activities and Water Activities, and has done a fair job in the other four activity groups in introducing physical education activities to our young people.

A great majority of the students were introduced to the Athletic

Activities or Games in the School and a negligible number of them were introduced to these activities in the City, the Church, and Scouting.

A great majority of the students were introduced to the Self-testing Activities in the School and a negligible number of them were introduced to these activities in the City, the Church, Scouting and the Sandlot.

A very great majority of the students were introduced to the Outing Activities in Elsewhere and Scouting, and a negligible number of them were introduced to these activities in the other four listed places or organizations.

A small percentage of the students checked the Personal Combative Activities and of the number who did, the School, Scouting and Elsewhere were credited by nearly all of them as having introduced these activities to them. The other three listed places or organizations were checked by a negligible number of the students.

A small percentage of the students checked Snow and Ice Activities and of those who did 87.8 percent of them checked Elsewhere as the place that introduced these activities to them. None of the students checked the School or the Church in these activities.

Few students in the study had been introduced to Water Activities and of those who were Elsewhere was checked by 61.1 percent and Scouting by 22.4 percent of those who did check these activities. Each of the other four listed places or organizations introduced these activities to a negligible number of the students in the study.

The Dance Activities were checked by a small percentage of the students in the study and the School was checked by 48.2 percent and

Elsewhere by 32.4 percent of the students who did check them.

The School provides for a greater number of students being introduced to various listed activity groups, while Elsewhere provides for an average number of students being introduced to more of the listed activity groups than does any of the other listed places or organizations. The City, the Church and the Sandlot provides for a very small number of the students being introduced to any of the activity groups.

Table 7. Places or organization contributing most to boys learning the various activities.

Activity	Total number of students					
	School	City	Church	Scouting	Sandlot	Elsewhere
Athletic Activities or Games	52.3	2.0	2.5	3.1	5.2	9.4
Self-testing activities	46.1	1.8	.4	5.7	2.1	5.6
Outing Activities	2.3	1.1	.5	22.2	3.5	38.4
Personal Combative Activities	16.6	.4	.2	14.1	5.2	8.4
Snow and Ice Activities	.6	.6	.4	1.2	3.0	39.6
Water Activities	.7	4.0	-	7.1	2.1	27.6
Dance Activities	12.7	.7	6.1	.4	.7	9.8

Table 7 is an analysis of the places or organizations that contributed most to the students learning the various activity groups listed in the study. It shows the average number of students who participated in all the activities listed in each activity group.

The School has done a good job in the Athletic Activities or Games and Self-testing Activities; a fair job in the Personal Combative Activities and the Dance Activities; but has done a poor job in the Outing Activities, the Water Activities and the Snow and Ice Activities in teaching physical education activity to our young people.

The City has contributed very little in any of the activity groups, as a whole, in teaching physical education activity to our young people.

The Church has contributed some in Dance Activities, a very little in Athletic Activities and practically nothing in the other five listed activity groups in teaching our young people physical education activity.

Scouting has done a good job in the Outing Activities and a fair job in Personal Combative Activities and Water Activities; but a poor job in the other four activity groups in teaching physical education activity to our young people.

The Sandlot has done a fair job in Athletic Activities or Games and a poor job in the other six listed activity groups in teaching physical education activity to our young people.

Elsewhere has done a good job in Snow and Ice Activities, Outing Activities and Water Activities, and has done a fair job in the other four activity groups, in teaching physical education activity to our young people.

More of our young people learn physical education activities in the School; while more of the listed activities in the study are learned Elsewhere than in any of the other listed places or organizations. (See table 8 in the appendix).

A great majority of the students learn the Athletic Activities or Games in the School and a negligible number of them learn these activities in the City, the Church or in Scouting.

A great majority of the students learn the Self-testing Activities in the School and a negligible number of them learn these activities in the City, the Church, in Scouting or the Sandlot.

A very great majority of the students learn the Outing Activities in Elsewhere and Scouting and a negligible number of them learn these activities in the other four listed places or organizations.

A small percent of the students checked the Personal Combative Activities but of the number who did the School, Scouting and Elsewhere was credited by nearly all of them as having contributed most toward their learning these activities.

A small percent of the students checked Snow and Ice Activities and of those who did 85.2 percent of them checked Elsewhere as the place contributing most toward their learning these activities.

A small percent of the students checked Water Activities and of those who did 66.5 percent of them checked Elsewhere as the place contributing most toward their learning these activities. Scouting was checked by 17.1 percent of them and the Church was checked by none of them.

The Dance Activities were checked by a small percent of the students in the study and the School was checked by 41.8 percent; Elsewhere by 32.2 percent and the Church by 20.1 percent of the students who did check the six places or organizations as contributing most to their learning these activities.

The School is checked as contributing most to a greater number of the students while Elsewhere is checked as contributing most to an average number of students learning more of the listed activity groups than any of the other listed places or organizations.

The City, the Church and the Sandlot were checked by a very small number of the students as contributing most to their learning any of the listed activity groups.

The percent of students who checked the various places or organizations as contributing first to their learning the listed activity groups is almost the same as the percent of students who checked the various places or organizations as contributing most to their learning them.

Table 8. Place or organization contributing some to boys learning the various activities.

Activity	Total number of Students					
	School	City	Church	Scouting	Sandlot	Elsewhere
Athletic Activities or Games	66.4	4.0	7.5	13.1	18.1	27.7
Self-testing Activities	58.4	2.7	1.2	15.4	7.8	20.0
Outing Activities	3.9	1.8	2.5	29.9	6.1	49.8
Personal Combative Activities	28.7	1.0	2.0	21.6	8.1	19.2
Snow and Ice Activities	.6	2.0	.8	8.6	6.8	45.0
Water Activities	1.1	5.0	.7	18.4	4.1	36.7
Dance Activities	20.0	2.7	12.1	1.7	1.4	17.1

Table 8 is an analysis of the places or organizations that contributed most to the students learning the various activity groups listed in the study. It shows the average number of students who participated in all the activities listed in each activity group.

The School has done its best job in the Athletic Activities or Games, and Self-testing Activities. In these activity groups the School has contributed some to more of the students in the study learning them than all the other listed places or organizations combined. This is due very likely to the fact that the schools are more equipped with the needed facilities, teachers and that all students in the schools of Utah are required to take at least three years of physical education

before they are eligible to graduate from high school.

The School has done a very poor job in the Outing Activities, the Snow and Ice Activities and the Water Activities. This is due to the fact that none of the schools in the study have a swimming pool in their physical plant. Outing Activities and the Snow and Ice Activities require a longer period of time than is allowed in a single class period in the school curriculums. They also require special equipment for each student and the schools are unable to afford such equipment.

The City has done a poor job in all the activity groups in providing for the learning of the listed activities by our young people.

The Church has done a fair job in the Dance Activities but in all other listed activity groups it did a poor job in providing for the learning of the listed activities by our young people.

Scouting has done a fair job in all the listed activity groups except the Dance Activities, and the Snow and Ice Activities in providing for the learning of the listed activities by our young people. In those two activity groups the scouting program was credited by the students as having done a poor job.

The Sandlot did a fair job in the Athletic Activities, but in all the other listed activity groups it has done a poor job in providing for the learning of the listed activities by our young people.

Elsewhere has done its best job in the Outing Activities, and Snow and Ice Activities. In these activity groups Elsewhere has contributed some to more of the students in the study learning them than all the other listed places or organizations combined.

Elsewhere has done a fair job in all the other listed activity groups. In fact, Elsewhere has been checked by an average number of students in more of the activity groups than any of the other listed places or organizations as providing an opportunity for our young people to learn the listed activities.

SUMMARY OF FINDINGS

The purpose of this study was to determine the students ability (according to his own rating), where their interests lie, and at what age and where male students first learn physical education activities that are taught in the high schools of Utah. A questionnaire was given to each senior boy in three rural senior high schools to gain this information and the data from these questionnaires indicated the following.

(1) The instruction in our physical education activities programs is being directed toward our athletic programs conducted in the State of Utah. There is a high similarity, within the three schools, in the activity groups, and activities within the groups pertaining to the number of students who received three weeks instruction in the various listed activities in the study.

(2) The students rated themselves on their ability in the various activities on a normal curve in all the activity groups but Outing Activities. In this activity group the students rated themselves rather high with more than 50 percent of them rating themselves as being very good, or excellent, in these activities.

More students rated themselves, as to their ability in the various activities, in the same activity groups they checked as having had three weeks instruction.

(3) More students show a very keen interest in wanting to participate in the Outing Activities than in any of the other activity groups. Only about 6 percent of the students show a keen interest in wanting to participate in the Self-testing Activities and the Personal Combative

Activities. The other four groups were checked high by most of the students who checked the activities.

(4) The sports calling for professional participants are the ones rated highest by more of the students who rated their interest in wanting to watch the various activities.

(5) It was suggested in the 1946 Utah State Course of Study that 19 of the 64 listed activities in the study be taught in the elementary grades but 42 of them were participated in by 50 percent or more of the students before they were of junior high school age.

It is very evident that there is a high percent of the students being introduced to, and participating in, many of the activities being taught in our physical activity programs before they receive any organized instruction in them.

In all seven of the activity groups more students checked that their first participation in the various activities came at the ages ten, eleven and twelve than any of the other age groups.

(6) The School was checked by a greater number of students as having introduced them to, and as contributing most and some to their learning the various activity groups while Elsewhere was checked by an average number of students as introducing them to, and contributing most and some to their learning a greater number of the activities listed in the study than any of the other listed places or organizations. The City, the Church and the Sandlot were checked by very few of the students as having introduced them to, or as contributing most or some to their learning any of the listed activity groups.

It is very apparent that a fair number of the students were provided an opportunity, in one or the other of the listed places or organizations, to learn all of the listed activities. Where one place or organization fell down, another would be fairly strong.

There is a high similarity, within the three schools in the study, in the activity groups, and activities within the activity groups, pertaining to the percent of the students who checked the various places or organizations listed in the study as contributing first, most and some toward their learning the various listed activities.

CONCLUSIONS AND RECOMMENDATIONS

From the data found in this study, the following conclusions and recommendations are presented.

(1) There is a high similarity among the three schools in this study in every factor covered. This similarity would seem to indicate that regardless of the size of the rural school or its location, the physical education instructors have had practically the same training and guidance; the facilities at all the schools must be nearly the same; the students interests are the same and the State Course of Study is used as a guide (as much as can be) in making up the curriculums of the rural schools in the State of Utah.

(2) The instruction in our physical activities programs is being directed toward our athletic programs - put more emphasis on the activities that have more carry-over value. This is to bring about more active, rather than passive, recreation among our adults.

(3) More students showed a very keen interest in wanting to participate in the Outing Activities than in any of the other activity groups, yet only Scouting and Elsewhere were contributing, to any degree, toward the students learning this activity group.

(4) The professional sports were rated as having more spectator interest than the other sports. This is quite natural due to the great amount of publicity given these sports and the concentrated perfection of the performers one will see at a contest in one of these activities.

(5) Most of us are introduced to and participate in, many of the physical education activities before we receive any formal instruction pertaining to them.

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APPENDIX

Table 1. Activity and Interest Rating in Physical Education

General Information

1. Is physical education required in your school? _____ Circle which years 1, 2, 3, 4.
2. How many semesters have you taken physical education while in high school? _____
3. How many class periods a week do you take physical education now? _____
4. Are you exempt from physical education activity in school? _____
5. Age yrs. Weight lbs. Height ft. inches. Date 1946.

INSTRUCTIONS

- Column 1. Make a check opposite each sport in which you have had at least three weeks instruction.
- Column 2. Rate yourself from 0 to 10 as to what you think your ability is in each activity compared to other students in your school. (10-excellent, 8-good, 6-fair, 4-know the rules and can play, 2-just know the rules, 0-don't know the activity.)
- Column 3. Rate your interest in each activity as to wanting to play or wanting to watch; giving yourself 10 points if you are very much interested and down to 0 points if you have no interest in the activity.
- Column 4. Indicate your approximate age when you first participated in each of the listed activities.
- Column 5,6, 7,8,9,& 10: (a) Make a check in sub-column 1 in the main column that first contributed to your learning the activity.
 (b) Make a check in sub-column 2 in the main column that most contributed to your learning the activity.
 (c) Make a check in sub-column 3 in other main columns that contributed some to your learning the activity.

Columns	1	2	3	4	5	6	7	8	9	10
ACTIVITIES	Had three weeks instruction	My own performance rating	Like or would like to Participate in	Age of my first participation	1. Contributed <u>FIRST</u> in my learning activity.	2. Contributed <u>MOST</u> in my learning activity.	3. Contributed <u>some</u> in my learning activity.			
					School	City	Church	Scouting	Sandlot	Elsewhere
				Watch	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3

Athletic Activities or Games

1. Volleyball
2. Touch football
3. Football (contact)
4. Basketball
5. Softball
6. Soccer
7. Track & Field
8. Tennis
9. Badminton
10. Horseshoes
11. Squash
12. Handball

Table 1. (continued) Activity and Interest Rating in Physical Education.

Columns	1	2	3	4	5	6	7	8	9	10			
ACTIVITIES	Had three weeks instruction	My own performance rating	Like or would like to	Age of my first participation	1. Contributed FIRST in my learning activity.	2. Contributed MOST in my learning activity.	3. Contributed SOME in my learning activity.	School	City	Church	Scouting	Sandlot	Elsewhere
			Participate in	Watch									
						1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
13.	Paddleball												
14.	Table Tennis												
15.	Golf												
16.	Baseball												
	Self-testing Activities												
16.	Tumbling												
17.	Head and hand stand												
18.	Handspring												
19.	Pyramids												
20.	Cartwheel												
21.	Walk on hands												
22.	Pull up (chinning)												
23.	Push up												
24.	Rope climb												
	Personal Combative Activities												
25.	Wrestling												
26.	Hand wrestle												
27.	Indian wrestle												
28.	Cockfight												
29.	One man pull-over line												
30.	Elbow wrestle												
31.	Neck pull												
32.	Boxing												
	Outing Activities												
33.	Hiking												
34.	Camping												
35.	Casting												
36.	Archery												

Table 1. (continued) Activity and Interest Rating in Physical Education.

ACTIVITIES	Had three weeks instruction	My own performance rating	Like or would like to Participate in Watch	age of my first participation	1. Contributed FIRST in my learning activity. 2. Contributed MOST in my learning activity. 3. Contributed SOME in my learning activity.														
					School	City	Church	Scouting	Sandlot	Elsewhere	1	2	3	1	2	3	1	2	3
37. Rifle					1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
38. Canoeing																			
39. Boating																			
40. Sailing																			
41. Cycling																			
42. Horseback riding																			
Snow and Ice Activities																			
43. Skiing																			
44. Ice Skating																			
45. Snow Shoeing																			
46. Ice hockey																			
47. Ski jumping																			
Water Activities																			
48. Swimming																			
49. Diving																			
50. Floating																			
51. Water Volley ball																			
52. Water Baseball																			
53. Water Basketball																			
54. Water Polo																			
Dance																			
55. Foxtrot		Social or																	
56. Waltz		Ballroom																	
57. Rumba		Dancing																	
58. Tango																			
59. Jitter-bug																			
60. Barn Dancing (Folk dancing)																			
61. Tap dancing																			
62. Modern dancing (Creative)																			
63. Ballet Dancing																			

List all other organizations or groups contributing to your learning the activities. (Such as checked in Col. 10 Elsewhere)

Table 2. Number and percent of Students who had three weeks instruction in the various activities.

	School No. 1		School No. 2		School No. 3		Total	
	No.	%	No.	%	No.	%	No.	%
Athletic activities or Games							68.3	47.1
1. Basketball	21	100.00	28	87.50	88	96.70	137	95.14
2. Touch Football	20	95.23	20	62.50	80	87.91	120	83.33
3. Softball	21	100.00	17	53.12	80	87.91	118	81.94
4. Track & Field	19	90.47	27	84.37	63	69.27	109	75.68
5. Football (contact)	17	90.95	23	71.87	58	63.73	98	68.05
6. Baseball	6	28.57	12	37.50	68	74.72	86	59.72
7. Volleyball	15	71.42	12	27.50	54	59.34	81	56.25
8. Soccer	8	38.09	9	28.12	61	67.03	78	54.16
9. Tennis	16	76.19	2	6.25	59	64.83	77	53.47
10. Horseshoes	19	90.47	12	37.50	38	41.75	69	47.91
11. Table Tennis	5	23.80	3	9.37	57	62.63	65	45.14
12. Badminton	3	14.28	3	9.37	20	21.96	26	18.05
13. Handball	0	-	0	-	15	16.48	15	10.42
14. Golf	0	-	0	-	8	8.79	8	5.55
15. Paddleball	0	-	0	-	4	4.39	4	2.77
16. Squash	0	-	0	-	0	-	0	-
Self-testing Activities							55.3	37.3
17. Push-up	20	95.23	21	65.62	77	84.61	118.1	81.94
18. Tumbling	21	100.00	18	56.25	74	81.31	113	78.47
19. Pull up (chinning)	13	61.90	14	43.75	51	56.04	78	54.16
20. Rope Climb	19	90.47	13	40.62	23	25.27	55	38.19
21. Handspring	4	19.04	2	6.25	29	31.96	35	24.30
22. Head and Hand Stand	11	52.38	2	6.25	16	17.58	29	20.14
23. Pyramids	2	9.52	0	-	29	31.86	31	21.53
24. Cartwheel	2	9.52	1	3.12	18	19.78	21	14.58
25. Walk on Hands	2	9.52	4	12.50	12	13.18	18	12.50
Personal Combative Activities							34.6	24.0
26. Boxing	19	90.47	12	37.50	48	52.74	79	54.86
27. Wrestling	19	90.47	5	15.62	32	35.16	56	38.88
28. Cockfight	8	38.09	4	12.50	29	31.86	41	28.49
29. Indian Wrestle	7	33.33	0	-	26	28.57	33	22.91

Table 2. (continued)

	School No. 1		School No. 2		School No. 3		Total	
	No.	%	No.	%	No.	%	No.	%
30. Hand Wrestle	5	23.80	1	3.12	18	19.78	24	16.66
31. One Man Pull-over Line	5	23.80	2	6.25	16	17.58	23	15.97
32. Elbow Wrestle	4	19.04	3	9.37	11	12.08	18	12.50
33. Neck Pull	2	9.52	0	-	1	1.09	3	2.08
Outing Activities							51.7	35.8
34. Camping	16	76.19	19	59.37	72	79.12	107	74.30
35. Hiking	17	80.95	14	43.75	73	80.21	104	72.22
36. Horseback riding	17	80.95	6	18.75	51	56.04	74	51.38
37. Rifle	14	66.66	5	15.62	50	54.94	69	47.91
38. Cycling	5	23.80	3	9.37	43	47.25	51	35.42
39. Casting	13	61.90	2	6.25	22	24.17	37	25.69
40. Boating	2	9.51	2	6.25	23	25.27	27	18.75
41. Archery	1	4.76	3	9.37	19	20.79	23	15.97
42. Canoeing	0	-	3	9.37	16	17.58	19	13.19
43. Sailing	0	-	1	3.12	5	5.49	6	4.16
Snow and Ice Activities							34.8	24.1
44. Ice Skating	13	61.90	1	3.12	53	58.24	67	46.53
45. Skiing	15	71.42	1	3.12	45	49.45	61	42.36
46. Ice Hockey	4	19.04	0	-	19	20.79	23	15.97
47. Ski Jumping	5	23.80	0	-	10	10.99	15	10.42
48. Snow Shoeing	2	9.52	0	-	6	6.59	8	5.55
Water Activities							33.4	23.2
49. Swimming	20	95.23	11	34.37	63	69.23	93	64.58
50. Diving	16	76.19	5	15.62	47	51.64	68	47.22
51. Floating	10	47.61	4	12.60	41	45.05	55	38.19
52. Water Volley Ball	1	4.76	0	-	4	4.39	5	3.47
53. Water Basketball	0	-	0	-	5	5.49	5	3.47
54. Water Polo	1	4.76	0	-	3	3.29	4	2.77
55. Water Baseball	0	-	0	-	4	4.39	4	2.77

Table 2. (continued)

	School No. 1		School No. 2		School No. 3		Total	
	No.	%	No.	%	No.	%	No.	%
Dance Activities							29.9	20.7
56. Waltz	15	71.42	17	53.12	59	64.83	91	63.19
57. Foxtrot	15	71.42	13	40.62	59	64.83	87	60.42
58. Barn dancing (Folk dancing)	4	19.04	5	15.62	25	27.47	34	23.61
59. Modern dancing (creative)	11	52.38	5	15.62	12	13.18	28	19.44
60. Jitter-bug	5	23.80	2	6.25	3	3.29	10	6.94
61. Rumba	1	4.76	2	6.25	4	4.39	7	4.86
62. Tap dancing	1	4.76	2	6.25	3	3.29	6	4.16
63. Tango	1	4.76	0	-	2	2.19	3	2.08
64. Ballet dancing	0	-	2	6.25	1	1.09	3	2.08

Table 3. Personal Rating on Ability in the Various Activities.

	School No. 1					School No. 2					School No. 3					Total				
	10	8	6	4	2	10	8	6	4	2	10	8	6	4	2	10	8	6	4	2
Athletic Activities or Games																6.3	16.3	32.3	24.5	6.3
1. Volleyball	0	5	6	4	1	1	0	12	15	2	1	11	18	27	9	2	16	36	46	12
2. Touch Football	3	9	6	1	1	0	5	15	10	4	2	35	38	13	1	5	49	59	24	6
3. Football (contact)	5	5	4	3	0	4	3	14	8	4	5	21	19	21	5	14	29	37	32	9
4. Basketball	5	8	6	2	0	5	0	17	11	1	9	24	33	19	3	19	32	56	32	4
5. Softball	5	7	7	1	1	2	8	14	11	0	2	24	42	11	3	9	39	63	23	4
6. Soccer	0	1	3	4	0	0	1	12	8	2	4	15	29	19	2	4	17	44	31	4
7. Track & Field	5	6	3	3	2	1	6	13	8	4	8	11	25	21	8	14	23	41	32	14
8. Tennis	3	1	2	3	1	1	1	7	11	4	11	14	20	19	1	15	16	29	33	6
9. Badminton	0	0	2	1	0	0	0	4	8	4	0	4	13	11	4	0	4	19	20	8
10. Horseshoes	2	5	5	8	1	1	2	16	15	1	3	5	24	15	5	6	12	45	38	8
11. Squash	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
12. Handball	0	0	0	0	0	0	0	1	1	2	2	3	9	5	0	2	3	10	6	2
13. Paddleball	0	0	0	1	0	0	0	0	0	1	0	0	2	0	1	0	0	2	1	2
14. Table Tennis	1	1	1	0	0	1	1	13	15	2	5	22	23	20	7	7	24	37	35	10
15. Golf	0	0	0	0	0	0	0	0	0	2	0	1	2	5	1	0	1	2	5	3
16. Baseball	0	0	2	1	1	0	3	13	11	3	3	22	26	22	4	3	25	41	34	8
Self-testing Activities																5.1	14.2	2.2	20.3	9.7
17. Tumbling	1	5	8	2	3	0	2	4	13	6	5	14	22	29	9	6	21	34	44	18
18. Head and Hand Stand	1	1	5	3	1	0	0	2	1	5	1	6	6	7	6	2	7	13	11	12
19. Handspring	1	1	1	0	1	0	0	1	2	5	1	6	8	15	7	2	7	10	17	13
20. Pyramids	1	1	0	0	0	0	0	0	1	4	2	4	12	8	1	3	5	12	9	5
21. Cartwheel	1	1	1	0	0	0	1	0	4	7	2	5	5	9	7	3	7	6	13	14
22. Walk on Hands	0	0	0	1	0	1	0	1	1	5	0	2	5	8	6	1	2	6	10	11
23. Pull-up (chinning)	2	4	5	2	0	1	3	11	12	2	7	16	25	13	4	10	23	41	27	6
24. Push-up	4	7	7	3	0	2	3	13	12	1	4	26	35	16	0	10	36	55	31	1
25. Rope Climb	3	9	4	2	1	1	4	9	10	3	5	7	8	9	3	9	20	21	21	7
Personal Combative Activities																3.4	9.4	15	14.7	8
26. Wrestling	2	1	10	3	2	0	0	5	11	8	3	8	13	16	6	5	9	28	30	16
27. Hand Wrestle	0	2	2	1	0	0	0	3	3	4	2	9	4	7	1	2	11	9	11	5

Table 3. (continued) Personal Rating on Ability in the Various Activities.

	School No. 1					School No. 2					School No. 3					Total				
	10	8	6	4	2	10	8	6	4	2	10	8	6	4	2	10	8	6	4	2
28. Indian Wrestle	0	3	2	2	0	0	0	5	5	6	3	6	11	9	5	3	9	18	16	11
29. Cock Fight	1	4	2	1	0	0	1	4	6	3	3	9	6	6	1	4	14	12	13	4
30. One Man Pull-over Line	1	2	0	2	0	1	0	3	3	4	1	6	7	5	0	3	8	10	10	4
31. Elbow Wrestle	0	1	1	1	1	0	1	2	2	2	2	2	5	5	1	2	4	8	8	4
32. Neck Pull	0	1	0	1	0	0	0	1	1	2	0	1	1	2	2	0	2	2	4	2
33. Boxing	3	6	6	2	2	0	2	6	10	8	5	12	14	20	8	8	18	32	26	18
Outing Activities																20.5	24.1	17.1	11.1	5.1
34. Hiking	10	8	1	0	1	4	7	11	8	0	33	32	18	5	1	47	47	30	13	2
35. Camping	8	8	2	0	0	4	5	5	5	1	26	34	18	4	1	38	47	25	9	2
36. Casting	7	3	3	0	0	1	2	6	5	3	5	7	14	8	2	13	12	23	13	5
37. Archery	0	1	2	0	0	1	1	4	6	1	4	8	4	15	4	5	10	10	21	5
38. Rifle	4	8	3	1	0	2	8	13	3	1	16	32	11	4	5	22	48	27	8	6
39. Canoeing	0	0	0	0	0	0	2	2	0	6	2	5	4	4	3	2	7	6	4	9
40. Boating	1	1	0	0	0	0	3	1	6	2	5	10	4	10	3	6	14	5	16	5
41. Sailing	0	0	0	0	0	0	1	1	1	1	1	4	1	1	3	1	5	2	2	4
42. Cycling	3	1	2	0	0	4	4	10	3	3	20	23	5	5	3	27	28	17	8	6
43. Horseback Riding	14	1	2	1	0	5	10	9	4	3	25	12	15	12	4	44	23	26	17	7
Snow and Ice Activities																4.8	11.8	16	14.8	6.2
44. Skiing	2	6	5	2	0	0	0	2	3	3	4	13	16	19	7	6	19	23	24	10
45. Ice Skating	2	6	3	2	0	0	2	8	8	1	7	16	25	15	6	9	24	36	25	7
46. Snow Shoeing	1	1	0	0	0	0	0	1	1	1	1	3	2	2	1	2	4	3	3	2
47. Ice Hockey	2	1	1	0	0	0	0	1	7	3	2	8	11	7	4	4	9	13	14	7
48. Ski Jumping	1	2	2	0	0	0	0	0	1	1	2	1	3	7	4	3	3	5	8	5
Water Activities																5.6	12.3	17.4	8.2	6.1
49. Swimming	3	10	5	0	1	2	6	18	7	2	11	24	21	15	6	16	40	38	22	9
50. Diving	3	6	4	1	1	0	4	8	5	5	6	13	24	12	6	9	23	36	18	12
51. Floating	0	4	3	2	0	1	3	8	8	1	6	16	21	6	4	7	23	3	16	5
52. Water Volleyball	0	0	1	0	0	0	0	0	0	2	1	0	2	1	2	1	0	13	1	4
53. Water Baseball	0	0	0	0	0	0	0	0	0	3	1	0	2	0	2	1	0	5	0	5
54. Water Basketball	0	0	0	0	0	0	0	0	0	3	1	0	3	1	2	1	0		1	5
55. Water Polo	0	0	0	0	0	0	0	0	0	1	0	0	2	0	2	0	0		0	3

Table 3. (continued) Personal Rating on Ability in the Various Activities.

	School No. 1					School No. 2					School No. 3					Total				
	10	8	6	4	2	10	8	6	4	2	10	8	6	4	2	10	8	6	4	2
Dance Activities																5.2	6.1	12.8	9.9	4.4
56. Foxtrot (social or	3	3	6	3	0	0	0	10	7	3	5	13	28	16	2	8	16	44	26	5
57. Waltz ballroom	7	3	4	3	0	0	3	10	8	4	7	11	26	18	4	14	18	39	29	8
58. Rumba dancing)	1	0	0	0	0	0	0	1	2	2	2	1	2	0	2	3	1	3	2	5
59. Tango	0	0	1	0	0	0	0	0	0	2	2	0	1	0	1	2	0	2	0	3
60. Jitter-bug	2	2	1	0	0	0	0	1	2	3	1	0	0	3	0	3	2	2	5	3
61. Barn dancing (folk dancing)	3	1	0	0	0	0	1	5	5	4	2	5	8	11	3	5	7	13	16	7
62. Tap dancing	0	0	1	0	0	0	0	0	0	2	0	0	2	2	0	2	0	1	2	2
63. Modern dancing (creative)	4	4	2	1	0	1	4	4	0	3	5	3	5	7	2	10	11	11	8	5
64. Ballet dancing	0	0	0	0	0	0	0	0	0	2	0	0	0	1	0	0	0	1	2	

Table 4. Personal Interest Rating as to Wanting to Participate in the Various Activities.

	School No. 1					School No. 2					School No. 3					Total				
	10	8	6	4	2	10	8	6	4	2	10	8	6	4	2	10	8	6	4	2
Athletic Activities or Games																28	20.7	16.9	11.9	6
1. Volleyball	3	7	4	1	0	4	10	9	2	2	10	10	14	13	12	17	27	27	16	14
2. Touch Football	3	5	2	2	0	7	5	10	2	2	21	23	16	11	2	31	33	28	16	4
3. Football (contact)	14	4	0	2	0	15	5	5	0	0	25	16	14	8	2	54	25	19	10	2
4. Basketball	15	2	1	0	0	20	2	6	2	0	42	19	7	9	0	77	23	14	11	0
5. Softball	13	4	2	1	0	13	11	3	2	0	23	29	18	4	2	49	45	23	7	2
6. Soccer	0	0	1	3	1	5	13	2	3	1	8	14	21	17	9	13	27	24	23	11
7. Track & Field	10	1	3	0	2	6	7	5	6	2	15	16	14	18	3	31	24	22	24	7
8. Tennis	7	1	5	0	1	12	3	4	0	4	34	18	9	8	1	53	22	18	8	6
9. Badminton	2	0	1	0	0	2	3	5	3	2	7	11	16	6	4	11	14	22	9	6
10. Horseshoes	8	3	5	2	1	8	8	9	2	2	9	16	14	13	5	25	27	28	17	9
11. Squash	6	0	0	0	0	0	0	2	1	0	1	0	0	2	3	1	0	2	3	3
12. Handball	0	0	0	0	0	0	0	1	1	0	5	5	3	4	5	5	5	4	5	5
13. Paddleball	0	0	0	0	0	0	0	1	0	0	1	0	2	2	2	1	0	3	2	2
14. Table Tennis	3	0	2	0	0	8	7	6	3	0	16	24	11	15	5	27	31	19	18	5
15. Golf	0	0	0	0	0	0	0	3	0	1	9	7	0	6	3	9	7	3	6	4
16. Baseball	1	0	2	0	0	11	3	6	3	2	33	18	10	13	4	45	21	18	16	6
Self-testing Activities																9.7	9.9	13.8	13.2	8.8
17. Tumbling	1	3	1	5	0	7	3	4	6	1	12	14	17	12	6	20	20	22	24	7
18. Head and Hand Stand	0	0	2	4	2	4	0	3	0	2	5	4	6	6	8	9	4	11	10	12
19. Handspring	0	0	2	0	1	6	0	1	0	3	2	4	8	11	7	8	4	11	11	11
20. Pyramids	0	0	1	0	1	2	0	2	1	2	5	5	5	7	2	6	5	8	8	5
21. Cartwheel	0	0	2	0	0	1	2	1	2	0	3	5	5	3	5	4	8	8	5	5
22. Walk on Hands	0	0	1	1	0	4	1	2	0	2	4	5	4	5	4	8	7	7	6	6
23. Pull up (chinning)	2	2	2	3	0	2	4	4	4	2	9	8	12	11	10	13	14	18	18	12
24. Push up	1	2	5	2	0	1	2	4	5	2	7	9	12	19	11	9	13	21	26	13
25. Rope Climb	2	4	5	3	0	3	3	5	1	2	4	7	8	7	6	9	14	18	11	8
Personal Combative Activities																9.2	11.4	11.5	7.4	5.1
26. Wrestling	2	1	6	4	1	3	2	6	2	1	11	13	12	11	7	16	16	24	17	9
27. Hand Wrestle	0	2	2	0	1	2	2	2	0	1	5	11	2	5	4	7	15	6	5	6
28. Indian Wrestle	1	3	1	0	1	1	1	3	0	2	5	7	16	5	3	7	11	20	5	6
29. Cock Fight	6	1	0	0	1	0	2	1	1	1	3	6	3	6	2	10	9	4	8	3

Table 4. (continued) Personal Interest Rating as to Wanting to Participate in the Various Activities.

	School No. 1					School No. 2					School No. 3					Total				
	10	8	6	4	2	10	8	6	4	2	10	8	6	4	2	10	8	6	4	2
30. One Man Pull-over Line	4	0	0	0	1	2	1	1	1	0	3	4	4	6	4	9	5	5	7	5
31. Elbow Wrestle	0	1	1	0	1	0	1	2	0	0	2	5	5	2	4	2	8	8	2	5
32. Neck Pull	1	1	0	0	0	0	1	1	0	1	0	2	2	2	0	1	4	3	2	1
33. Boxing	5	1	3	1	2	3	4	7	2	1	14	17	12	10	3	22	22	22	13	6
Outing Activities																51.6	16.7	10.2	4.5	3
34. Hiking	15	3	1	0	1	9	6	9	0	0	49	17	9	4	2	73	26	19	4	3
35. Camping	15	2	1	0	0	14	6	6	0	0	54	16	8	4	1	83	24	15	4	1
36. Casting	11	2	1	0	0	7	0	3	1	0	23	7	5	6	4	41	9	9	7	4
37. Archery	4	0	0	0	0	5	3	2	1	1	23	15	9	3	4	32	18	11	4	5
38. Rifle	12	3	0	0	0	16	3	1	1	1	54	8	3	2	1	82	14	4	3	2
39. Canoeing	1	0	0	0	0	7	1	0	1	3	26	10	6	5	1	34	11	6	6	4
40. Boating	4	0	0	0	0	7	3	2	0	2	26	9	7	4	3	37	12	9	4	5
41. Sailing	1	0	0	0	0	6	3	3	0	1	18	7	6	2	2	25	10	9	2	3
42. Cycling	5	1	0	0	0	10	2	2	1	1	23	15	11	5	0	38	18	13	6	1
43. Horseback Riding	15	3	0	1	0	16	4	1	0	0	40	18	6	4	2	71	25	7	5	2
Snow and Ice Activities																30.8	13.6	8.4	7.8	1.8
44. Skiing	9	3	1	1	0	5	0	3	0	2	38	17	6	7	1	52	20	10	8	3
45. Ice Skating	8	4	3	0	0	5	3	3	0	0	36	20	11	7	0	48	27	17	7	0
46. Snow Shoeing	2	0	0	0	0	1	1	0	1	0	10	3	4	4	2	13	4	4	5	2
47. Ice Hockey	2	2	0	0	0	1	3	1	0	0	19	6	8	11	1	22	11	9	11	1
48. Ski Jumping	3	0	0	1	0	1	1	0	1	1	14	5	2	6	2	18	6	2	8	3
Water Activities																29.7	11.6	8	4.3	1.3
49. Swimming	16	1	2	0	0	12	3	3	0	1	51	15	8	2	0	79	18	13	12	1
50. Diving	15	0	2	0	0	10	2	2	3	0	35	15	11	7	0	60	17	15	10	0
51. Floating	6	1	2	0	0	7	1	1	2	0	25	18	11	8	1	38	20	14	10	1
52. Water Volleyball	0	1	0	0	0	1	0	0	0	0	7	7	6	2	2	8	8	6	2	2
53. Water Baseball	0	0	0	0	0	1	0	0	0	0	7	4	4	1	2	8	4	4	1	2
54. Water Basketball	0	0	0	0	0	1	0	0	0	0	7	6	3	2	2	8	6	3	2	2
55. Water Polo	1	0	0	0	0	1	0	0	0	0	5	7	1	3	1	7	7	1	3	1

Table 4. (continued) Personal Interest Rating as to Wanting to Participate in the Various Activities.

	School No. 1					School No. 2					School No. 3					Total				
	10	8	6	4	2	10	8	6	4	2	10	8	6	4	2	10	8	6	4	2
Dance Activities																25.7	10.4	5.2	6.4	2.5
56. Foxtrot social or	10	3	1	2	0	13	2	0	1	0	29	23	8	4	1	52	28	9	9	1
57. Waltz ballroom	14	2	1	1	0	15	2	1	1	0	32	18	14	5	2	61	22	16	7	2
58. Rumba dancing	1	0	0	0	0	5	1	1	2	0	13	5	2	6	2	19	6	3	8	2
59. Tango	1	0	0	0	0	3	0	0	3	0	11	7	1	5	2	15	7	1	8	2
60. Jitter-bug	3	3	0	0	0	6	0	1	1	1	12	5	2	5	3	21	8	3	6	4
61. Barn dancing (folk)	3	1	0	0	0	2	1	3	0	0	11	8	6	8	2	16	11	7	11	2
62. Tap dancing	1	0	0	0	0	3	0	0	1	1	6	3	3	2	3	10	3	3	3	4
63. Modern dancing (creative)	7	2	2	0	0	5	0	0	2	1	19	6	3	3	5	31	8	5	5	6
64. Ballet dancing	0	0	0	0	0	2	0	0	1	0	4	1	0	2	0	6	1	0	3	0

Table 5. Personal Interest Rating as to Wanting to Watch the Various Activities.

	School No. 1					School No. 2					School No. 3					Total				
	10	8	6	4	2	10	8	6	4	2	10	8	6	4	2	10	8	6	4	2
Athletic Activities or Games																19.1	11.6	9.9	10.4	4.6
1. Volleyball	3	0	5	2	1	2	5	5	5	1	6	6	5	15	7	11	11	15	22	9
2. Touch Football	2	2	4	2	1	5	3	3	2	1	7	5	13	9	4	14	10	20	13	6
3. Football (contact)	5	5	0	1	0	12	5	2	2	0	34	11	5	4	1	51	21	7	7	1
4. Basketball	8	6	1	0	0	18	3	3	0	0	33	11	5	1	1	59	20	9	1	1
5. Softball	5	6	3	1	0	8	5	4	2	0	14	14	8	12	2	27	25	15	15	2
6. Soccer	1	0	2	1	1	5	3	0	3	1	5	7	8	11	4	11	10	10	15	6
7. Track & Field	7	3	1	0	2	8	5	4	4	2	8	10	12	11	3	23	18	17	15	7
8. Tennis	5	3	0	2	0	10	0	2	1	2	15	11	8	11	3	30	14	10	14	5
9. Badminton	0	0	1	0	1	2	1	3	1	2	1	4	10	6	4	3	5	14	7	7
10. Horseshoes	4	3	1	1	1	7	3	1	2	2	4	5	6	12	6	15	11	8	15	9
11. Squash	0	0	0	1	0	1	0	0	1	0	0	0	1	1	2	1	0	1	3	2
12. Handball	0	0	0	0	0	1	0	0	2	0	0	2	6	2	4	1	2	6	4	4
13. Paddleball	0	0	0	0	0	1	0	2	0	0	0	0	2	3	4	1	0	4	3	4
14. Table Tennis	1	2	1	0	0	8	4	1	4	0	5	14	4	13	3	14	20	6	17	3
15. Golf	0	0	1	0	0	1	1	1	0	1	5	4	4	5	2	6	5	6	5	3
16. Baseball	3	1	3	1	0	10	4	3	2	2	26	9	5	8	2	39	14	11	11	4
Self-testing Activities																9	8.3	7.9	9.9	6.4
17. Tumbling	2	6	3	3	3	6	1	4	6	2	13	11	10	12	5	21	18	17	21	10
18. Head and Hand Stand	3	3	2	1	0	2	1	1	1	1	3	7	3	3	6	8	11	6	5	7
19. Handspring	1	1	0	1	0	3	1	3	0	1	4	7	5	3	3	8	9	8	4	4
20. Pyramids	1	0	0	0	0	1	1	1	1	1	5	3	3	3	4	7	4	4	4	5
21. Cartwheel	1	0	0	0	1	2	2	1	0	2	2	0	2	6	7	5	2	3	6	10
22. Walk on Hands	0	0	2	0	0	2	2	1	0	2	3	3	3	8	3	5	5	6	8	5
23. Pull up (chinning)	2	0	4	3	1	4	3	0	2	2	2	3	4	11	2	8	6	8	15	5
24. Push up	3	3	4	2	3	3	2	0	4	1	3	4	4	10	3	9	9	8	16	6
25. Rope Climb	5	5	1	2	1	3	2	4	1	1	2	4	6	7	4	10	11	11	10	6
Personal Combative Activities																13.4	10.7	7	6.9	4.7
26. Wrestling	7	6	1	2	0	9	3	4	2	0	15	19	4	5	3	31	29	9	9	3
27. Hand Wrestle	0	2	1	1	0	3	1	0	1	2	5	5	10	5	4	8	8	11	7	6
28. Indian Wrestle	0	3	0	0	0	3	1	1	1	2	5	4	7	6	7	8	8	8	7	9
29. Cock Fight	1	1	1	1	0	1	1	0	1	1	3	6	5	4	4	7	8	6	6	5
30. Elbow Wrestle	2	2	0	1	0	1	1	0	2	0	2	2	5	4	3	5	5	5	7	3

Table 5. (continued) Personal Interest Rating as to Wanting to Watch the Various Activities.

	School No. 1					School No. 2					School No. 3					Total					
	10	8	6	4	2	10	8	6	4	2	10	8	6	4	2	10	8	6	4	2	
31. One Man Pull-over Line	2	0	1	0	0	2	2	0	0	0	3	3	5	6	6	6	7	5	7	5	6
32. Neck Pull	0	0	0	1	0	0	1	0	1	1	2	2	2	1	4	2	3	2	3	5	
33. Boxing	10	1	2	2	0	9	5	2	2	0	22	15	3	6	1	41	21	7	10	1	
Outing Activities																14.7	8.2	6.6	6.7	2.7	
34. Hiking	3	0	0	1	1	4	1	7	0	0	8	4	0	4	3	15	5	7	5	4	
35. Camping	3	0	0	1	0	7	4	2	1	0	8	3	3	4	1	18	7	5	6	1	
36. Casting	0	0	1	2	0	3	0	1	3	0	3	8	2	3	3	6	8	4	8	3	
37. Archery	0	0	1	1	0	4	1	2	2	1	6	9	8	7	2	10	10	11	10	3	
38. Rifle	3	1	2	0	0	9	2	1	3	0	12	14	4	6	1	24	17	7	9	1	
39. Canoeing	1	0	0	0	0	4	2	1	2	1	5	4	4	5	2	10	6	5	7	3	
40. Boating	2	0	0	0	0	4	2	1	1	1	7	4	8	5	1	13	6	8	6	2	
41. Sailing	0	0	0	0	0	4	2	0	1	1	5	7	7	3	1	9	9	7	4	2	
42. Cycling	0	1	0	0	0	6	1	0	1	1	4	5	6	7	2	10	7	6	8	3	
43. Horseback Riding	4	0	0	2	0	12	2	1	0	1	15	5	4	2	4	31	7	5	4	5	
Snow and Ice Activities																21.8	10.6	8.4	6.4	1.6	
44. Skiing	7	1	4	0	0	4	1	3	1	1	18	12	8	3	1	29	14	15	4	2	
45. Ice Skating	6	2	1	1	0	6	1	2	0	0	15	15	7	6	1	27	18	10	7	1	
46. Snow Shoeing	2	1	0	0	0	2	0	1	1	0	4	0	3	6	2	8	1	4	7	2	
47. Ice Hockey	4	0	0	0	0	2	1	2	0	0	16	12	7	5	1	22	13	9	5	1	
48. Ski Jumping	4	0	1	1	0	2	0	1	2	0	17	7	2	6	2	23	7	4	9	2	
Water Activities																14.7	8.7	5.4	6.7	4	
49. Swimming	4	3	1	2	1	10	2	2	1	0	16	11	9	5	1	30	16	12	8	2	
50. Diving	4	2	2	3	0	8	1	1	2	0	17	13	10	6	3	29	15	13	11	3	
51. Floating	1	1	0	4	0	6	0	1	1	0	5	6	5	5	6	12	7	6	10	6	
52. Water Volleyball	0	0	0	0	0	2	0	0	0	0	5	5	3	5	5	7	5	3	5	5	
53. Water Baseball	0	0	0	0	0	2	0	0	0	0	6	6	2	4	5	8	6	2	4	5	
54. Water Basketball	0	0	0	0	0	2	0	0	0	0	7	5	2	4	3	9	5	2	4	3	
55. Water Polo	0	1	0	0	0	2	0	0	0	0	6	5	0	5	4	8	6	0	5	4	
Dance Activities																10.2	6	7.3	6.5	3.6	
56. Foxtrot (social or ballroom dancing)	4	2	1	1	1	9	1	0	0	0	4	9	8	7	2	17	11	9	8	3	

Table 5. (continued) Personal Interest Rating as to Wanting to Watch the Various Activities.

	School No. 1					School No. 2					School No. 3					Total				
	10	8	6	4	2	10	8	6	4	2	10	8	6	4	2	10	8	6	4	2
57. Waltz (social or	5	1	1	4	1	10	2	1	0	0	4	9	8	10	2	19	12	10	14	3
58. Rumba ballroom	0	0	1	0	0	3	1	1	0	0	2	4	5	3	3	5	5	7	3	3
59. Tango dancing)	0	0	0	1	0	3	0	1	2	0	3	3	5	5	3	6	3	4	8	3
60. Jitter-bug	1	2	0	1	0	4	1	1	0	1	4	6	6	2	4	9	9	7	3	5
61. Barn dancing (folk)	3	0	1	0	0	3	0	0	1	0	3	2	7	6	5	9	2	8	7	5
62. Tap dancing	0	0	1	0	0	3	1	0	0	1	5	3	5	2	3	8	4	6	2	4
63. Modern dancing (creative)	5	1	3	1	0	4	1	1	0	1	3	3	8	6	2	12	5	12	7	3
64. Ballet dancing	1	0	0	0	0	3	1	0	0	0	3	2	3	6	4	7	3	3	6	4

Table 6. Approximate Age of First Participation in the Various Activities.

Age Group -	School No. 1					School No. 2					School No. 3					Total				
	0-6	6-10	10-13	13-16	16-	0-6	6-10	10-13	13-16	16-	0-6	6-10	10-13	13-16	16-	0-6	6-10	10-13	13-16	16-
Athletic Activities																				
or Games																				
1. Volleyball	0	5	9	5	0	1	1	4	7	2	1	12	15	23	1	.6	16	30.9	22.8	6.6
2. Touch Football	0	4	11	4	0	0	3	6	10	1	0	38	38	8	6	0	45	55	22	7
3. Football (contact)	0	1	6	10	2	0	1	5	16	1	0	19	26	15	9	0	21	37	41	12
4. Basketball	0	5	7	6	1	0	2	8	14	2	1	17	46	19	5	1	24	61	39	8
5. Softball	0	13	4	1	1	1	6	8	1	0	1	36	36	14	2	2	55	48	16	3
6. Soccer	0	1	4	4	0	0	3	2	5	1	1	17	32	16	0	1	22	38	25	1
7. Track & Field	0	0	8	9	2	0	0	7	17	2	1	5	26	27	6	1	5	41	53	10
8. Tennis	0	0	2	6	3	0	1	0	2	3	0	2	13	31	27	0	3	15	39	33
9. Badminton	0	0	2	1	1	0	0	3	3	0	0	2	13	11	4	0	2	18	15	5
10. Horseshoes	0	5	10	3	0	0	2	6	5	0	0	11	26	14	3	0	18	42	22	3
11. Squash	0	0	0	0	0	0	0	0	2	1	0	0	2	0	0	0	0	2	2	1
12. Handball	0	0	0	0	0	0	0	0	1	0	1	2	7	3	1	1	2	7	4	1
13. Paddleball	0	0	0	0	0	0	0	0	0	1	0	1	3	0	0	0	1	3	0	1
14. Table Tennis	0	2	3	1	0	0	0	3	5	2	0	11	42	16	2	0	13	48	22	4
15. Golf	0	0	0	0	0	0	0	0	0	0	0	0	1	5	3	0	0	1	5	3
16. Baseball	0	2	0	4	0	0	2	3	4	5	1	24	27	16	5	1	28	30	24	10
Self-testing Act.																				
17. Tumbling	0	0	12	9	0	0	0	0	17	1	0	3	37	19	16	.2	5	29.3	21.6	5
18. Head & Hand Stand	0	0	8	5	1	0	0	0	2	1	0	5	17	6	2	0	5	25	13	4
19. Handspring	0	0	4	3	0	0	0	1	2	1	0	4	19	9	4	0	4	24	14	5
20. Pyramids	0	0	3	1	0	0	0	0	0	0	0	2	14	8	1	0	2	17	9	1
21. Cartwheel	0	0	3	2	0	1	0	1	0	1	1	4	20	4	1	2	4	24	6	2
22. Walk on Hands	0	2	2	2	0	0	0	0	1	1	0	2	12	3	1	0	4	14	6	2
23. Pull up(chinning)	0	2	7	5	0	0	1	3	7	1	0	10	24	15	4	0	13	34	27	5
24. Push up	0	1	14	5	1	0	2	0	17	1	0	4	29	22	20	0	7	43	44	22
25. Rope Climb	0	1	13	12	0	0	0	1	8	3	0	2	20	9	4	0	3	34	29	7
Personal Combative																				
Activities																				
26. Wrestling	1	3	7	7	1	1	4	0	2	2	2	16	13	8	13	1.4	5.1	16.7	9.5	5.5
27. Hand Wrestle	0	0	4	0	1	0	0	0	0	2	0	6	12	6	2	0	6	16	6	5
28. Indian Wrestle	0	1	6	2	0	0	0	1	1	0	0	8	16	7	4	0	9	23	10	4
29. Cock Fight	1	1	3	1	0	0	1	1	4	0	0	3	13	6	0	1	5	17	11	0

Table 6. (continued) Approximate Age of First Participation in the Various Activities.

Age group -	School No. 1					School No. 2					School No. 3					Total				
	0-6	6-10	10-13	13-16	16-	0-6	6-10	10-13	13-16	16-	0-6	6-10	10-13	13-16	16-	0-6	6-10	10-13	13-16	16-
30. One Man Pull-over Line	0	1	3	1	0	0	1	1	2	1	0	4	12	2	0	0	6	16	5	1
31. Elbow Wrestle	0	1	1	1	2	0	0	0	2	1	0	3	6	5	0	0	4	7	8	3
32. Neck Pull	0	1	0	0	0	0	0	0	1	0	0	0	1	2	0	0	1	1	3	0
33. Boxing	1	4	8	4	2	0	0	5	3	1	5	8	21	9	12	6	12	34	16	15
Outing Activities																5.1	12.5	28.9	13	4.8
34. Hiking	2	7	10	0	0	0	3	11	2	0	7	19	45	8	1	9	29	66	10	1
35. Camping	1	2	15	1	1	0	2	15	2	1	5	12	43	17	1	6	16	73	20	3
36. Casting	0	6	7	0	0	0	0	2	1	2	0	7	19	6	3	0	13	28	7	5
37. Archery	0	0	0	3	1	0	0	2	3	1	0	2	13	18	3	0	2	16	23	5
38. Rifle	1	1	2	5	4	0	1	2	3	3	2	4	23	20	12	3	6	27	28	19
39. Canoeing	0	0	0	1	0	0	0	0	1	2	0	2	6	10	1	0	2	6	12	3
40. Boating	0	0	0	1	0	0	0	2	2	3	0	1	15	11	3	0	1	17	14	6
41. Sailing	0	1	0	0	0	0	0	0	0	1	0	0	4	3	2	0	1	4	3	3
42. Cycling	0	1	4	1	0	0	1	4	0	0	2	24	19	5	1	2	26	27	6	1
43. Horseback Riding	13	5	0	1	0	2	3	7	0	0	16	21	18	6	2	31	29	25	7	2
Snow and Ice Activities																.4	8	16.4	12	4.4
44. Skiing	0	6	6	5	0	0	0	0	1	1	1	10	15	10	10	1	16	21	16	11
45. Ice Skating	0	6	8	2	1	0	0	0	2	0	1	12	26	18	4	1	18	34	22	5
46. Snow Shoeing	0	0	2	0	1	0	0	0	0	0	0	2	3	2	0	0	2	5	2	1
47. Ice Hockey	0	0	1	3	0	0	0	1	0	0	0	1	14	9	2	0	1	16	12	2
48. Ski Jumping	0	0	3	3	0	0	0	0	0	0	0	3	3	5	3	0	3	6	8	3
Water Activities																.4	8	15.7	7.4	2.4
49. Swimming	0	6	11	3	0	0	4	4	1	1	2	15	32	13	1	2	25	46	18	2
50. Diving	0	5	8	4	0	0	1	4	0	1	1	13	20	10	6	1	19	32	14	7
51. Floating	0	1	5	4	0	0	1	1	0	0	0	9	17	10	3	0	11	23	14	3
52. Water Volleyball	0	0	0	0	0	0	0	0	0	0	0	1	3	2	0	0	1	3	2	0
53. Water Baseball	0	0	0	0	0	0	0	0	0	0	0	0	2	1	1	0	0	2	1	1
54. Water Basketball	0	0	0	0	0	0	0	0	0	0	0	0	2	2	2	0	0	2	2	2
55. Water Pole	0	0	0	0	0	0	0	0	0	0	0	0	2	0	2	0	0	2	0	2

Table 6. (continued) Approximate Age of first Participation in the Various Activities.

Age group	School No. 1					School No. 2					School No. 3					Total					
	0-6	6-10	10-13	13-16	16-	0-6	6-10	10-13	13-16	16-	0-6	6-10	10-13	13-16	16-	0-6	6-10	10-13	13-16	16	
Dance Activities																.1	2.4	13.4	8.7	4	
56. Foxtrot (social	0	1	9	4	0	0	0	0	5	3	2	0	9	32	14	4	0	10	46	21	6
57. Waltz or ball-	0	1	9	6	1	0	0	0	6	3	4	0	5	34	16	4	0	6	49	25	9
58. Rumba room)	0	0	0	1	1	0	0	0	0	1	1	0	1	4	2	1	0	1	4	4	3
59. Tango	0	0	0	2	0	0	0	0	0	0	0	0	0	1	1	0	0	0	1	3	0
60. Jitter-bug	0	1	0	1	3	0	0	0	0	0	0	0	0	2	0	1	0	1	2	1	4
61. Barn dancing	0	0	1	3	0	0	0	0	0	2	1	0	3	12	7	1	0	3	13	12	2
62. Tap dancing	0	0	0	2	0	0	0	0	0	0	1	1	0	1	1	0	1	0	1	3	2
63. Modern dancing (creative)	0	0	3	3	3	0	0	0	0	1	1	0	1	2	5	6	0	1	5	9	10
64. Ballet dancing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1

Table 7. Place Contributing First to Boys Learning the Various Activities.

School -	School				City				Church				Scouting				Sandlot				Elsewhere			
	#1	#2	#3	T	#1	#2	#3	T	#1	#2	#3	T	#1	#2	#3	T	#1	#2	#3	T	#1	#2	#3	T
Athletic Activities or Games	53.7				1.2				1.1				2.9				6.6				10			
1. Volleyball	16	15	60	91	0	0	0	0	0	0	1	1	0	0	5	5	0	1	2	3	0	2	5	7
2. Touch Football	13	15	65	93	0	0	0	0	0	0	0	0	1	0	2	3	3	2	13	18	2	0	5	7
3. Football (contact)	16	18	56	90	0	0	0	0	0	0	0	0	1	1	2	4	0	3	7	10	0	0	5	5
4. Basketball	16	15	68	99	0	1	0	1	0	2	1	3	3	1	7	11	1	3	8	12	0	3	3	6
5. Softball	11	10	60	81	0	0	0	0	0	0	3	3	1	0	6	7	7	4	6	17	2	3	7	12
6. Soccer	8	8	65	81	0	0	0	0	0	0	2	2	0	0	0	0	0	0	1	1	0	0	0	0
7. Track & Field	18	19	62	99	0	0	0	0	0	0	0	0	1	1	1	3	1	3	5	9	0	0	2	2
8. Tennis	11	6	44	62	0	0	5	5	0	0	0	0	0	0	0	0	1	0	1	2	1	2	13	16
9. Badminton	3	3	7	13	0	0	1	1	0	0	1	1	0	2	2	4	0	0	2	2	1	1	15	17
10. Horseshoes	11	4	18	33	0	1	2	3	0	0	1	1	1	1	1	3	2	1	8	11	6	10	17	33
11. Squash	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0
12. Handball	0	0	9	9	0	0	0	0	0	0	0	0	0	0	1	1	0	0	2	2	0	0	3	3
13. Paddleball	0	0	2	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	2
14. Table Tennis	0	4	47	51	0	0	2	2	0	1	3	4	0	0	1	1	1	0	2	3	3	8	20	31
15. Golf	0	0	0	0	0	0	2	2	0	0	0	0	0	0	0	0	0	0	0	0	1	0	8	9
16. Baseball	1	6	48	55	1	2	2	5	1	0	1	2	0	1	3	4	2	1	12	15	1	1	7	9
Self-testing Activities	48.5				1.4				.5				3.5				2.2				6.5			
17. Tumbling	20	11	67	98	0	0	1	1	0	1	0	1	0	0	5	5	0	2	0	2	1	0	3	4
18. Head & Hand Stand	10	1	29	40	0	0	2	2	0	1	0	1	0	0	0	0	0	0	0	0	1	2	3	3
19. Handspring	4	2	27	33	0	0	2	2	0	1	0	1	0	0	2	2	0	0	1	1	0	0	4	4
20. Pyramids	1	0	24	25	0	0	2	2	0	1	0	1	1	0	4	5	0	0	0	0	0	0	1	1
21. Cartwheel	2	0	19	21	0	0	2	2	0	1	0	1	0	0	2	2	0	0	2	2	0	1	4	5
22. Walk on Hands	3	1	17	21	0	0	1	1	0	0	0	0	0	0	0	0	0	1	1	1	3	2	6	6
23. Pull up (chinning)	11	9	47	67	0	0	1	1	0	0	0	0	1	1	3	5	0	2	4	6	1	3	10	14
24. Push up	18	14	63	95	0	1	1	2	0	0	0	0	1	1	4	6	0	1	3	4	1	6	4	11
25. Rope Climb	14	8	15	37	0	0	0	0	0	0	0	0	1	1	5	7	1	1	2	4	2	4	7	13
Personal Combative Activities	17.4				.4				0				13.6				4.1				11			
26. Wrestling	14	3	29	46	0	0	0	0	0	0	0	0	0	1	7	8	0	3	4	7	3	5	14	22
27. Hand Wrestle	5	1	5	11	0	0	0	0	0	0	0	0	1	1	7	9	0	0	3	3	0	3	10	13

Table 7. (continued) Place Contributing First to Boys Learning the Various Activities.

School -	School				City				Church				Scouting				Sandlot				Elsewhere			
	#1	#2	#3	T	#1	#2	#3	T	#1	#2	#3	T	#1	#2	#3	T	#1	#2	#3	T	#1	#2	#3	T
54. Water Basketball	0	0	1	1	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	2	2
55. Water Polo	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	2	0	0	0	0	2	0	4	6
Dance Activities				15.2				.6				5				.3				.2				102
56. Foxtrot (social or ballroom)	3	9	37	49	0	0	2	2	6	2	8	16	0	0	0	0	0	0	1	1	9	3	17	29
57. Waltz	6	9	40	55	0	0	2	2	4	3	7	14	0	0	0	0	0	0	1	1	8	5	12	25
58. Rumba	1	1	1	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	4	5
59. Tango	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	2
60. Jitter-bug	1	1	0	2	0	0	0	0	0	1	1	2	0	0	1	1	0	0	0	0	4	1	1	6
61. Barn dancing (folk)	0	3	12	15	0	0	0	0	0	0	6	6	0	0	2	2	0	0	0	0	2	1	4	7
62. Tap dancing	0	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
63. Modern dancing (creative)	3	1	4	8	0	0	1	1	2	2	3	7	0	0	0	0	0	0	0	0	7	1	8	16
64. Ballet dancing	0	2	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1

Table 8. Place Contributing Most to Boys Learning the Various Activities.

School -	School				City				Church				Scouting				Sandlot				Elsewhere			
	#1	#2	#3	T	#1	#2	#3	T	#1	#2	#3	T	#1	#2	#3	T	#1	#2	#3	T	#1	#2	#3	T
Athletic Activities or Games	52.3				2				2.5				3.1				5.2				9.4			
1. Volleyball	16	15	59	90	0	0	1	1	0	0	4	4	0	0	3	3	0	1	0	1	0	1	2	3
2. Touch Football	16	14	67	97	1	2	0	3	0	0	2	2	1	0	2	3	1	1	12	14	0	0	4	4
3. Football (contact)	15	18	55	88	0	0	0	0	0	0	1	1	1	0	0	1	1	1	7	9	1	2	4	7
4. Basketball	18	19	63	100	1	0	2	3	1	2	8	11	1	3	11	15	0	2	2	4	0	0	3	3
5. Softball	14	12	55	81	2	1	1	4	1	0	7	8	1	1	7	9	2	3	10	15	1	2	6	9
6. Soccer	7	8	53	68	0	0	3	3	0	0	2	2	0	0	2	2	0	0	3	3	0	0	1	1
7. Track & Field	16	18	56	90	0	0	0	0	0	1	1	2	1	2	2	5	1	0	5	6	0	1	4	4
8. Tennis	9	8	48	65	0	0	5	5	0	0	1	1	0	0	0	0	1	0	1	2	0	1	9	10
9. Badminton	3	3	10	16	0	0	0	0	0	0	1	1	0	1	2	3	0	0	0	0	1	1	16	18
10. Horseshoes	8	8	14	30	2	0	2	4	0	0	2	2	2	0	2	4	4	0	10	14	5	9	17	31
11. Squash	0	0	0	0	0	0	0	0	0	0	1	1	0	1	0	1	0	0	0	0	0	0	1	1
12. Handball	0	0	8	8	0	0	0	0	0	0	0	0	0	0	1	1	0	0	2	2	0	0	2	2
13. Paddleball	0	0	5	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	1	3
14. Table Tennis	0	4	42	46	0	0	3	3	0	1	2	3	0	0	1	1	0	0	3	3	7	8	19	34
15. Golf	0	0	2	2	0	0	1	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	9	9
16. Baseball	0	7	44	51	1	2	2	5	0	0	1	1	1	0	1	2	2	1	8	11	1	2	9	12
Self-testing Activities	46.1				1.8				.4				5.7				2.1				5.6			
17. Tumbling	18	13	72	103	0	0	1	1	0	1	1	2	1	0	4	5	0	1	0	1	1	0	0	1
18. Head & Hand Stand	11	3	23	34	0	0	2	2	0	0	0	0	1	0	3	4	0	1	1	2	0	0	0	0
19. Handspring	4	3	27	34	0	0	2	2	0	0	0	0	1	0	3	4	0	0	2	2	0	0	3	3
20. Pyramids	2	0	19	21	0	0	1	1	0	1	0	1	2	0	6	8	0	0	0	0	0	0	0	0
21. Cartwheel	3	1	16	20	0	0	3	3	0	0	0	0	1	0	2	4	0	0	2	2	0	1	3	4
22. Walk on Hands	3	1	11	15	0	0	1	1	0	0	0	0	0	1	3	4	0	0	0	0	1	2	3	6
23. Pull up (chinning)	8	10	42	60	0	0	2	2	0	0	0	0	1	0	4	5	1	1	4	6	0	3	9	12
24. Push up	17	16	60	93	0	1	3	4	0	0	1	1	0	2	5	7	1	0	2	3	1	4	6	11
25. Rope Climb	12	9	14	35	0	0	0	0	0	0	0	0	3	1	7	11	1	1	1	3	3	3	7	13
Personal Combative Activities	16.6				.4				.2				14.1				5.2				8.4			
26. Wrestling	13	5	21	39	0	0	0	0	0	0	1	1	2	0	6	8	3	3	5	11	1	4	14	19
27. Hand Wrestle	4	2	5	11	0	0	0	0	0	0	0	0	7	1	8	16	1	0	3	4	0	2	9	11

Table 8 (continued) Place Contributing Most to Boys Learning the Various Activities.

School -	School				City				Church				Scouting				Sandlot				Elsewhere			
	#1	#2	#3	T	#1	#2	#3	T	#1	#2	#3	T	#1	#2	#3	T	#1	#2	#3	T	#1	#2	#3	T
28. Indian Wrestle	3	1	11	15	1	0	0	1	0	0	0	0	2	4	13	19	1	1	3	5	0	1	9	10
29. Cock Fight	2	3	3	8	0	0	0	0	0	0	0	0	10	2	17	29	1	0	1	2	0	0	2	2
30. One Man Pull-over Line	2	0	3	5	0	0	0	0	0	0	0	0	7	3	8	18	1	0	5	6	0	2	2	4
31. Elbow Wrestle	2	1	1	4	0	0	0	0	0	0	0	0	0	1	6	7	1	0	2	3	1	0	4	5
32. Neck Pull	1	0	1	2	0	0	0	0	0	0	0	0	0	1	3	4	1	0	0	1	0	0	1	1
33. Boxing	11	9	29	49	2	0	0	2	0	0	1	1	3	2	7	12	2	1	6	9	0	2	14	16
Outing Activities				2.3				1.1				.5				22.2			3.5					38.4
34. Hiking	0	0	1	1	1	0	2	3	0	0	2	2	16	12	49	77	0	1	3	4	1	9	27	37
35. Camping	0	0	1	1	1	0	0	1	0	0	1	1	13	15	52	80	1	1	2	4	3	7	27	37
36. Casting	0	1	1	2	0	0	1	1	0	0	0	0	4	1	7	11	1	0	1	2	7	4	27	38
37. Archery	0	1	9	10	0	0	0	0	0	0	0	0	0	2	6	8	0	0	3	3	4	2	15	21
38. Rifle	0	0	3	3	1	0	0	1	0	0	1	1	0	2	11	13	3	1	6	10	13	10	40	63
39. Canoeing	0	0	2	2	0	0	1	1	0	0	0	0	2	6	8	0	0	1	1	1	1	2	12	15
40. Boating	0	0	2	2	1	0	0	1	0	0	1	1	0	1	9	10	0	0	2	2	1	3	17	21
41. Sailing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	5	0	0	1	1	0	3	10	13
42. Cycling	0	0	1	1	0	0	1	1	0	0	0	0	0	0	6	6	0	0	3	3	5	10	36	51
43. Horseback Riding	0	0	1	1	1	0	1	2	0	0	0	0	0	0	3	3	0	0	5	5	18	16	54	88
Snow and Ice Activities				.6				.6				.4		1.2				3						39.6
44. Skiing	0	0	1	1	1	0	0	1	0	0	0	0	0	1	3	4	1	0	1	2	13	2	46	61
45. Ice Skating	0	0	2	2	0	0	1	1	0	0	1	1	0	0	2	2	2	0	7	9	12	6	60	78
46. Snow Shoeing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	3	0	12	15
47. Ice Hockey	0	0	0	0	0	0	1	1	0	0	1	1	0	0	0	0	0	0	2	2	2	2	20	24
48. Ski Jumping	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	4	0	16	20
Water Activities				.7				4				0				7.1			2.1					27.6
49. Swimming	0	0	1	1	1	1	7	9	0	0	0	0	3	1	19	23	1	0	4	5	14	18	44	76
50. Diving	0	0	1	1	1	1	6	8	0	0	0	0	1	0	13	14	2	0	3	5	12	9	37	58
51. Floating	0	0	1	1	0	2	6	8	0	0	0	0	2	0	11	13	2	0	1	3	6	8	35	49
52. Water Volleyball	0	0	0	0	0	0	3	3	0	0	0	0	0	0	1	1	0	0	0	0	0	0	1	1
53. Water Baseball	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	2	2
54. Water Basketball	0	0	1	1	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	2	2
55. Water Polo	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	2	0	0	2	2	2	0	3	5

Table 8. (continued) Place Contributing Most to Boys Learning the Various Activities.

School -	School				City				Church				Scouting				Sandlot				Elsewhere			
	#1	#2	#3	T	#1	#2	#3	T	#1	#2	#3	T	#1	#2	#3	T	#1	#2	#3	T	#1	#2	#3	T
Dance Activities				12.7				.7				6.1				4				.7				9.8
56. Foxtrot (social or	4	8	31	43	0	0	1	1	4	3	8	15	0	0	1	1	0	0	1	1	9	3	18	30
57. Waltz ballroom	5	7	33	45	0	0	2	2	4	5	8	17	1	0	1	2	0	0	1	1	8	5	14	27
58. Rumba dancing)	0	2	0	2	0	0	0	0	1	0	3	4	0	0	0	0	0	0	0	0	1	0	3	4
59. Tango	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	2
60. Jitter-bug	1	2	0	3	0	0	0	0	1	1	0	2	0	0	0	0	1	0	0	1	2	1	1	4
61. Barn dancing (folk)	1	2	9	12	0	0	1	1	1	1	6	8	0	0	1	1	0	0	1	1	1	1	4	6
62. Tap dancing	0	1	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
63. Modern dancing (creative)	0	1	3	4	0	0	1	1	2	2	5	9	0	0	0	0	2	0	0	2	6	0	8	14
64. Ballet dancing	0	2	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Table 9. Place Contributing Some to Boys Learning the Various Activities.

School -	School				City				Church				Scouting				Sandlot				Elsewhere			
	#1	#2	#3	T	#1	#2	#3	T	#1	#2	#3	T	#1	#2	#3	T	#1	#2	#3	T	#1	#2	#3	T
Athletic Activities or Games	66.4				4				7.5				13.1				18.1				27.1			
1. Volleyball	16	20	64	100	0	0	1	1	1	0	12	13	2	0	19	21	1	3	3	7	1	5	18	24
2. Touch Football	18	23	82	123	2	2	0	4	1	0	6	7	4	2	14	20	10	7	32	49	7	5	26	38
3. Football (contact)	17	23	64	104	0	1	1	2	0	0	6	6	4	3	9	16	5	7	19	31	5	7	23	35
4. Basketball	21	27	79	127	1	3	4	8	2	8	31	41	11	11	39	61	8	7	18	33	9	4	26	39
5. Softball	18	15	76	109	3	3	2	8	3	1	18	22	6	4	20	30	13	6	25	44	11	8	25	44
6. Soccer	8	9	67	84	0	0	3	3	0	0	4	4	2	0	6	8	1	1	10	12	0	2	5	7
7. Track & Field	19	27	64	110	0	0	0	0	0	1	3	4	6	3	7	16	6	8	12	26	5	3	17	25
8. Tennis	12	8	57	77	0	0	10	10	0	0	2	2	0	2	1	3	3	3	6	12	1	7	31	39
9. Badminton	3	4	10	16	0	0	1	1	0	0	1	1	0	2	2	4	1	0	2	3	2	2	20	24
10. Horseshoes	19	11	24	54	2	2	4	8	0	0	3	3	3	3	4	10	9	5	18	32	16	15	30	61
11. Squash	0	1	0	1	0	0	0	0	0	0	1	1	0	1	0	1	0	0	0	0	0	0	1	1
12. Handball	0	0	10	10	0	0	0	0	0	0	0	0	0	0	1	1	0	0	4	4	0	0	5	5
13. Paddleball	0	0	5	5	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	2	1	3
14. Table Tennis	2	6	58	66	1	0	6	7	0	1	6	7	0	1	7	8	2	0	5	7	7	11	41	59
15. Golf	0	0	2	2	0	0	2	2	0	0	1	1	0	0	0	0	0	0	2	2	0	0	11	11
16. Baseball	3	13	59	75	3	3	3	9	0	0	8	8	1	2	14	17	4	1	23	28	2	2	24	28
Self-testing Activities	58.4				2.7				1.2				15.4				7.8				20			
17. Tumbling	20	13	72	104	0	0	2	2	0	1	4	5	4	2	21	27	1	3	4	8	4	2	13	19
18. Head & Hand Stand	11	3	33	47	0	0	3	3	0	1	1	2	1	0	7	8	0	1	3	4	1	1	6	8
19. Handspring	4	4	33	46	0	0	2	2	0	1	0	1	1	0	9	10	0	0	6	6	0	1	12	13
20. Pyramids	2	0	28	30	0	0	2	2	0	1	0	1	2	0	13	15	0	0	1	1	0	0	8	8
21. Cartwheel	3	1	21	25	0	0	3	3	0	1	0	1	1	0	7	8	0	0	7	7	1	1	12	14
22. Walk on Hands	4	1	18	23	0	1	1	2	0	0	0	0	0	1	7	8	0	1	3	4	3	4	11	18
23. Pull up (chinning)	13	11	55	79	0	1	2	3	0	0	0	0	6	5	11	22	3	5	9	17	2	7	26	35
24. Push up	20	21	73	114	0	2	3	5	0	0	1	1	4	5	14	23	2	4	7	13	4	7	24	35
25. Rope Climb	17	9	22	48	0	1	1	2	0	0	0	0	4	4	10	18	3	4	3	10	11	7	12	30

Table 9. (continued) Place Contributing Some to Boys Learning the Various Activities.

School -	School				City				Church				Scouting				Sandlot				Elsewhere			
	#1	#2	#3	T	#1	#2	#3	T	#1	#2	#3	T	#1	#2	#3	T	#1	#2	#3	T	#1	#2	#3	T
Personal Combative Activities	28.7				1				2				21.6				8.1				19.2			
26. Wrestling	18	6	36	60	1	0	0	1	0	0	3	3	7	2	17	26	4	5	9	18	10	9	25	44
27. Hand Wrestle	6	2	10	18	0	0	0	0	0	0	2	2	7	3	11	21	1	1	3	5	3	3	13	19
28. Indian Wrestle	6	1	22	29	1	0	0	1	0	0	2	2	4	8	21	33	1	3	7	11	0	4	14	18
29. Cock Fight	3	4	6	13	0	0	0	0	1	0	1	2	10	2	21	33	1	1	2	4	0	1	6	7
30. One Man Pull-over Line	2	0	7	9	0	0	0	0	1	0	1	2	7	3	9	19	1	0	5	6	0	2	6	8
31. Elbow Wrestle	2	1	5	8	0	0	0	0	0	0	1	1	2	1	9	12	1	0	2	3	1	0	7	8
32. Neck Pull	1	0	3	4	0	0	0	0	0	0	1	1	1	1	6	8	1	0	0	1	0	0	3	3
33. Boxing	17	10	42	69	2	0	4	6	0	0	3	3	8	4	19	21	3	2	12	17	8	5	34	47
Outing Activities	3.9				1.8				2.5				29.9				6.1				49.8			
34. Hiking	3	1	4	8	1	0	2	3	3	2	6	11	18	17	58	93	2	1	3	6	9	13	50	72
35. Camping	2	1	3	6	1	0	2	3	3	2	4	9	15	21	58	94	2	1	4	7	9	12	46	67
36. Casting	0	1	1	2	0	0	1	1	0	0	1	1	4	1	14	19	3	0	3	6	13	4	32	49
37. Archery	0	3	10	13	0	0	1	1	0	1	0	1	0	2	9	11	2	0	4	6	5	4	22	31
38. Rifle	0	1	3	4	1	0	1	2	0	0	1	1	2	2	17	21	5	1	9	15	13	15	46	74
39. Canoeing	0	0	2	2	0	0	1	1	0	0	0	0	0	2	10	12	0	0	2	2	1	2	17	20
40. Boating	0	0	2	2	1	0	1	2	0	0	2	2	1	1	17	19	0	0	2	2	1	3	22	26
41. Sailing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7	7	0	0	1	1	0	4	13	17
42. Cycling	0	0	1	1	1	0	2	3	0	0	0	0	0	0	12	12	1	0	3	4	6	11	30	47
43. Horseback Riding	0	0	1	1	1	0	1	2	0	0	0	0	3	0	8	11	5	0	7	12	18	20	57	95
Snow and Ice Activities	.6				2				.8				8.6				6.8				45			
44. Skiing	0	0	1	1	1	0	1	2	0	0	1	1	1	1	12	14	6	0	3	9	1	5	2	48
45. Ice Skating	0	0	2	2	2	1	3	6	0	0	2	2	3	0	14	17	5	0	7	12	12	8	65	85
46. Snow Shoeing	0	0	0	0	0	0	1	1	0	0	0	0	0	0	3	3	2	0	1	3	3	0	12	15
47. Ice Hockey	0	0	0	0	0	1	1	2	0	0	1	1	0	0	5	5	2	0	4	6	4	3	3	38
48. Ski Jumping	0	0	0	0	0	0	0	0	0	0	0	0	1	0	3	4	3	0	1	4	6	0	14	22
Water Activities	1.1				5				.7				18.4				4.1				36.9			
49. Swimming	0	0	3	3	2	1	9	12	0	0	3	3	10	4	36	50	6	2	4	12	15	19	66	100
50. Diving	0	0	2	2	2	1	7	10	0	0	2	2	8	1	27	36	3	2	3	8	15	12	49	76
51. Floating	0	0	2	2	0	2	7	9	0	0	0	0	7	2	23	32	3	1	2	6	7	12	44	73

Table 9. (continued) Place Contributing Some to Boys Learning the Various Activities.

School -	School				City				Church				Scouting				Sandlot				Elsewhere							
	#1	#2	#3	T	#1	#2	#3	T	#1	#2	#3	T	#1	#2	#3	T	#1	#2	#3	T	#1	#2	#3	T				
52. Water Volleyball	0	0	0	0	0	0	3	3	0	0	0	0	0	3	3	3	0	0	0	0	0	0	2	2	0	0	3	3
53. Water Baseball	0	0	0	0	0	0	0	0	0	0	0	0	0	2	2	2	0	0	0	0	0	0	3	3	0	0	3	3
54. Water Basketball	0	0	1	1	0	0	0	0	0	0	0	0	0	2	2	2	0	0	0	0	0	0	3	3	0	0	3	3
55. Water Polo	0	0	0	0	0	0	0	0	0	0	0	2	0	2	4	1	0	3	4	2	0	0	4	6	0	0	4	6
Dance Activities				20				2.7				12.1				1.7				1.4				17.1				
56. Foxtrot (social or ballroom)	9	10	45	64	2	0	4	6	8	4	20	32	3	0	3	6	1	0	1	2	12	8	34	54				
57. Waltz	9	10	48	67	2	0	5	7	7	8	22	37	3	0	2	5	1	0	1	2	12	11	28	51				
58. Rumba	1	2	1	4	1	0	1	2	2	0	3	5	0	0	0	0	0	0	1	1	1	0	4	5				
59. Tango	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	2				
60. Jitterbug	2	2	0	4	2	0	0	2	2	1	1	4	0	0	1	1	2	0	0	2	5	2	1	8				
61. Barn dancing (folk)	1	4	15	20	0	0	1	1	2	3	11	16	0	0	3	3	1	0	1	2	1	3	9	13				
62. Tap dancing	0	1	1	2	0	0	1	1	0	0	1	1	0	0	1	1	0	0	0	0	0	0	1	1				
63. Modern dancing (creative)	5	3	8	16	1	1	3	5	3	4	7	14	0	0	0	0	3	0	1	4	7	1	11	19				
64. Ballet dancing	0	2	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1				